



**Eastern Shore Faculty Academy and Mentorship Initiative (ESFAMI): A hybrid experience to develop expert clinicians as clinical faculty**

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Across the United States, the shortage of nursing faculty has been identified as central to the ongoing nursing shortage. Recruitment and retention of highly qualified individuals from diverse backgrounds to teach students in clinical settings is challenging. Educating practicing nurse experts about the complexity of the clinical academic environment requires a multifaceted approach.

The Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI), a hybrid educational program, is a partnership of three nursing programs on the Eastern Shore of Maryland. The ES-FAMI experience includes face-to-face meetings, interactive online modules, simulated clinical teaching experiences, and mentoring. Specific goals of the ES-FAMI are recruitment of a racially, ethnically, and gender-diverse group of participants and expansion of the pool of trained faculty with clinical backgrounds in psychiatric/mental health, maternal/newborn, pediatrics, and community health nursing.

Originally designed as a three year grant, the project was so successful that a one-year extension was sought to expand the mentorship aspects of the program. Mentoring activities included periodic face-to-face meetings to discuss challenging clinical situations and how to manage them, one-to-one shadowing with experienced faculty, site visits to those with clinical teaching assignments, and workshops on such topics as "organizing a clinical experience", "methods to track student assignments/patient diagnoses/clinical skills", and "managing difficult student situations".

At the conclusion of the four year Maryland Higher Education Commission Nurse Support Program-II grant, a 5-year continuation grant was written and funded, with the goal of graduating an additional 80 participants for a total of 140 graduates by 2020. Ongoing challenges include the need for continued mentorship for academy participants, redefinition of roles and expectations with each of the partner schools, the need for strong leadership from at least one of the partners, and the importance of a plan for sustainability when grant funding ends.