

Understanding the Transition, Onboarding, and New Faculty Integration into the Academic Environment: A Scoping Review



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The nursing faculty shortage has caused a major bottleneck in preparing new nurses and addressing the overall shortage of nurses.¹ Emerging discussions in nursing academia suggest that some nursing leaders and faculty recognize the need to provide intentional onboarding to recruit, develop, and retain new faculty.² Yet, little is known about existing new faculty onboarding programs, the status and characteristics of programs, the effectiveness of these programs in preparing and retaining faculty, or the metrics used to measure “success”. Therefore, this study examined the existence and characteristics of faculty onboarding programs, and the value of the programs in achieving key program outcomes. This study conducted a scoping literature review of 20 unique studies published between January 2000 and December 2023 on new nursing faculty onboarding programs to investigate three questions: 1) How is nurse faculty onboarding defined? 2) What are the characteristics of existing onboarding programs in nursing schools and 3) What outcomes have been examined to assess onboarding program effectiveness? The review found inconsistencies in how studies defined faculty onboarding and variability in program features and focus. Findings suggest that new faculty onboarding programs are effective in boosting faculty satisfaction, competency, retention, and academic achievements, but small sample sizes, varied methodologies, and differing metrics limit their generalizability and utility. These findings highlight the need for: 1) thorough research and evaluation to better understand and improve the onboarding process for all nurse faculty types and 2) national standards for faculty onboarding and training guided by professional nursing organizations to enhance the nurse faculty workforce and facilitate faculty movement across state lines.

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