

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

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National League for Nursing  
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- \* City University of New York
- \* Largest urban university in the US
- \* 24 institutions: 270,000 degrees in 2013
- \* 13 Schools of Nursing: 1600 nurse graduates in 2013
- \* 42% of RN workforce
- \* 500 nursing faculty: 45% FT

# Nursing Faculty Development

## CUNY Dean for Health

- \*New Educators at risk
- \*Potential Faculty shortages
- \*Educational effectiveness



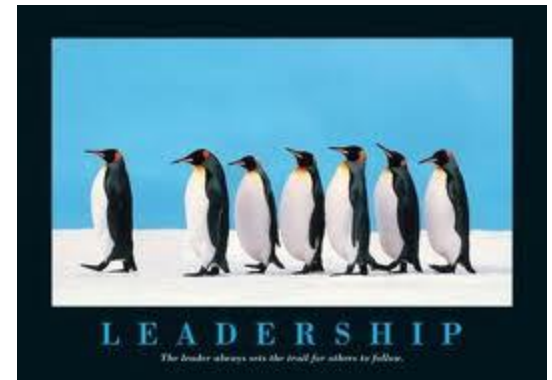
## Goals:

- \* Enhance instructional development
- \* Promote professional development
- \* Mentor new nursing faculty

# Needs Assessment

## Faculty Development Model (Wilkerson & Erby, 1998)

- \* Areas of Development:
  - \* Instructional
  - \* Leadership
  - \* Professional Career
  - \* Organizational



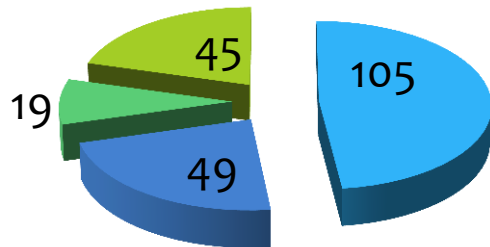
# Needs Assessment

- \* Electronic Survey
- \* 451 Faculty: 203 FT/ 248 PT
- \* Total RR = 48% (58% FT/ 29% PT/ 11% Unknown)
- \* Likert scale – not (1) to extremely (4) essential
- \* 60% reporting items extremely essential = junior faculty



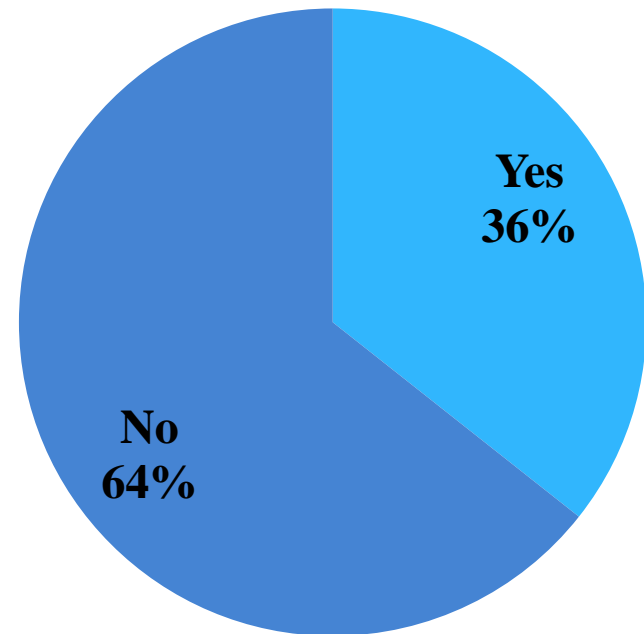
# Educational Status

Ed Level n=218



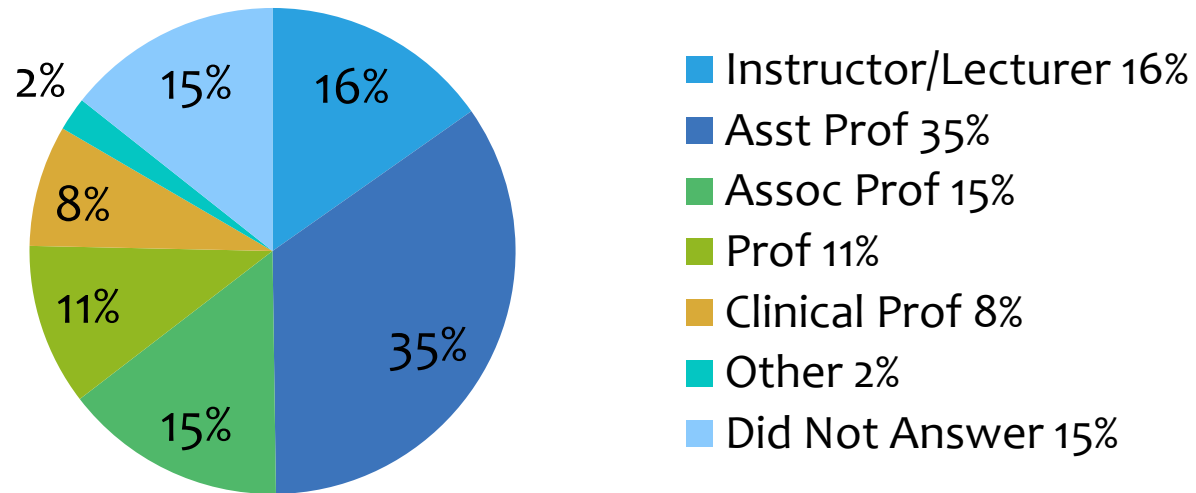
- MS/Post MS Cert
- PhD/DNS/Ed D/DNP
- pursuing Doc Deg
- did not answer

Tenure



# Rank

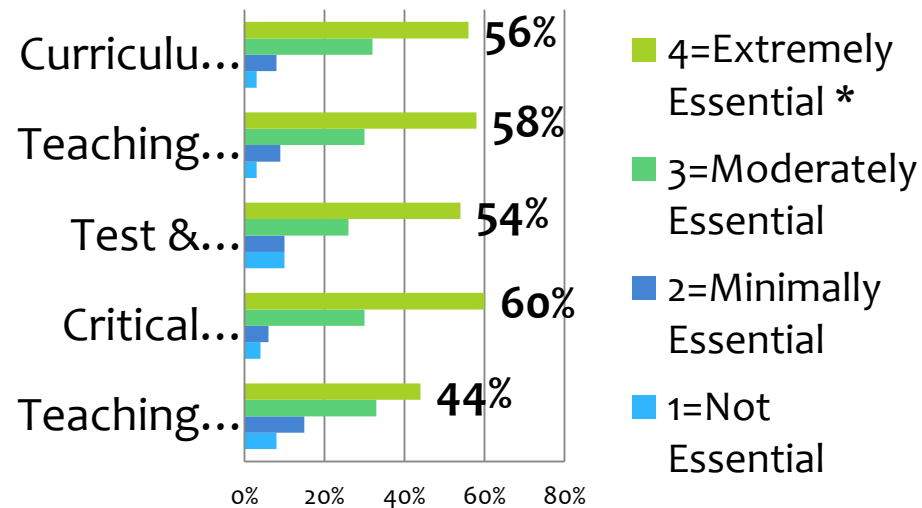
## Rank by percent



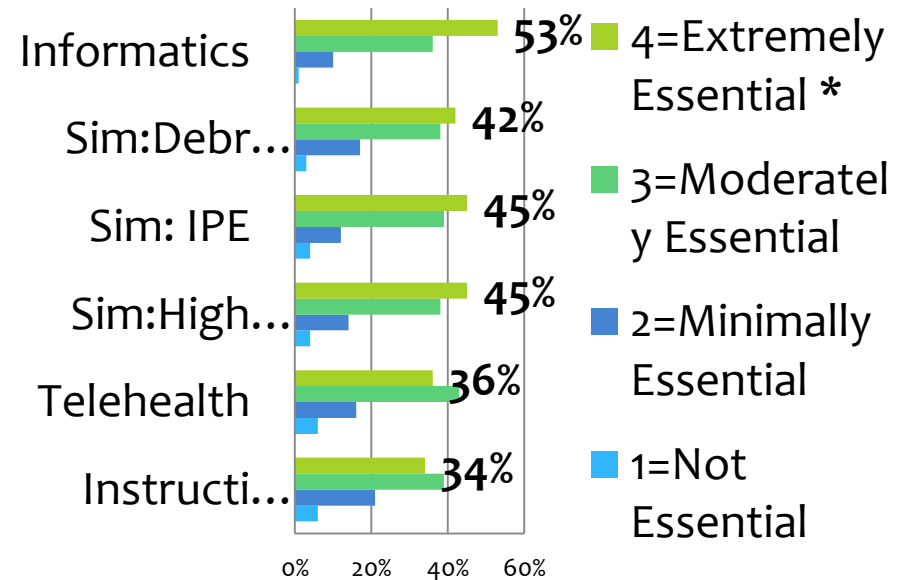
# Instructional & Technology Development

## Instructional Development

n=206



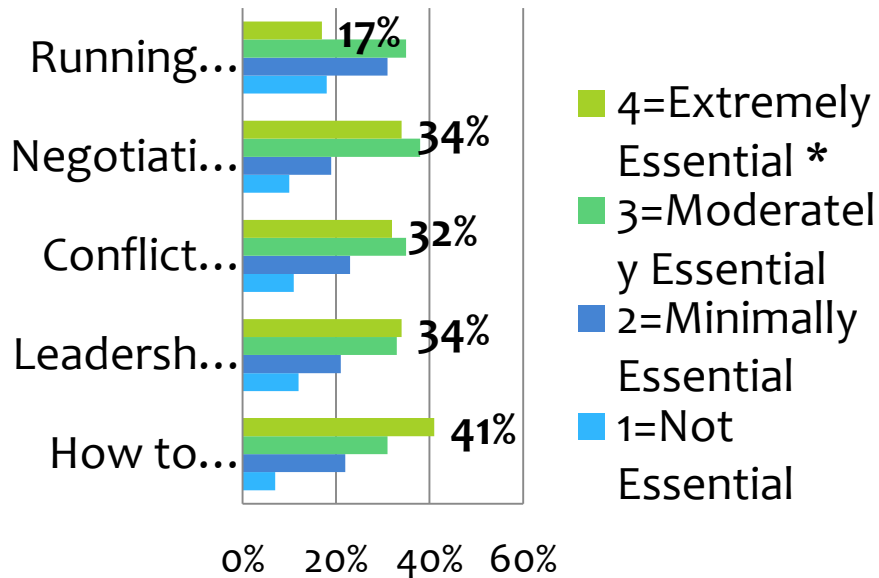
## Technology n=202



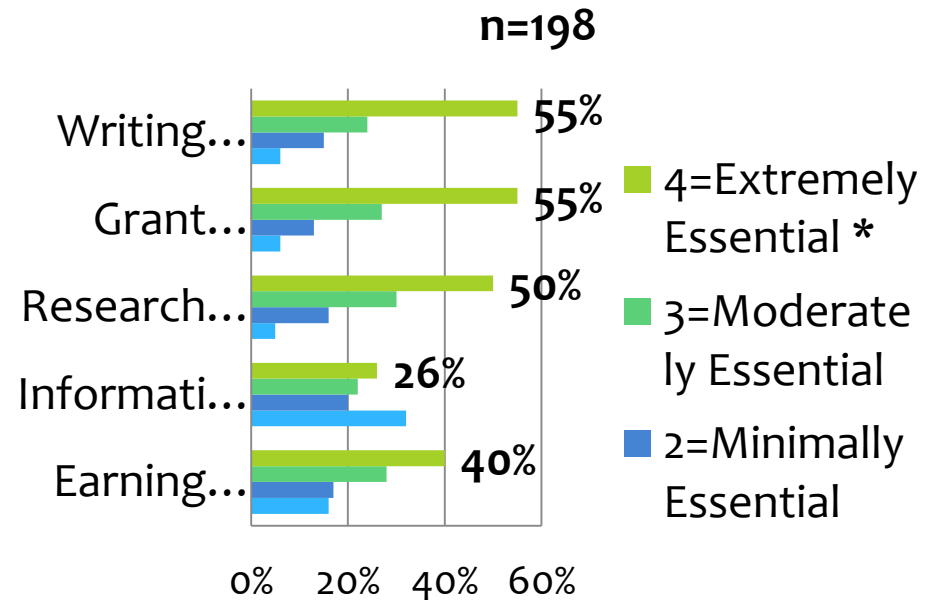


# Leadership & Professional Skills

## Leadership Skills n=199



## Research & Scholarship n=198



# Interventions

- \* Web-based forums
- \* Blackboard Faculty Organization
- \* Informal Brown Bag Sessions
- \* Annual Major conference
- \* Leadership Institute in Nursing Education



**Blackboard**

# Leadership Institute

- \* Junior Faculty Mentoring Program
  - \* 10 participants
- \* Competitive
- \* Representative
- \* Cohort-style
- \* Tangible Outcomes
  - \* Primary
  - \* Secondary



# References

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