

## Workshop 1

Monday 9th November, 15.15 - 16.00

# A Final Report on the 2009 National Study of Doctoral Nursing Faculty (Both PhD and DNP) in the United States

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Mary Ellen Smith Glasgow, PhD, RN, ACNS-BC is a Tenured Associate Professor and an Associate Dean for Undergraduate Programs in Nursing and Health Professions, Masters of Science in Nursing Programs, and Continuing Nursing Education. In her former position as Director of the Undergraduate Nursing Programs, she developed the Accelerated Career Entry, BSN Co-op, and RN-BSN Online Programs. Her research interests include bone marrow donation in minorities and leadership development in nursing education and practice. Dr. Glasgow received a PhD from Duquesne University, School of Nursing. She completed a post-doctoral fellowship at Bryn Mawr College and HERS, Mid-America Summer Institute for Women in Higher Education Administration. She is the recipient of several awards in teaching, research and practice. She is certified as a Clinical Specialist in Adult Health Nursing by the ANCC and is on the Editorial Board for Holistic Nursing Practice and Oncology Nursing Forum. She also serves as the Associate Editor for Oncology Nursing Forum responsible for the Leadership and Professional Development Feature. Dr. Glasgow was also recently selected as a 2009 Robert Wood Johnson Executive Nurse Fellow.

### Background/Rationale

This 2009 national comprehensive US doctoral nursing faculty survey is the first study to examine demographics and views of faculty who teach in either a PhD or a Doctor of Nursing Practice (DNP/DrNP) Program or both. The survey's primary aim was to understand the state of current doctoral nursing faculty status, views on the future of doctoral nursing education, and succession planning.

### Purpose

The purpose of this study was to get an

accurate picture of the current workforce and subsequent plans for succession of faculty and doctoral program administrators at U.S. universities that offer both the PhD and the professional/practice DNP/DrNP degrees. The self-administered survey of the faculty aimed to determine their views toward a) the affect of largely DNP programs on PhD in nursing programs as it relates to resources; b) optimism or pessimism for the future of doctoral nursing; c) recruitment of doctoral nursing faculty administrators and succession planning at their institutions; d) supply of

doctoral nursing faculty in the future; e) time devoted to teaching, scholarship, research, and practice; f) opportunities for tenure; g) satisfaction with current academic position; and h) factors that could improve work life.

### Method

The study of 624 doctoral nursing faculty in the U.S. used a self-administered, 32-item questionnaire that was sent electronically to eligible participants using Survey Monkey software/technology. The survey instrument included a brief introduction that covered the purpose, intended audience, statement of confidentiality, IRB approval, and intended use of results. The survey took approximately 15 minutes for participants to complete. There were no incentives given to complete the survey. Basic demographic descriptors, occupational status, and institutional type descriptors were asked of survey participants.

### Findings

Some of the findings include 49% of the doctoral nursing faculty respondents (n=303) teach in a research intensive university and must receive funding to get tenure. Fifty-three percent (n=335) plan to retire in ten years. Twenty-nine percent (n=181) believe that the DNP will negatively impact current PHD resources while 46% (n=288) are unclear if the DNP will negatively impact current PHD resources. Sixty-five percent (n=406) do not think that there is going to be an adequate supply of nurse scientists to replace the retiring nurse scientists in the next five years. Fifty percent (n=304) do not think that there is going to be an adequate supply of nursing faculty qualified to teach in DNP Programs in the next five years. Twenty-nine percent of the respondents (n=175) cited that a higher salary would improve faculty work life while 23% of the respondents (n=139) cited having more internal resources for scholarship as a means to improve faculty work life. Only 9% (n=52) of the respondents had aspirations to become a doctoral academic administrator.

### Implications

According to the Robert Wood Johnson Foundation (2007), a large percentage of senior nursing faculty members will retire over the next five years and half the current nursing faculty are likely to retire by 2016. Many of these senior faculty members are doctoral faculty as well as funded researchers. In addition, many of these faculty hold key leadership positions in doctoral nursing programs. With only 2.1% of current Deans/Directors/Department Chairs in 2006 aged 45 or under, there may be a pending crisis in leadership development and succession planning in our nursing schools and a critical shortage of senior leadership in

doctoral programs (AACN, 2006). According to Adams (2007), most nursing faculty are not interested in pursuing a position with greater administrative responsibilities due to workload and conflict-related issues. Therefore, in the United States, the nursing profession is at an important crossroads in terms of academic nursing leadership, the nursing faculty shortage, and doctoral nursing education in general. Nursing has the opportunity to generate and translate its own evidence with a cadre of doctorally prepared nurse scientists and a cadre of doctorally prepared practice experts. The question remains how these two distinct roles will be operationalized in the future to truly benefit the profession and the public it serves. Lastly, there has been an 82% (N=1541) increase in student enrollment in Doctor of Nursing Practice Programs while PhD programs have basically remained stagnant with an increase in student enrollment of only 0.10% (N=3) (AACN, 2008). If the DNP in the US is conceptualized to focus exclusively on practice and not research and the current enrollment trend continues, the question remains as to who will conduct nursing research in the future in light of the pending faculty retirements noted in this study. Given the current faculty shortage projections in the US, a larger concern is: 1) Who will teach the next generation of doctorally prepared nurses? 2) Will there be enough nurse scientists to generate nursing knowledge/ evidence needed by the discipline? 3) Will the DNP degree siphon away prospective PhD students? 4) If the surge of DNP graduates find their way into academic positions, will nursing faculty without research doctorates have an equal seat at the table in the academy?

### References

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