

Title:

Assessment of Nursing Faculty Development Needs: An Evidence-Based Approach

Margaret Joyce Reilly

Nursing Program, School of Professional Studies, City University of New York, Floral Park, NY, USA

Session Title:

Transition to the Faculty Role

Slot:

4B: Friday, April 4, 2014: 3:30 PM-4:45 PM

Scheduled Time:

3:30 PM

Keywords:

Faculty Development and Needs Assessment

References:

American Association of Colleges of Nursing (2012). Special survey on vacant faculty positions for the academic year 2012-13. Washington DC, Author. American Association of Colleges of Nursing (2005). Faculty shortages in baccalaureate and graduate nursing programs: Scope of the problem and strategies for expanding the supply. Washington DC, Author Barksdale, DJ, Woodley, L, Page, JB, Bernhardt, J, Kowlowitz, V, & Oermann, MH (2011). Faculty Development: Doing more with less. The Journal of Continuing Education in Nursing, 42(12), 537-546. Foley, BJ, Redman, RW, Horn, EV, Davis, GT, Neal, EM, & Van Riper, ML (2003). Determining Nursing Faculty Development Needs. Nursing Outlook, 51(5), 227-232. Skrabut, K (2000). Development of a comprehensive professional development program for Salem State College school of Nursing faculty with a plan for implementation and evaluation. Unpublished doctoral dissertation, Nova Southeastern University

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" <ul style="list-style-type: none"> • Course of study • Arrangements of instructional 	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	<ul style="list-style-type: none"> materials The subject matter that is taught Cultural "training" Planned engagement of learners 				
Define Faculty Development	Discuss process for faculty development needs assessment: Literature review, Development activities identified, Identification of a model structure, Method of administration	15 minutes	Margaret J Reilly DNS, APRN, CNE	Lecture, Discussion, Powerpoint Slides	Q & A: What does faculty development mean to you at your institution?
Describe needs assessment	Discuss process for faculty development needs assessment: Literature review, Development activities	15 minutes	Margaret J Reilly DNS, APRN, CNE	Lecture, Discussion, Powerpoint Slides	Group discussion: What are the faculty development needs at your institution?

	identified, Identification of a model structure, Method of administration				
Describe findings	Discuss results of findings: Demographics of respondents Categories of need Recommended strategies	20 minutes 10 minutes	Margaret J Reilly DNS, APRN, CNE	Lecture, Discussion, Powerpoint Slides	Q & A: How are faculty development needs assessed and addressed at your institution?

Abstract Text:

As the largest public university in the country, the City University of New York graduates over 1000 nurses each year and is the largest supplier of registered nurses in the New York metropolitan area. This culturally diverse pool of qualified nurses is educated to provide quality health care to the broad spectrum of the population. Comprised of twelve schools of nursing spanning the range from LPN to PhD, CUNY nursing schools employ over 400 nursing faculty both full time and adjunct. Like many nursing programs across the country, it is experiencing a nursing faculty shortage, which is anticipated to grow, as older faculty retire. Many new faculty come from the ranks of the clinical preceptors and adjuncts. However, clinical expertise is often not sufficient to transition to the role of nurse educator, and many graduate programs do not address the educator role. It has been reported nationally, that junior faculty have high rates of job dissatisfaction, which can impact retention and recruitment of limited faculty. As well, faculty shortages are often cited as major reason for turning away thousands of potential nursing students each year. Additionally, with changes in health care delivery, technological advancements, and demands for scholarship and research, even experienced faculty are in need of new knowledge and skills. Not unlike many other academic institutions, the university does not have a central, formalized nursing faculty development program to recruit and support new and experienced faculty in their transition to the role of educator, researcher or scholar. This paper describes the experience of researching, developing and implementing a faculty development needs assessment survey among the nursing faculty of this large urban, publicly funded university. Findings are reported and recommendations made for addressing professional development.