Presentation Overview

Growing our own: *Transforming Expert Clinicians into Exceptional Nurse Educators who teach, lead, and stay*

Purpose

This presentation explores how nursing education leaders can strengthen the transition from expert clinician to effective nurse educator through intentional onboarding, mentorship, professional development, and organizational support. The session positions faculty development as a strategic investment in teaching quality, leadership capacity, faculty retention, program stability, and student success.

Objectives

By the end of the presentation, participants will be able to:

1. **Explain** why structured onboarding and continued faculty development are essential investments in program quality, capacity, and retention.
2. **Identify** the distinct knowledge and skills expert clinicians need to develop as they transition into nurse educator roles.
3. **Differentiate** between administrative orientation and a sustained faculty-success system that promotes role clarity, teaching effectiveness, belonging, leadership development, and professional growth.
4. **Describe** essential components of faculty development, including mentorship, teaching support, assessment literacy, data use, curriculum participation, and organizational integration.
5. **Identify** one actionable strategy to strengthen faculty onboarding, development, or retention within their nursing program.

High-Level Presentation Outline

1. The Faculty Investment Imperative

- Current pressures affecting faculty recruitment, preparation, and retention
- Faculty development as a program-capacity and sustainability strategy
- The connection between faculty success and student success

2. Preparing Expert Clinicians to Teach

- Differences between clinical expertise and educator expertise
- Common challenges during the clinician-to-educator transition
- Essential competencies for teaching, assessment, feedback, and student support

3. Moving Beyond Orientation

- Distinguishing orientation from sustained onboarding
- Creating role clarity and a sense of belonging
- Developing faculty capability through ongoing support rather than one-time information delivery

4. Investing Across the First Year

- A structured 12-month onboarding and development process
- Support during preboarding, the first 90 days, and the remainder of the first year
- Balancing consistent expectations with individualized faculty needs

5. Mentoring for Growth and Retention

- Intentional mentor selection
- Defined expectations and meeting cadence
- Clear boundaries between mentorship and evaluation
- Using mentoring to develop confidence, competence, and professional connection

6. Preparing Faculty to Lead

- Curriculum participation
- Assessment and data literacy
- Program evaluation
- Educational technology and artificial intelligence
- Change leadership and continued professional growth

7. Applying the Faculty-Success Framework

- Interactive case scenarios involving faculty with different backgrounds
- Identification of development priorities, mentor needs, and indicators of progress

- Application of a consistent but individualized onboarding approach

8. Measuring the Return on Faculty Investment

- Role clarity and belonging
- Growth in teaching and assessment capability
- Completion of onboarding milestones
- Faculty engagement and retention
- Program-level indicators of consistency and quality

9. Leadership Commitment

- Defining ownership for faculty onboarding and development
- Protecting time and resources
- Establishing consistent expectations
- Selecting one action, one owner, and one evidence point for the next 30 days

Central Message

Investing in faculty success means preparing expert clinicians not only to teach, but also to lead, grow, and remain engaged in nursing education.

The presentation emphasizes that effective faculty development should not depend on individual persistence or informal support. A structured faculty-success system creates the conditions for educators to build competence, develop a sense of belonging, contribute to program goals, and remain in the profession.