



ELEVATE: A NURSE FACULTY MENTORING PROGRAM

STEPHANIE FISHER, DNP, MSN, RN

BACKGROUND

- Evidence supports that effective mentoring significantly contributes to faculty success, retention, and overall institutional excellence
- Tailored career guidance increases faculty retention and is imperative for success. Inclusivity and association are critical for new, junior, and underrepresented faculty and creates an environment where all faculty members can receive equitable support and resources
- Workforce development forecast data indicates a concerning trend: a projected decrease in nurse faculty by -8.9% by 2033
- The Strategic Plan Recruit and Retention committee (SPRR) has been instrumental in developing a comprehensive survey, demonstrating a collective commitment to improving faculty retention
- Mentorship questions were included in the SPRR survey

ELEVATE: A NURSE FACULTY MENTORING PROGRAM

ELEVATE A Nurse Faculty Mentoring Program: The University of North Carolina School of Nursing (UNC SON) is dedicated to pursuing excellence in nursing education, practice, research, and service. "Elevate" captures a commitment to continuous improvement and raising the bar for empowering nurse faculty. The program builds on the 2023–2026 Strategic Plan to ensure new junior faculty receive guidance while addressing factors that blend career success and ensure belonging and inclusivity. Faculty matching, career advancement, and networking in nursing and the university community will be key. The program aims to support new, junior, self-identified, and underrepresented faculty, aiding in retention and acclimation to the university environment.

PURPOSE

The program's purpose is to empower faculty to achieve their full potential through mentorship alliances and provide targeted guidance and resources for professional growth.

PROBLEM STATEMENT

Evidence supports that mentoring is purposeful in faculty retention, professional growth, and empowerment. Establishment of a formal faculty mentoring program would provide additional engagement, support and resources for faculty at UNC SON.



PROJECT GOAL

- Develop a mentorship assessment survey and initiate a mentorship program with 20% faculty participation over the next year
- Develop a framework for the mentorship program and begin implementation over the next year

METHOD

- SPRR survey completion
- Mentor Matching – Tools from UNC Center for Faculty Excellence (CFE)
- Mentoring Toolkit Development
- Self-reflection using SMART goals and journaling

NEXT STEPS

- Send mentorship questions from the SPRR survey to assess mentorship status among faculty and staff
- Meet with the Dean of Inclusive Excellence & the Strategic Plan Committee to review findings from the survey
- Meet with UNC SON Leadership to review mentorship program development and obtain buy-in
- Contact the Center for Faculty Excellence Mentoring Program for guidance and program development
- Develop a detailed implementation plan after leadership support is obtained

EVALUATION

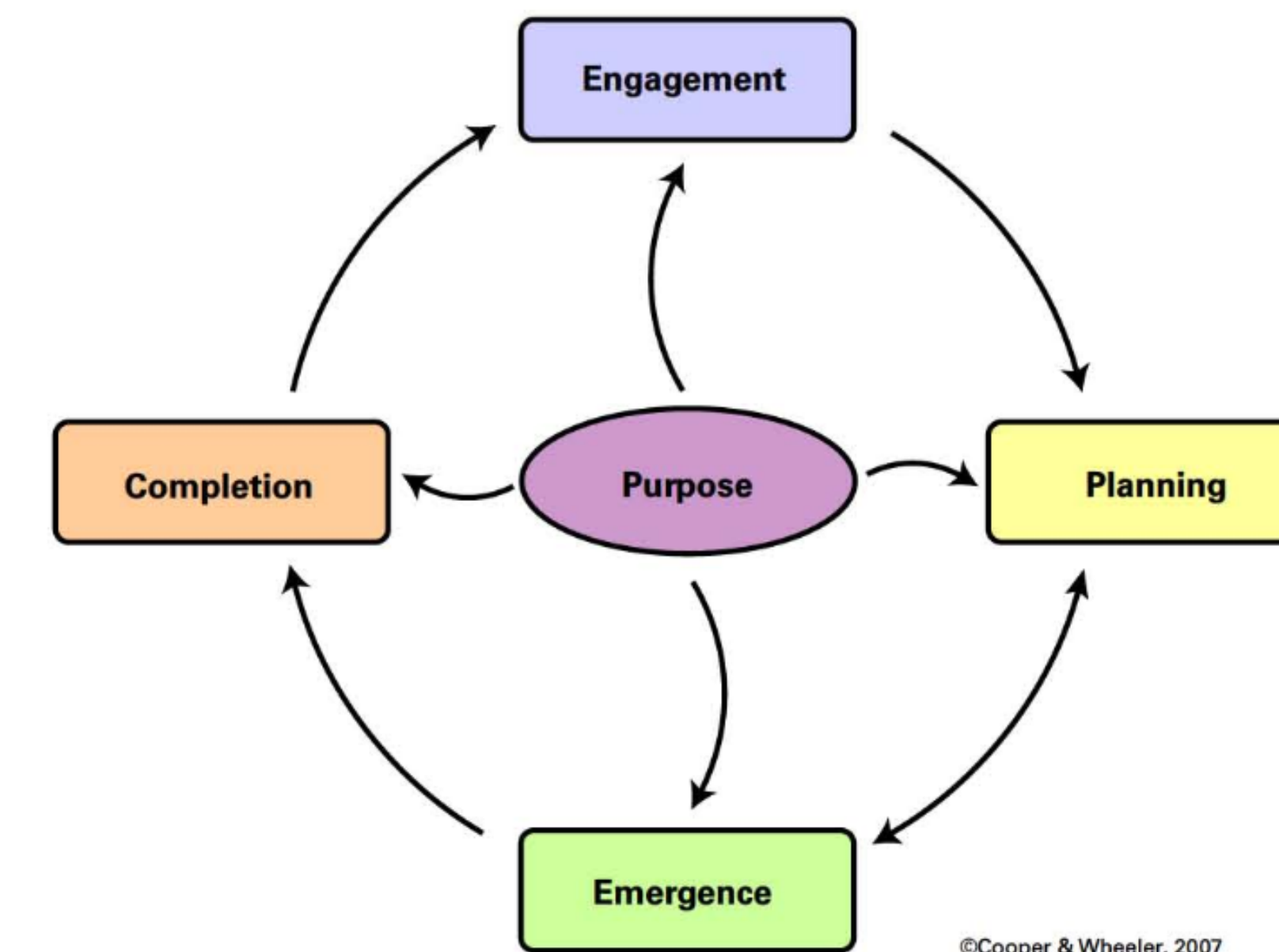
- Develop pre- and post-survey evaluation questions
- Formative and summative smart goal assessment

ANTICIPATED FACULTY OUTCOMES

- Participation in self reflection via SMART goals & journaling (I)
- Acceptance of feedback regarding expectations and mentoring (two- way feedback) (I)
- Ownership of career development & knowledge of culture (I)
- Board Participation & Leadership (E)
- Grant Procurement and Participation (E)
- Publications (E)
- Scholarly Presentations (E) (I-Intrinsic) (E-Extrinsic)

FIVE PHASE MENTORING RELATIONSHIP MODEL

Applying the model improves mentoring by creating a structured, engaging program that boosts satisfaction, impact, and goal achievement.



THANK YOU:
DR. ROLANDA JOHNSON
DR. SHIELDA RODGERS



SCAN FOR REFERENCES



ELEVATE: A Nurse Faculty Mentoring Program

Stephanie Fisher, DNP, MSN, RN

Biography

Dr. Stephanie Fisher, a dedicated advocate for health equity, health promotion, disease prevention, and nursing leadership, brings over 29 years of diverse healthcare experience to her role as Assistant Professor at the University of North Carolina (UNC) at Chapel Hill's School of Nursing. Her passion lies in shaping the next generation of healthcare professionals through impactful education.

In the School of Nursing, Dr. Fisher guides students through course content that delves into critical areas such as public health, population health, incivility & nurse bullying, health policy, care management, economics of health systems, and evidence-based practice and clinical capstone experiences. Her commitment to fostering a holistic understanding of healthcare extends beyond the classroom.

As a trained Nursing Professional Development Specialist, Dr. Fisher has held numerous leadership positions within the nursing field. Her wealth of experience makes her an invaluable resource for both students and colleagues alike. Her expertise spans academic teaching, healthcare services, managed care administration, patient care, public health consulting, and program evaluation.

Dr. Fisher's educational journey includes earning her MSN and BSN from East Carolina University. Earning her Doctoral degree from The University of North Carolina at Charlotte, her doctoral research, she focused on Safe Infant Sleep Interventions in Public Health. Dr. Fisher remains actively engaged in leadership roles within various state and national organizations, including the National Association of Community Health Nursing Educators, the NC Future of Nursing Action Coalition, and the NC Public Health Association of Nurse Administrators.

Her commitment to advancing healthcare knowledge and practice continues to inspire those around her, making Dr. Stephanie Fisher an influential force in the field of nursing and public health.

Contact Information



Stephanie Fisher, DNP, MSN, RN
Assistant Professor
The University of North Carolina at Chapel Hill
stephanie.fisher@unc.edu