



## Evaluating Innovations in Nursing Education: Findings from Five Studies on Doctoral Education and Faculty

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Evaluating Innovations in Nursing Education Program

## Disclosures

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- Neither the planners or presenters indicated that they have any real or perceived vested interests that relate to this presentation.



## Pathways to the PhD in Nursing: Similarities and Differences

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School of Nursing  
UNIVERSITY OF WISCONSIN

## Purpose

To compare the experiences and outcomes of students in an innovative, early entrance to the PhD in nursing to students with more conventional entry points

## The Early Entry PhD Option

- Attract students interested in research careers
- Begin PhD coursework during undergraduate nursing major
- Engage students in early and intensive research training

## Participants

- **Early-Entry:** Current undergraduate or just graduated (N=29)
- **Mid-Entry:** Baccalaureate degree and at least one year of work experience (N=27)
- **Delayed-Entry:** Master's degree and more than one year of work experience (N=28)

## Data Collection: Qualitative

### Individual Phone Interviews

- Career Decision-Making
- Facilitators
- Challenges



## Data Collection: Quantitative

### School Databases

- Admission data
- Progression data
- Post-graduation employment



## Common Finding: Funding

### Funding is critical

*Scholarships definitely affected my decision to enroll. Knowing I would have funding definitely was a deal maker for me. If I wasn't able to have funding, I would have applied to other programs where I would get funding. Or maybe, wait for a few years, and save some money, instead of going straight from undergrad.*



## Common Finding: Mentoring

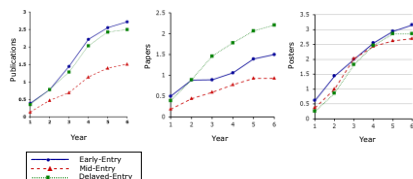
### Mentoring is key to progression

*...from people I know who have been in the program, stayed, and then, people that have left, a big distinction factor is the extent to which someone had a good relationship with their mentor...my mentor is very supportive of everything I do...she has a very individualized approach.*



## Common Finding: Research Productivity

### Well prepared for research role



## Common Finding: Teaching Preparation

### Teaching preparation is inadequate

*The teaching part is lacking a little bit in the PhD program. I feel there are opportunities but that it's up to the individual student to seek those opportunities...There's just one requirement of three credits of teaching, and the chance that you'll be working as a TA...But I don't think those are in and of themselves adequate to prepare us for the actual teaching that we will be doing.*



## Common Finding: Employment

Graduates pursue faculty positions

Type of position	Early-Entry N=7	Mid-Entry N=9	Delayed-Entry N=16
Faculty	3	6	12
Post-Doctoral Fellow	2	2	0
Researcher	1	1	2
Other/Unknown	1	0	2



## Common Finding: Work Environment

Academic environment is unappealing

*...I think probably there needs to be some work to improve the culture of the school of nursing, before it can be that attractive to students. All these papers, and they're trying hard to get funding, and it's not working out, and why would I want to do that?...You're not making it look like that much fun (laughs).*



## Unique Finding: Admission

Early-Entry decision influenced by faculty

- For Early-Entry students, decision to pursue PhD was a consequence of mentored undergraduate research experience
- Conventional entry linked to vision of a new career



## Unique Finding: Demographics

Early-Entry students are younger and more diverse

- Age at admission was 27 vs. 37, vs. 41
- Racial diversity was 28%, vs.15%, vs.0%



## Unique Finding: Progression

Early-Entry students progress more quickly

- For Early-Entry graduates, time to degree was 5.9 years; for Delayed-Entry graduates, it was 5.1 years (+ MS degree)
- Attrition was lower in Early-Entry group (27%) than in conventional entry groups (37, 32%)



## Unique Finding: Early-Entry Concern


Students question clinical competence

*It's very clear to me there is this fake nurse syndrome that I still suffer from. 'I'm a nurse, but I'm not a nurse'. There's this feeling--are you clinically competent? I still struggle significantly with that one. My clinical knowledge is so inferior because I have focused so heavily on research, methodology, and statistics...that's the goal of our program to train people to be scientists. I think that's actually the major issue with this program model.*



**Recommendations**

- Develop early-entry PhD programs
- Identify best practices of mentoring models
- Include strong teaching preparation in PhD programs
- Model career satisfaction



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**Identifying Barriers and Facilitators to Nurse Faculty Careers  
for Doctoral Nursing Students**

**Geraldine Bednash, PhD, RN, FAAN & Di Fang, PhD**  
**American Association of Colleges of Nursing**



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- The 2010 Institute of Medicine (IOM) report identified significant research priorities for ensuring the transformation of nursing education. High on the agenda was the need to identify the impact that salary, benefits, and job attributes have on the recruitment and retention of graduate students into nurse faculty positions.
- To address this need, we conducted a study to identify barriers and facilitators to faculty careers among doctoral nursing students.

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The major research questions of this study:

- What are the factors that attract or discourage doctoral nursing students from pursuing nurse faculty careers?
- What is the impact of doctoral education on the likelihood of choosing faculty careers for doctoral nursing students?

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**Methodology:**

- Conducted two focus groups with local doctoral nursing students
- Of total doctoral nursing students enrolled in 2012, selected 1,500 PhD students and 1,500 DNP students randomly for inclusion in our study
- Achieved a 60% total response rate (62.7% for PhD students and 56.9% for DNP students)
- Conducted descriptive and multivariate analyses
- Due to time limitation, our following presentation will focus on PhD students only.

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**Findings:**

- 86% of PhD students entered their doctoral programs at the post-master's level. Their average age upon graduation would be 48.5.
- 21% of post-master's students had already been in their programs for 5 years or longer.
- 72% of PhD students planned to pursue academic careers after graduating from their programs. However, 51% of PhD respondents were already faculty at the time of our survey. These individuals will not add to the faculty base but may have the potential for a longer career as a faculty member upon completion of their doctoral degree.
- The majority of PhD students reported that they were confident or very confident in their ability to carry out various academic tasks. However, less than half of students felt confident in reviewing and writing grant proposals – a finding that was consistent even for PhD students at research-intensive institutions.



- The most commonly reported barriers were financial compensation in academic nursing and negative perceptions about the academic nursing environment.
- The most influential facilitators were the impact of interest level in teaching and perceived contribution of nursing research/science to patient care.
- Three distinct profiles emerged for (a) students who planned to pursue academic careers, (b) students who planned to seek nonacademic careers, and (c) students who were undecided about their career plans.
- The impact of doctoral education on plans to pursue an academic career is positive for PhD students, as the percentage of students that switched from having nonacademic career plans to academic career plans (47%) was substantially higher than the percentage that switched from having academic career plans to nonacademic career plans (4%).



#### Recommendations:

(A). Prepare nursing students for doctoral education and academic careers early at the baccalaureate and master's levels.

- Make information on doctoral education and academic careers broadly available to nursing students at the baccalaureate and master's levels. Many students reported that being less knowledgeable about doctoral education prevented them from pursuing doctoral education earlier.
- Provide teaching and research development opportunities to students at the baccalaureate and master's levels to stimulate their interests in teaching and research early in their careers.



- Encourage nursing students to start doctoral education early or at the post-baccalaureate level. Our study confirms the findings of previous studies that post-master's doctoral students are often in their late 40s upon graduating, which limits the length of their academic careers. In contrast, the average age of entry into a doctoral program for post baccalaureate doctoral students, was 33.9.
- Design graduate curricula to allow a more seamless transition from master's to doctoral study. This would allow students who enter master's degree programs to continue their education to obtain a doctoral degree.



(B). Select applicants for PhD programs who are more likely to seek academic careers and who express a clear interest in conducting research.

- Doctoral programs and funding agencies can use our findings on the profiles of students with academic career plans to design application forms that can better identify students interested in teaching and research and select awardees who are more likely to pursue academic careers.

(C). Improve student experiences during doctoral education to facilitate more rapid completion of the doctoral program.

- Provide doctoral students with mentors and encourage more frequent mentor-mentee interactions.



- Doctoral programs can use our findings on the profiles of students with academic career plans to identify students who are more likely to seek faculty careers and make efforts for their retention, while maintaining their interest in teaching and research. Doctoral programs can also use our findings on students' profiles to identify students with undecided career plans.
- Provide PhD students, especially those at research-intensive institutions, with adequate research training for academic careers as research scientists.
- PhD programs should build a mechanism to monitor students' progress periodically and ensure they complete their program in a timely manner.



(D). Build a longitudinal database of doctoral students nationwide to monitor their outcomes.

- To obtain a more accurate estimate of students' career trajectories will require the development of a national database of doctoral nursing students at the individual level. This would monitor students' time to graduation, reasons for attrition, and career plans after graduation longitudinally and by cohorts.



## Exploring Doctoral Education by Nurses Seeking or Intending to Stay in Faculty Roles

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Claire Draucker, PhD, RN, FAAN, Marion E. Broome, PhD, RN, FAAN  
Michael T. Weaver, PhD, RN, FAAN, Andrea Fedko, MSN, RN



## Research Questions

1. What factors (benefits, consequences, facilitators and barriers) were associated with nurse's intent to seek a doctoral degree (PhD or DNP)?
2. What factors (benefits, consequences, facilitators and barriers) were associated with doctoral (PhD/DNP) students' and recent graduates' decisions to seek a PhD versus a DNP?
3. What factors (benefits, consequences, facilitators and barriers) were associated with current doctoral (PhD/DNP) students' and recent graduates' (since 2010) choices to seek or maintain a faculty role?



## Study Design

- Mixed Methods with Data Triangulation
- 3 Groups of Interest:
- 808 nurses completed the survey
  - MSN prepared Nurse Educators (260)
  - Current Doctoral Students (202 DNP & 196 PhD)
  - Recent Doctoral Graduates since 2010 (75 DNP & 75 PhD)
- 36 nurses participated in comprehensive interviews
  - 12 MSN educators
  - 7 DNP and 5 PhD students
  - 6 DNP and 6 PhD graduates
- 7 Purposively chosen states:
  - PA, SC, ND, IL, OR, AZ, ID



## Findings

### 4 Major Intertwined Themes

- Time
- Money
- Program/Frustration
- Teaching/Faculty Role



## Findings

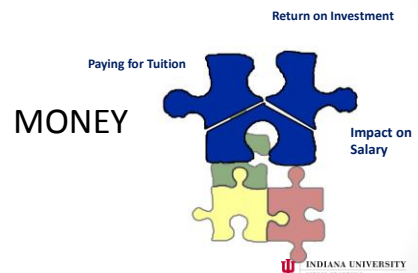
Time for  
work, family  
other  
roles



Time to Degree  
Completion



## Findings



Findings

# PROGRAM/FRUSTRATION

Format and Relationships

Selecting a Program

Selecting a School

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Findings

# Teaching and Faculty Role

Expectations of Doctorally prepared faculty

Preparation

Intent

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Recommendations

Faster Programs ≠ Solution to Shortage of PhD Prepared Faculty

**ReVisioning + Curriculum change\*\* = Solution**

\*\*Coursework in Teaching and Faculty Role Preparation Must be Included for DNP and PhD Students

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## Hiring Practices and Intentions of Directors of Nursing Programs Related to DNP and PhD-prepared Faculty

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Charlotte Agger, MA  
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Background

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- Annually more than 50,000 qualified applicants are turned away from BSN programs and another 20-25,000 from graduate programs due to shortages of faculty and facilities; faculty shortage is the primary issue
- More open faculty positions in nursing are for doctorally-prepared faculty.
- PhD-prepared faculty are increasingly in short supply.
- DNP programs in nursing outnumber PhD programs 2:1, soon to be 3:1
- Graduates of DNP programs already outnumber PhD graduates 3:1
- Will hiring DNP-prepared grads help with faculty shortage?

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Hiring and Utilization of DNP- and PhD-prepared faculty

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<b>Goals</b>	<b>Who participated</b>
<ul style="list-style-type: none"> <li>Hiring intentions</li> <li>Roles and responsibilities</li> <li>Perspective on preparation for faculty role</li> </ul>	<ul style="list-style-type: none"> <li>Deans and Directors</li> <li>253 (of 554 sampled) ADN</li> <li>229 (of 455 sampled) BSN and higher degree programs</li> </ul>

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### Focus of the online survey

- Literature-based
- Piloted in interviews with 15 deans and directors
- Demographics of the school and program(s)
- Hiring preferences and practices
- Roles and responsibilities
- Appointment types
- Unique and general recruitment issues

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### Results

#### ADN

- Rural location (45%)
- Public
- 14% offer BSN or ABSN degrees
- Mean number of students in programs ranges from 110 (ABSN) to 161 (ADN)

#### BSN +

- Urban or suburban (70%)
- Public – Private/religious
- BSN at almost all, MSN 63%, then DNP, finally PhD
- Mean number of students in programs ranges from 35 (PhD) to 300 (BSN)

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### Results – Hiring Intentions

#### ADN

- Neither intentionally hiring nor looking to hire doctorally-prepared nurse faculty
- If hired generally would not deploy or pay differently than master's prepared faculty
- Expect to hire 1.7 (mean) doctorally-prepared faculty next year

#### BSN +

- Expect to hire 3.1 (mean) doctorally-prepared faculty next year, with PhD-prepared at 1.9/school and DNP-prepared 1.3/school
- See a similar rate of hire over the next several years with maybe an increase in DNP proportion

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### Results - Roles and Responsibilities DNP-prepared

- Teach all levels except PHD
- No expectations in majority of schools to conduct or disseminate research or write grants for research funding; slightly > 50% have higher scholarship expectations than for master's-prepared faculty, many similar to PhD-prepared faculty
- Advise students, not necessarily research
- Appointment type (tenure versus non-tenure track) depends on qualifications (37%) more often than appointed to the tenure track or (25%) or non-tenure track (21%).
- 17% of the schools have made no decision about appointment track

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### Results - Roles and Responsibilities PhD-prepared

- Teach at all levels
- More course coordination activities and university service
- Generally expected to advise students on research projects, conduct and disseminate research and write grant proposals for extramural funding.
- Appointment type (tenure versus non-tenure track) depends on qualifications (50%) more often than definitely tenure track or (44%) or non-tenure track (1%)
- 4% have not decided on the relevant track for appointment

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### Results – Other Areas

- More than 85% report a faculty shortage in their geographic area
- Geographic location (especially rural), competition from nearby schools and noncompetitive salaries are the most common barriers to recruitment
- DNP-prepared faculty have encountered acceptance issues (lack of respect) but this was reported by relatively few programs
- There are mentoring programs for both DNP- and PhD-prepared faculty, but PhD-prepared faculty often have access to other developmental funds and opportunities



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**Conclusions**

- Faculty opportunities for DNP-prepared faculty are increasing but not nearly as fast as DNP graduates are being produced and seeking academic positions
- Preference remains higher for PhD- versus DNP-prepared faculty (and DNP > Masters)
- Nearly half of programs have some expectation of scholarship and dissemination for DNP- and PhD-prepared faculty, although there is concern for the scholarly skills of the DNP-prepared graduate
- Little to no employment opportunities in ADN programs



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**Conclusions**

Issues that may inhibit the academic success of DNP-prepared faculty. These issues include:


- Lack of research preparation, which limits teaching opportunities beyond clinical courses, scholarship development as well as the ability serve as a research advisor to students
- A lack of teaching background shared with PhD-prepared faculty applicants
- Fewer development-focused resources, which will negatively impact on their long-term success

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**Impact of Teaching Demands on Doctorally Prepared Nursing Faculty Members' Scholarship and Productivity And Work-Life Balance**

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Villanova University College of Nursing

  
College of Nursing  
VILLANOVA

**Purpose**

- To examine the effect of teaching and mentoring doctoral students on faculty members' research and scholarship
- To examine the work-life balance of doctoral nursing program faculty

  
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**Rationale for Project**


Doctoral program nursing faculty...

- Are often the most seasoned faculty in schools of nursing.
- Are faced with competing demands in research, teaching and mentoring students, and service responsibilities.
- Are expected to prepare the next generation of faculty and researchers to address the shortage of nurses and faculty, and to move nursing science forward.

  
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**Participants**

- 29 doctoral faculty teaching in PhD and DNP programs participated in focus groups at national meetings as a basis for the development of on-line survey for the larger study.
- 554 faculty comprising a national random sample of faculty teaching in either PhD and DNP programs for at least 2 years participated and completed an on-line survey
- On-line survey addressed faculty members' research and scholarship productivity and work-life balance.

  
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### Major Findings

**Focus group findings:** the demands of teaching, the importance of institutional structure and climate, and concerns about sustainability for oneself, the institution, and the discipline.

- Increasing pace reported across all levels of nursing education
- Doctoral teaching and mentoring were seen as invisible work
- Great emotion was expressed by faculty in their discussion of work, work load and work-life balance.



### Major Findings

**On-line survey findings:** Faculty members reported robust research participation.

Faculty members reported that engaging in scholarship made them better teachers.

Faculty members' personal gratification from doctoral students' successes supported their research productivity.

Hours per week spent on research was strongest predictor of faculty research productivity.



### Major Findings...

Although both PhD and DNP program faculty are expected to conduct research and publish, PhD faculty are more likely to engage in grantsmanship and spend more time on scholarship.

PhD program faculty were more likely to have prior experience in research-related activities (i.e., writing grants, conducting research, providing peer-review, and giving presentations) than DNP faculty.

Organizational supports were seen as less available by DNP faculty than PhD faculty.



### Conclusions and Recommendations

While the proportion of DNP graduates entering faculty positions is smaller than PhD graduates, the absolute number is growing.

Thus, efforts are needed to ensure that DNP graduates have supports needed to be successful.

As senior faculty members who are successfully managing the competing demands of faculty retire, strategies are needed to ensure continued research and scholarship among future faculty members.

### Conclusions and Recommendations...

Although work-life balance of the current sample of faculty was better than expected, as members of the next generation become faculty members, work-life balance may become more of an issue.

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### Moderated Session

Michael Yedidia PhD/IN Program Administrator and Session Moderator

**Time for Questions**