Facilitating Organizational Socialization of Adjunct Clinical Faculty in Nursing Education

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Disclosure

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Background

Projected 1 million+ new RNs needed in the US by 2025
Ongoing nursing faculty shortage
Adjunct clinical instructors supplement limited pool of full-time faculty
Clinical adjuncts unique: who employees them vs. where they work
At risk for poor engagement
Limits professional development as educators
Organizational socialization:

- Enables an individual to assume a role that fits both organizational and individual needs

- Dynamic learning & adjustment process

Oxford Handbook of Organizational Socialization
Literature Review

• Human Capital Management

• Organizational Socialization & Onboarding

• Nursing Faculty Shortage & Adjunct Clinical Faculty
Onboarding strategies facilitate organizational socialization: contribute to employee productivity, satisfaction, and retention.
Organizational Efforts
- Tactics
- Recruitment
- Orientation
- Organizational Insiders

Newcomer Characteristics and Behaviors
- Personality
- Self-Efficacy
- Proactive Behaviors

Adjustment
- Role Clarity
- Self-Efficacy
- Social Acceptance
- Knowledge of organizational culture

Distal Outcomes
- Job attitudes
- Performance
- Turnover
Nursing programs are often not providing a comprehensive onboarding process for clinical adjuncts due to a lack of time, limited resources, perceived disinterest of adjuncts, or competing priorities.
Which onboarding practices did adjunct clinical faculty perceive as beneficial?

How did the use/lack of use of these practices during onboarding influence organizational socialization?
Sample

• 3 urban universities
• 8 clinical adjuncts
• \(\leq 2\) years in current position
• 3 Filipino/5 Caucasian
• 1 man/7 women
• 4 novice (\(\leq 1\) yr) educators
• 4 experienced (\(\geq 5\) yr) educators
Tool
Inform-Welcome-Guide
Onboarding Practices Checklist
Klein & Polin (2012)
Data Collection: 2 Steps

1. Pre-interview online survey: Adjuncts identified which IWG Practices experienced
2. In-person Interview:
   - Rated benefit of every practice
   - Elaborated on rating
Analysis: 2 Steps

• Onboarding Practices Benefit rating
  – Inform
  – Welcome
  – Guide
Analysis: 2 Steps

• Organizational Socialization: Responses aligned with predetermined adjustment codes:
  – role clarity
  – self-efficacy
  – social acceptance
<table>
<thead>
<tr>
<th>IWG Category</th>
<th>More Beneficial</th>
<th>Less Beneficial</th>
<th>Little or No Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform</td>
<td>Formal orientation</td>
<td>Met Dean</td>
<td>New employee video</td>
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<tr>
<td></td>
<td>Q&amp;A session</td>
<td>Professional Development Plan</td>
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<td></td>
<td>Met Dept Chair</td>
<td>Glossary of terms</td>
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<td></td>
<td>Met with HR</td>
<td>Important contact info</td>
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<td></td>
<td>College tour</td>
<td>Online orientation</td>
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<td>New faculty website</td>
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<td>Website orientation</td>
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<td></td>
<td>Shadowing</td>
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<td>Training</td>
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<td></td>
<td>Lab orientation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Welcome from Dean/Chair</th>
<th>Welcome from University</th>
<th>Invited to social events</th>
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<tbody>
<tr>
<td></td>
<td>Gathering held</td>
<td>Welcome kit</td>
<td>Family Invited</td>
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<td></td>
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<td>Invited to meetings</td>
<td>Joining announced</td>
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<thead>
<tr>
<th>Guide</th>
<th>Assigned mentor</th>
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<tbody>
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<td></td>
<td>Point of contact</td>
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<td></td>
<td>Peer resource</td>
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</table>
Results: Onboarding Practices

- Lack of consistency even at same university
- Identified benefit to most onboarding practices
- 6/8 had ongoing feelings of anger, confusion, disbelief wasn’t done better
Results: Onboarding Practices

• Adjunct determine own shadowing/training/lab needs
• Majority: offer all practices (except purely social)
• Stereotype that adjuncts don’t want to invest in institution – not true for them
Results: Organizational Socialization

Adjuncts who experienced more IWG practices reported increased

– Role clarity
– Self-efficacy
– Social acceptance
Results: Organizational Socialization

- Ongoing anger, resentment, distancing from administration with poor experiences
- Stayed in teaching role even when perceptions of program very negative
Conclusions/Implications

When adjuncts continue teaching who are poorly socialized what is impact on them, the students, the program, and the clinical facilities?

“How do you compensate for not being welcomed?”
Conclusions/Implications

Inform-Welcome-Guide was an effective tool for capturing adjunct onboarding experiences.

Offering more IWG practices facilitated role adjustment and socialization.
If efforts aimed at early engagement lead to retention of satisfied faculty then institutional costs should be decreased, demands on facilities are lessened, and students benefit from being taught by experienced clinical instructors.