



FACULTY MENTORING INITIATIVE

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WHY MENTORING?

- ◆ To foster career development of faculty
- ◆ To establish and maintain healthy academic work environment
 - Listen and be listened to
 - Develop trust and collegiality
 - Coach and support each other
- ◆ We may be a novice in an area

NEEDS ASSESSMENT:

◆Self-Evaluation of Teaching Survey (SETS)

- Faculty Survey- Response 61% (44/72)
- Based on NLN Core Competencies of Nurse Educators with Task Statements ©

Identified Needs:

- Curriculum Development
- Advising
- Evaluation Strategies
- Time Management
- Mentoring for Pedagogy/Scholarship
- Communication/Collegiality

◆Analysis of Student Evaluations

- Undergraduate & Graduate Programs in a 2 year period
- Quantitative de-identified data

Identified Themes:

- Teaching effectiveness
- Communication

◆Qualitative data from Deans & Department Chairs

- Based on annual reviews of faculty, course evaluations and meeting with student representatives

Identified Themes:

- Improve teaching effectiveness
- Communication with students,
- Curriculum awareness
- Clinical Evaluation

Teaching Excellence

Pedagogy

Information Technology

Evaluation Strategies

Curriculum Development

Pedagogical Strategies

Leadership

Mentoring of Colleagues for Success in an Academic Career

Developing Networks for Collaboration

Administrative Vision, Action, Accountability

Communication

Relationships with Students

Advising

Problem Solving

Give/Receive Feedback

Collegiality

Work/Life Balance

Stress Management

Time Management

Ownership & Accountability by Faculty

Organizational Structure & Processes

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REFERENCES:

- Kolb, K.A. (2008). Core competencies of nurse educators: Inspiring excellence in nurse educator practice. *Nursing Education Perspectives*, 29(4), 217-219.
- National League for Nursing (2008). Mentoring of Nursing Faculty Tool kit. Accessed July 17, 2011 at <http://www.nln.org/facultydevelopment/mentoringToolkit/toolkit.pdf>