Diversity in Scholarship -The Reach for Tenure

Rosanne Burson DNP, ACNS-BC, CDE, FAADE

Kathy Moran DNP, RN, CDE, FAADE

Dianne Conrad DNP, FNP-BC, FNAP

Objectives

- Review the progression of DNP prepared nurses within academia through the last decade and the elements of promotion and tenure that vary between academic institutions.

- Discuss how the changing views of scholarship exemplify the diversity of practice scholarship to contribute in the academic environment and impact society.

- Explore innovative approaches to the written documentation creation that highlights practice scholarship and impact.

Introduction

- Nursing – among top disciplines for tenure-track faculty hires (Flaherty, 2017)

- DNP nurses – decrease faculty shortage (AACN 2004, 2015)

- Ideal for clinical teaching and advancing knowledge translation (practice discipline) (Fang & Bednash, 2017)

DNP in Academia

- DNP Graduates have increased to 4100 in 2015- increases faculty pool

- DNP Faculty have increased from 3.8-14.1 % (Fang et al, 2016)

- 32% plan to pursue an academic career (Fang & Bednash, 2017)

- In 2015, **5.6% of full-time tenured faculty hold the DNP degree**

Promotion and Tenure

- Criteria varies between universities

- Peer review of teaching, service and scholarship

- Important to develop effectiveness that results in advancement

DNP Promotion and Tenure (P&T)

- **Similar to PhD in teaching and service**
- Teach in classroom, online and clinical settings
- Coordinating courses, advising students on scholarly projects
- Participate on all levels of university, department and prof committees

- Variability in response to DNP tenure r/t scholarship (Oermann et al, 2016)

Practice Scholarship

- Paint the picture of effective scholarship with impact
- Boyer's Model – integration and application
- New views of importance of impact in communities and on healthcare transformation
- Commitment to inquiry, generation of new knowledge, connecting practice with education and scholarly pursuits
- Understand the difference between practice, service and practice scholarship

Strategies for Success

- Know your university criteria and documentation method
- Identify your area of expertise
- Plan scholarship development
- Show impact – within health care/organizations
- Regional/national perspective
- Keep evidence that supports each aspect (teaching, service, scholarship) separate (binder)
- Develop your CV to highlight evidence that supports promotion and tenure
- Dossier/Narrative: Tell your story – tie in the key elements that support promotion and tenure
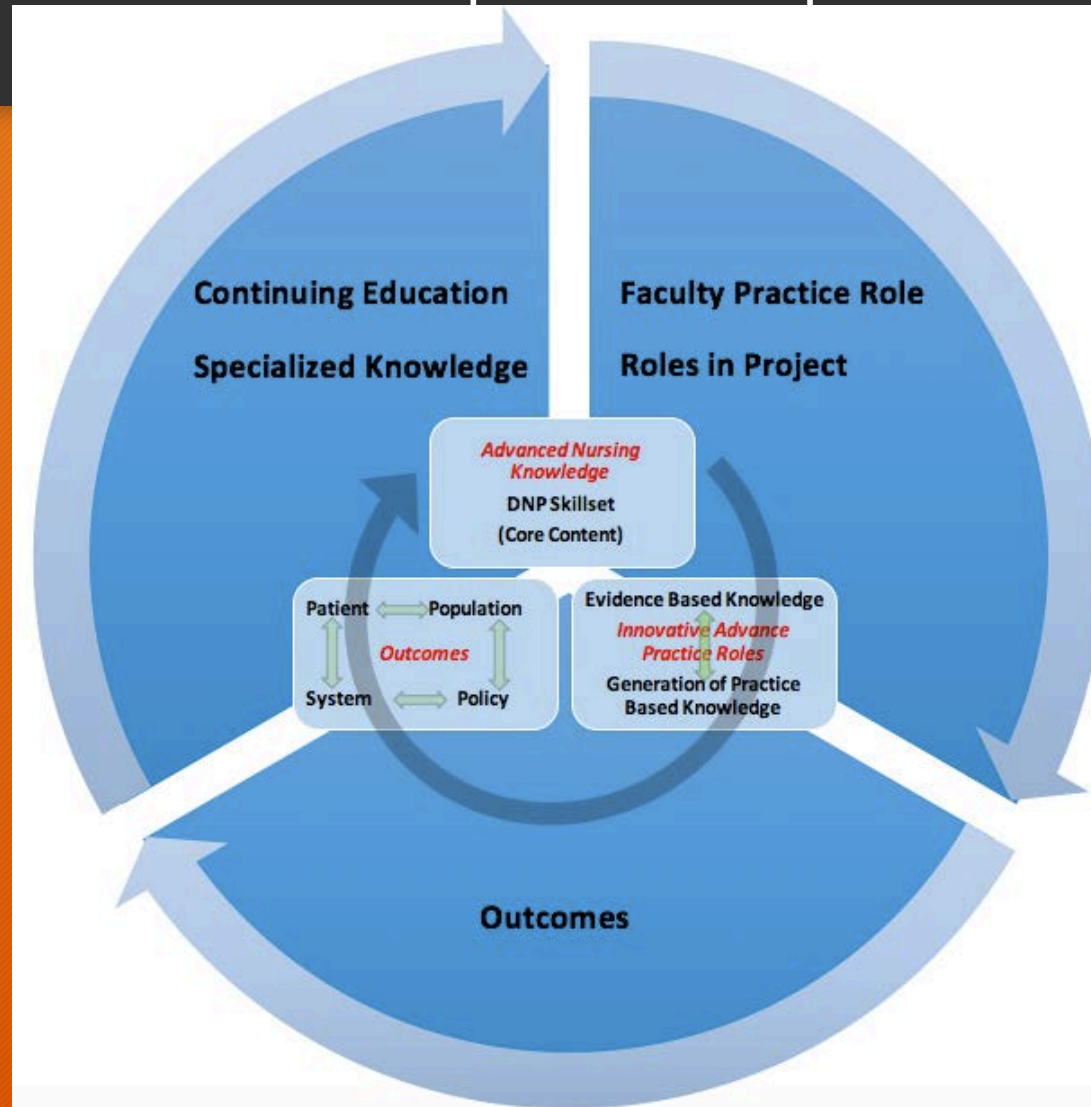
Tools for Success

- Curriculum Vitae
  - Cite most current accomplishments first
  - Use subheadings that easily identify:
    - Organizational/community impact (policy development, testimonials at national, state, and local levels, care redesign)
    - Refereed publications vs. non-refereed publications (journal articles, books, book chapters, clinical guidelines, etc.)
    - Invited Presentations vs. juried presentations (international, national, state, and local levels)
    - Poster presentations (international, national, state and local levels)
    - Grant applications – internal/external (include information that indicates if you were awarded the grant, date, and amount)

Tools for Success

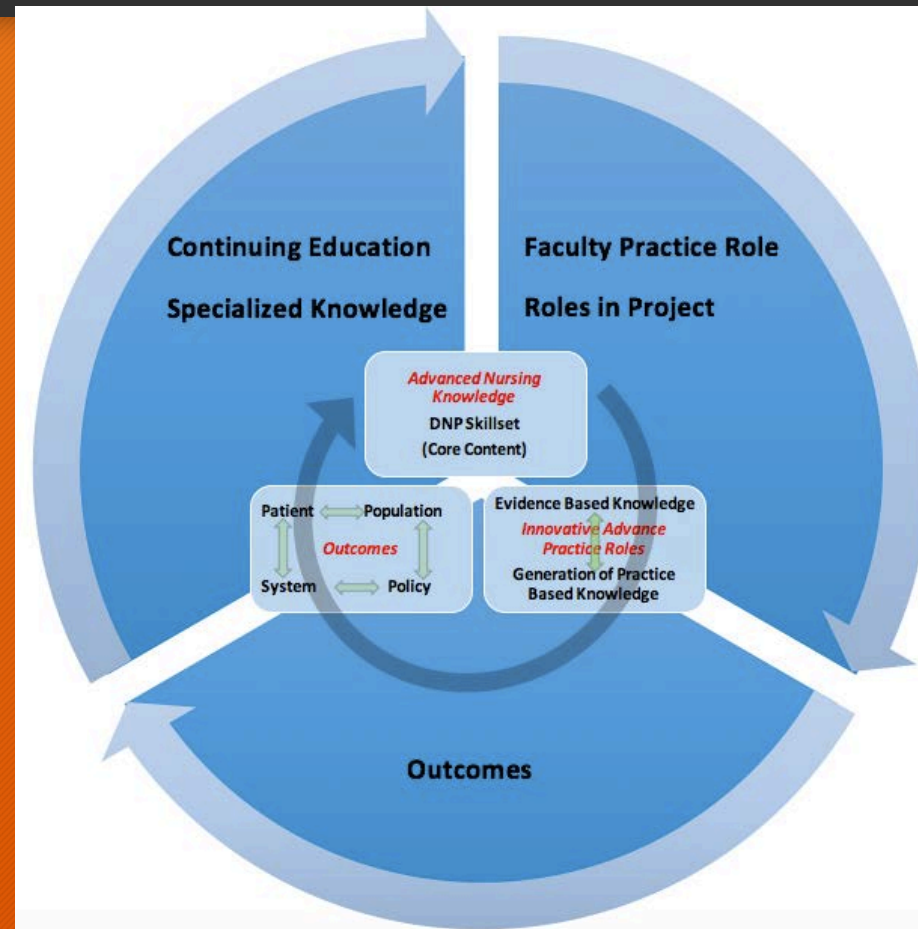| Standards for Promotion to Associate Professor	Examples of how this standard was met:
Evidence from peers and students of effective and quality teaching	• See student evaluations and acknowledgement of support (Appendix 1.2) and peer evaluations (Appendix 1.4)
Evidence of performance must be shown in scholarship (Category 1)	• Three publications in peer-reviewed professional journals (see Appendix 2.1). • Two manuscripts in press in peer-reviewed professional journals (see Appendix 2.1) • Fifteen short-articles published in peer-reviewed professional journal (see Appendix 2.1) • Two short-articles in press in peer-reviewed professional journal (see Appendix 2.1) • Invited podium presenter at multiple national (3), state (4), and local (3) events on the topics of health policy, DNP scholarship and practice, and chronic disease management and support (see CV; Appendix 2.3). • Juried podium conference presenter: international (1), national (3), state (2), and local (5) on the topics of health policy, DNP scholarship and practice, and chronic disease management and support (see CV; App 2) • Juried poster presenter at multiple national (3) and local (2) conferences on the topics of DNP scholarship and practice and chronic disease management and support (see Appendix 2.5). • Primary textbook author - The Doctor of Nursing Practice: A Framework for Success (see Appendix 2.2). • Book chapter co-author – Self-management in Chronic Disease (see Appendix 2.2).Textbook • Reviewer: Nursing Health Assessment: A Best Practice Approach (see Appendix 3.2); Home Healthcare Nurse/Now (see Appendix 3.2); Diabetes Educator (Appendix 3.2)
Evidence of impact must be shown in scholarship (Category 2)	Internal grants awarded include (Appendix 2.6): • Dean's Intramural Research Award. Principle Investigator: Role of Interprofessional Support in the Relationship between Depression and Glycemic Control in Patients with Diabetes Mellitus in an Urban Population. • Faculty Assemble Internal Research Award. Principle Investigator: Role of Interprofessional Support in the Relationship between Depression and Glycemic Control in Patients with Diabetes Mellitus in an Urban Population. External grants awarded include (Appendix 2.6): • Sigma Theta Tau's Lambda Zeta chapter award. Co-Investigator: Exploring the Relationship between Diabetes Mellitus, Depression, Self-efficacy and Glycemic Control in an Urban, Minority Population. • The American Association of Diabetes Educator's Innovation in Practice Award. Co-Investigator: Exploring the Cost and Clinical Advantages of Integrating the Registered Nurse-Certified Diabetes Educator in the Patient Centered Medical Home. • Blue Cross Blue Shield of Michigan Student Award. Co-Investigator: Exploring the Cost and Clinical Advantages of Integrating the Registered Nurse-Certified Diabetes Educator in the Patient Centered Medical Home. Others citing my research (Exploring the cost and clinical advantages of integrating the registered nurse-certified diabetes educator in the patient centered medical home) include: • Kishimoto, M. & Noda, M. (2014). The difficulties of interprofessional teamwork in diabetes care: a questionnaire survey. Journal of Multidisciplinary Healthcare 2014:7 333–339 • Ackroyd, S. A. & Wexler, D. J. (2014). Effectiveness of diabetes interventions in the Patient-Centered Medical Home. Current Diabetes Reports, 14(3), 1539-0829 (Online). doi 10.1007/s11892-013-0471-z • Kishimoto, M. & Noda, M. (2013). A report on diabetes seminars for medical staff: findings from a questionnaire survey. Diabetology International, (4)4, 261-265. • Biernacki Pamela J., Champagne Mary T., Peng Shane, Maizel David R., and Turner Barbara S. (2015). Transformation of Care: Integrating the Registered Nurse Care Coordinator into the Patient-Centered Medical Home. Population Health Management, 18(5), 330-336. doi:10.1089/pop.2014.0131. • Record, N. (2012). ScorHelth-Franklin model. Care Management, 18(2), 9-12. • Katz, A. & Enns, J. (2013). Prevention and screening for cancer in primary health care. In Miller, A. B. (Ed.). Epidemiologic Studies in Cancer Prevention and Screening. New York: Springer. • Fredericks, S., Lapum, J. & Hui, G. (2015). Examining the effect of patient-centered care on outcomes. British Journal of Nursing, 24(7), 394-400.
Authorship on publications averages one refereed publication annually	• Publications meet this standard (see category 1 criteria above)
One presentation at regional/national conferences every two years	• Presentations meet this standard (see category 1 criteria above)

A Faculty-Based *DNP Actualized Model* for Scholarship Development

Exemplar: Actualized DNP model applied to faculty scholarship

Continued Education:
- Integrating Safety Behaviors into Simulation Debriefing
- The Doctors of Nursing Practice National Conference
- Academy of Medical-Surgical Nurses National Convention
- Inter-professional Institute for Polarity Thinking in Healthcare
- Journal articles, webinars

Continuing Education

Specialized Knowledge

Faculty Practice Role

Roles in Project

Advanced Nursing Knowledge
DNP Skillset
(Core Content)

Patient ⟷ Population
Outcomes
System ⟷ Policy

Evidence Based Knowledge
Innovative Advance Practice Roles
Generation of Practice Based Knowledge

Outcomes

Faculty Practice Role: Active leader within an inter-professional team addressing *Pediatric Early Detection and Intervention of Respiratory Distress*

Outcomes:
- Clinical quality outcomes
- AHRQ Safety Survey – teamwork and communication
- Nursing Confidence

References

American Association of Colleges of Nursing (2004). AACN position statement on the practice doctorate in nursing. Retrieved from
     http://www.aacn.nche.edu/publications/position/DNPpositionstatement.pdf

American Association of Colleges of Nursing. (2015). New white paper on the DNP: current issues and clarifying recommendations. Retrieved from
     http://222.aacn.nche.edu/news/articles/2015/dnpwhitepaper

American Association of Colleges of Nursing – Manate Report. (2016). Advancing healthcare transformation: A new era for academic nursing. Retrieved from
     http://www.aacn.nche.edu/AACN-Manatt-Report.pdf

Boyer, E. (1990). Scholarship reconsidered: Priorities of the professorate. San Francisco, CA: Jossey-Baas.

Fang, D. & Bednash, G.D. (2017). Identifying barriers and facilitators to future nurse faculty careers for DNP students. *Journal of Professional Nursing; 33*(1);
     56-67.

Fang, D., Li, Y., Stauffer, DC & Trautman, DE (2016). 2015-2016 salaries of instructional and administrative nursing faculty in baccalaureate and graduate
     programs in nursing. Washington, DC: American Association of the Colleges of Nursing.

Flaherty, C. (2017). Faculty in higher education salary report. *Inside Higher Ed* (April 6, 2017).

Institute of Medicine (2010). The future of nursing: leading change, advancing health. Washington DC: National Academies Press.

Oermann, M.H., Lynn, M.R., Agger, C.A. (2016). Hiring intentions of directors of nursing programs related to DNP and PhD prepared faculty and roles of
     faculty. *Journal of Professional Nursing; 32*(3); 173-177.