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

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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
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: 45
- PhD/DNS/Ed D/DNP: 49
- pursuing Doc Deg: 19
- did not answer: 105

Tenure

- Yes: 36%
- No: 64%
Rank by percent

- Instructor/Lecturer: 16%
- Asst Prof: 35%
- Assoc Prof: 15%
- Prof: 11%
- Clinical Prof: 8%
- Other: 8%
- Did Not Answer: 15%
Leadership & Professional Skills

Leadership Skills n=199

- Running: 17%
- Negotiation: 34%
- Conflict: 32%
- Leadership: 34%
- How to: 41%

Research & Scholarship n=198

- Writing: 55%
- Grant: 55%
- Research: 50%
- Information: 26%
- Earning: 40%

Legend:
- 4=Extremely Essential *
- 3=Moderately Essential
- 2=Minimally Essential
- 1=Not Essential

*Denotes extremely essential skills.
Interventions

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

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


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