

Factors Influencing the Recruitment and Hiring of Early Career Nurse
Faculty

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Abstract

The nursing faculty and subsequent nursing shortages have plagued the profession for decades with little progress made in altering the trajectory of the problem (AACN, 2005; IOM, 2010; NLN, 2017). Primary influences on the faculty shortage include later entry into faculty roles, the aging of faculty, and early retirements, and a logical solution is to recruit nurses to faculty roles earlier in their careers. The purpose of this study was to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty. This study contributes new knowledge about administrators' perspectives on hiring well-qualified young nurses for faculty roles and the most effective recruitment strategies for that demographic.

A cross-sectional, descriptive survey design was used. The sample consisted of 80 nursing program administrators from eight Midwestern states. The survey tool was developed by the researcher based on the literature and consisted of 15 questions regarding hiring practices for open faculty positions and recruitment methods that were evaluated for how effective they *could be*, their frequency of use, and how effective they *have been* if used.

Results of the study showed that nursing program administrators have a strong desire to hire well-qualified young nurses for faculty roles but that this population is not applying for open faculty positions as frequently as older nurses. The strategies that have been most effective for early career nurse faculty recruitment are recruiting individuals recommended by current faculty, the direct recruitment of individuals, and engaging in direct conversations encouraging a future faculty role. These results demonstrate the need for intentionality in recruiting potential candidates for academic careers and the importance of shedding a positive light on nursing education and the faculty role.

Administrators, faculty, and all other stakeholders within nursing education must take ownership in putting these methods into action.

Factors Influencing the Recruitment and Hiring of Early Career Nurse Faculty

CHAPTER I: INTRODUCTION

Purpose of the Study

Nursing education is *the* source of the largest group of healthcare providers, but the nursing profession has been quietly suffering recurrent shortages for decades. The American Association of Colleges of Nursing (AACN) (2005), the National League for Nursing (NLN) (2017) and the Institute of Medicine (IOM) (2010) are among the influential organizations that have recognized the significance of the problem and called for change, yet little progress has been made. Primary influences on the shortage have been the aging of nursing faculty compounded with early retirements (AACN, 2005; Berlin & Sechrist, 2002; Fang & Kesten, 2017; Yordy, 2006). Thus, one sensible solution is to recruit nurses to faculty roles earlier in their careers while they are at a younger age and have more years to dedicate to the profession (Berlin & Sechrist, 2002; DeYoung, Bliss, & Tracy, 2002; Fang & Bednash, 2017; Hinshaw, 2001; Yordy, 2006).

The need to encourage younger nurses to consider a faculty role has been suggested numerous times in the literature as one strategy to combat the faculty shortage. Though specific recruitment tactics have been identified in relationship to this, there has been limited research assessing the effectiveness of the strategies. An evidence gap exists in the area of early career nurse faculty recruitment as a potential influence to the trajectory of the nursing faculty shortage. The purpose of this descriptive study was to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty.

Background and Rationale

The nursing faculty shortage has been widely studied and well documented in the nursing literature for over 20 years. Despite numerous professional organizations and experts in the field discussing potential solutions, strategies have remained vague and have lacked ownership (Nardi & Gyurko, 2013). A resounding theme in the literature has centered on the fact that nursing faculty are generally older and retire earlier than faculty in other disciplines (AACN, 2005; Berlin & Sechrist, 2002; Fang & Kesten, 2017; Yordy, 2006). Recruiting nurses to faculty positions earlier in their careers has been a commonly suggested solution (Berlin & Sechrist, 2002; DeYoung et al., 2002; Fang & Bednash, 2017; Feldman, Greenberg, Jaffe-Ruiz, Kaufman, & Cignarale, 2015; Hinshaw, 2001; Kersey, 2012; Siela, Twibell, & Keller, 2008; Vogelsang, 2014; Yedidia, 2016; Yordy, 2006).

Implications of the faculty shortage.

The shortage of faculty has had a trickle-down effect, contributing to the concurrent nursing shortage. With insufficient numbers of nursing faculty, the number of students admitted to nursing programs has been limited (AACN, 2005). In 2016 alone, nursing programs in the United States turned away 64,067 qualified applicants, with most schools attributing this primarily to faculty shortages (AACN, 2017).

Yordy (2006), in association with the Robert Wood Johnson Foundation (RWJF), identified the shortage of nurses and nursing faculty a crisis for health care. A substantial increase in newly educated nurses and qualified faculty to teach them is necessary with the expanding needs of a growing and aging population. The lack of faculty to meet the rising demand for nurses directly affects the nursing shortage, which in turn influences

patient care. Fewer nurses available to care for patients has a significant effect on safe patient care and increases the risk of adverse outcomes such as injury or death (Allen, 2008).

The IOM (2010) has called on nurses to take on a greater role in America's increasingly complex system, and the influence of nursing education was discussed among the recommendations included in the *Future of Nursing* report. Nurses and nursing students need to be encouraged to pursue advanced degrees to provide a voice for the profession and to ensure access to high-quality, patient-centered care. The report set specific goals for the profession, which included having at least 80% of nurses hold baccalaureate degrees and doubling the number of nurses with a doctorate to add to the pool of nurse faculty and researchers by 2020.

Influence of aging faculty and impending retirements.

The current nursing and faculty shortages have provided challenges in reaching the IOM goals. The AACN (2005) has recognized the continuing and expanding faculty shortage problem, citing the effect of faculty age and retirement timelines combined with an inadequate pool of younger faculty for replacement as the main influences on future faculty availability. In 2016, the average ages of faculty ranged from 51.1 – 62.2 years for those doctorally-prepared and from 50.9 - 57.8 years for those master's degree-prepared, and the average age of nurse faculty retirement was 62.5 years (AACN, 2017).

Berlin and Sechrist (2002) evaluated the effect of faculty age and retirement timelines on availability of future doctorally-prepared nursing faculty by using national survey data from the AACN. It was projected that from 2003-2013 there would be 200-300 doctorally-prepared faculty eligible for retirement each year. The data also showed

the median age of recipients of nursing doctoral degrees was 46.2 years, as compared to the median age of all doctoral recipients of 33.7 years. Given the mean age of 62 years for retirement of doctorally-prepared nursing faculty, the number of years of productive teaching would be shortened due to this higher age at graduation.

More recently, Fang and Kesten (2017) analyzed AACN data to project faculty retirements between 2016-2025. They estimated that one-third of current faculty would retire within 10 years, leaving a massive void given their significant doctoral representation, senior rank, and role in graduate-level teaching. The authors concluded that nursing must begin to follow suit of other disciplines, promoting career pathways to advance individuals to faculty status in a timelier fashion.

Nurses should be recruited to faculty roles earlier in their careers to change the trajectory of the nursing faculty shortage, but the state of the evidence surrounding this topic is weak. The evidence that does exist has focused on the faculty shortage itself, barriers to academic careers, and various faculty recruitment efforts for faculty of any age. There has been little evidence regarding the need for early career nurse faculty and the effectiveness of recruitment strategies for this population. The purpose of this descriptive study was to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty.

Research Questions

The research questions for this study were as follows:

1. What is the incidence of hiring early career nurse faculty in undergraduate, prelicensure nursing programs?

2. How frequently are the identified strategies used for recruiting early career nurse faculty?
3. What is the perceived effectiveness for the identified strategies in recruiting early career nurse faculty?
4. What are the correlations between the demographics of the program administrators and their recruitment and hiring practices?

Assumptions

Assumptions for this study were:

Recruiting nurses to faculty roles earlier in their career is beneficial to the profession of nursing education.

Not every early career nurse has the desire, drive, or necessary qualities to become a faculty member at the age of 35 or younger.

Administrators of nursing programs have the authority to recruit and hire faculty.

Participants will be able to recall and estimate factors surrounding their recruitment and hiring practices accurately enough to provide valid information relating to them.

Delimitations

Delimitations for this study were:

The scope of the study was limited to deans, directors, and/or chairpersons with administrative authority over undergraduate prelicensure nursing programs within eight Midwestern states. Each administrator needed to hold an active registered nurse (RN) license, therefore excluding any administrators who may have a background in a field other than nursing.

While retaining nursing faculty also has great significance when considering the faculty shortage, the focus of this study was narrowed to recruitment strategies and hiring practices.

Definition of Terms

The following operational definitions were used in this research study:

Clinical experience: An individual's time spent as a registered nurse providing care for individuals or groups within a healthcare setting.

Early career nurse faculty: A nursing faculty member who initially transitioned into the role at the age of 35 years or younger.

Effectiveness: The degree to which something accomplishes the task for which it was designed.

Hiring practices: Factors or considerations used when making a decision on whether to offer an individual a position.

Nurse faculty: A registered nurse who has the responsibility of teaching nursing students on a full-time, part-time, or adjunct basis. The term *faculty* is used interchangeably with *educator* or *instructor* within the nursing profession.

Recruitment strategies: Active or passive tactics used by those in nursing academia designed to attract nurses to the faculty role.

Significance of the Study

This study contributes to nursing education by providing new knowledge about strategies to bring younger, qualified nurses into faculty roles. It examines current hiring practices of nursing education program administrators and their opinions on the effectiveness of various recruitment strategies. It also has the potential to provide new

recruitment and hiring tools for administrators to use in building the nurse educator workforce. The nursing profession has suffered plagues of shortages long enough, and it is time for those in academia to come together and activate the strategies that have been long suggested. Decreasing the average age and building up the cadre of nurse educators is necessary to strengthen the profession and ultimately affect the nursing faculty and nursing shortages (AACN, 2005).

CHAPTER II: LITERATURE REVIEW

This chapter discusses the literature associated with the nursing faculty shortage and considerations related to encouraging younger nurses to consider faculty roles. It begins with a historical perspective and continues on to provide background information, laying a foundation for the study. This chapter also explains the theoretical framework selected to guide the study, Rogers's Diffusion of Innovation Theory (2003).

Historical Context

The profession of nursing has been plagued by recurrent faculty shortages, and there is no relief in sight. The problem can be traced back to the 1980s when nursing student enrollments declined and faculty positions correspondingly did as well (DeYoung & Bliss, 1995). Enrollments rebounded in the early 1990s, but many programs found it challenging to recruit faculty, as they had found other opportunities in the profession (Hinshaw, 2001).

The demand for nurses decreased again in the late 1990s, as government and private payer reimbursements declined, hospitals downsized, and nursing positions were cut as a cost-saving strategy (Allen, 2008). Various initiatives and public campaigns have been put in place to recruit people to the profession since this time but have been insufficient at keeping up with the demand. Moreover, fewer nurses has meant fewer qualified individuals to fill faculty positions (Allen, 2008).

Faculty Recruitment Strategies

Numerous strategies have been presented to address the ongoing nurse faculty shortage problem. A systematic review by Allan and Aldebron (2008) provided an assessment of strategies implemented nationwide, and four large domains were extracted

from the data: advocacy, educational partnerships, academic innovation, and external funding. Specific strategies within these domains included raising public awareness of the nursing and nurse faculty shortages, establishing school-to-school and multisector educational partnerships, optimizing faculty resources and use of educators from non-traditional sources, using technology to expand faculty and educational resources, and increasing faculty funding through various sources. The authors recommended establishing a national nursing workforce center to collect and disseminate data to house best practices and solutions that have been proven effective and encouraging nurse leaders to publish their experiences in peer-reviewed journals to develop a body of literature on strategies to resolve the nursing faculty shortage.

A more recent systematic review conducted by Wyte-Lake, Tran, Bowman, Needleman and Dobalian (2013) included 14 peer-reviewed articles published between 1980 and 2010, looked at strategies to increase clinical nurse faculty in undergraduate nursing programs, and echoed some of the findings of Allen and Aldebron (2008). Findings included the use of academic-practice partnership models, using technology to add online components to program curricula or converting existing programs to online format, and implementing mentorship and faculty development programs to increase retention. Few studies discussed efforts to evaluate the effectiveness of the proposed strategies.

Nardi and Gyurko (2013) also conducted a systematic review to examine proposed solutions to the faculty shortage, but on a global scale. They used 62 publications from between 2002 and 2012 and identified 181 separate suggested solutions. The authors stated that nursing leadership has been on a carousel of exploring

the problem and its causes and challenges and call for a shift in focus to intentional action by nurse leaders and organizations. Results from the systematic review suggested the need for an educational paradigm change including abandoning the apprenticeship model for clinical education, pooling teaching and learning resources, designing and using databases across organizations to track and project faculty needs, ending associate degree nursing programs, and collaborating between schools and businesses to create mutually beneficial agreements for services.

Recruiting nurses to the faculty role.

Feldman et al. (2015) described one school's attempts to aggressively address the faculty shortage, which included the implementation of creative approaches targeting practicing nurses. These included creating the role of Clinical Practice Educator (adjunct faculty temporarily teaching at a full-time load), creating a clinical instructor role for master's-prepared non-tenure track faculty, partnering with the Veteran's Affairs system to enlist expert clinicians to teach, and utilizing federally-funded grants (the Nurse Faculty Loan Program and a Jonas Center grant) to provide scholarships for graduate nursing students interested in a faculty career.

Gerolamo, Overcash, McGovern, Roemer, and Bakewell-Sachs (2014) highlighted the implementation of the New Jersey Nursing Initiative Faculty Preparation Program funded by RWJF, which also sought to prepare nurses for the faculty role. Nine of 16 eligible schools participated in the study, which included 61 scholars. Descriptive statistics from scholar surveys and grantee data and qualitative data from interviews and focus groups were used to generate the results. Results uncovered attributes that promote

the assumption of a faculty position which include generous monetary support, socialization to the nurse faculty role, and formal education courses.

Recruiting nurses to faculty roles can also occur on a smaller scale. Siela et al. (2008) stated clinical nurses should consider a dual role as faculty. They suggested current faculty can form interpersonal relationships with clinical nurses and offer words of encouragement or note special gifts or abilities certain nurses may possess that would match the faculty role. They also recommended qualified younger nurses should be identified for these dual roles to offset the increasing age of faculty. Sims (2009) echoed these sentiments given the aging of current nursing faculty. A short-term solution would be to hire those nurses who are qualified, want to teach, and are willing to sacrifice a higher salary at the bedside to teach. Long term strategies could include promoting graduate education and allowing more part-time opportunities for nurses who are working on advanced degrees.

Recruitment of doctoral students.

Another pool from which to recruit potential faculty is that of doctoral students. Fang, Bednash, and Arietti (2016) surveyed doctorate of philosophy (PhD) students from nursing schools across the country to identify barriers and facilitators to academic careers. Surveys were sent to 1,500 students with a 62.8% response rate. Of the respondents, 72.5% planned to pursue academic careers, and leading facilitators included their interest level in teaching and their perceived contribution to nursing research. Results also showed age of program completion limited the length of their academic careers. Students entered their program at an average age of 33.9 years at the post-baccalaureate level and 43.4 years at the post-master's level, with an estimated 5.2 and 5

years, respectively until completion. The authors recommended nursing schools create teaching and research development opportunities for students at the baccalaureate and master's levels to stimulate early interest in teaching and research. They also stated academic leaders and professional nursing bodies should create strategies to identify candidates for doctoral education and provide advice and counsel to shuttle them into doctoral programs earlier in their careers.

Fang and Bednash (2017) performed a similar study with doctorate of nursing practice (DNP) students. Surveys were sent to 1,500 randomly selected DNP students from nursing schools across the country, and a 56.9% response rate was achieved. In contrast to the previous study with PhD students, only 32% of DNP respondents planned to pursue faculty careers. However, given the DNP is a practice degree, results indicated they are still an important source of faculty candidates. Barriers to pursuing a faculty career included poor financial compensation and a negative perception of academia. Students entered their doctoral programs at an average age of 32.4 years at the post-baccalaureate level and 45.9 years at the post-master's level, with an estimated of 3.8 and 2.9 years, respectively until completion. At nearly 50 years old upon graduating, the academic career of post-master's DNP students would be limited. The authors had the same recommendations as described in the study by Fang et al. (2016) with PhD students – a need for strategies to encourage students to pursue doctoral education earlier in their careers.

Recruiting Younger Nurses to the Faculty Role

Yordy (2006) said that to achieve a sufficient increase in the supply of faculty and influence the shortage, efforts must be made to persuade more nurses and nursing

students to pursue academic careers and to do so at an earlier age. Kersey (2012) suggested recruitment begin as early as with high school students to introduce the idea. Vogelsang (2014) stated that succession planning with the purpose of intentionally developing early career nurses for long term educator roles presents a sustainable solution to the faculty shortage.

There are numerous reasons to recruit nurses to faculty roles earlier in their careers. Younger nurses returning to school often lack significant financial and family responsibilities (which can add layers of challenge to the graduate education experience), allowing them to work part time and study full time rather than vice versa (AACN, 2005). Feldman et al. (2015) concurred, stating that recruiting promising candidates earlier is advantageous when there may be fewer conflicting responsibilities that necessitate full time employment.

Another benefit in attracting younger nurses to a faculty role has been to offset the anticipated retirements and to decrease the average age of current faculty (Siela et al., 2008). Hinshaw (2001) stated that the faculty shortage issue has been concerning not only due to the low numbers of educators, but because of the need to lengthen academic career time. Given the increased average age of nursing faculty and the projected average age of retirement, these individuals have had a relatively short amount of time to build their research programs to generate knowledge for the discipline and professional practice and based on that expertise, to become nursing leaders in the state, national, and international health policy areas (Hinshaw, 2001).

Unlike other disciplines when it comes to doctoral education, graduates from nursing programs are generally not encouraged to directly enter graduate studies, but

rather are pushed into the workforce to gain clinical experience as a nurse. Berlin and Sechrist (2002) stated nursing must strive to adopt career pathways like those in other disciplines, in which individuals matriculate into graduate education and faculty status in a timelier fashion. Yedidia (2016) echoed the thought, reporting nurses generally assume faculty roles at an older age than their counterparts in other fields and typically retire at an earlier age, resulting in short faculty careers. However, recent evidence suggests a wave of change. Fang and Bednash (2017) described the recent growth of postbaccalaureate doctoral education and specified that faculty, administrators, and professional bodies must engage in efforts to identify potential candidates and provide counsel to move these individuals into such programs earlier in their careers.

Facilitation of an Academic Career Path

Undergraduate students.

Numerous sources have provided the recommendation to encourage undergraduate students to consider teaching careers (Brady, 2007; IOM, 2010; McDermid, Peters, Jackson, & Daly, 2012; Sims, 2009). Nursing experts have suggested promising students be identified and intentionally spoken with about advancing their education (Anderson, 1998; Brendtro & Hegge, 2000; DeYoung et al., 2002; Gerolamo et al., 2014). Most present faculty can identify someone who raised the possibility of becoming an educator. This mentoring can begin early and be rewarding for both parties involved (DeYoung & Bliss, 1995; Eddy, 2010; Iwasiw, 2008).

Specific strategies have been suggested to spark interest in a faculty career with undergraduate students. The AACN (2005) recommended the use of exceptional undergraduate students as teaching assistants in labs and encouraging those interested in

teaching to take a graduate-level course while still at the undergraduate level. Including teaching assignments in nursing curricula and developing research opportunities for students would allow them to experience the rewards of teaching and research early on (Fang et al., 2016; Gazza, 2009). Eddy (2010) presented the idea of offering a minor in nursing education with a bachelor of science in nursing (BSN) degree to place students on a trajectory toward an academic career.

Seldomridge (2004) studied the implementation of a strategy used to spark professoriate interest in undergraduate students. A shadowing experience was developed to introduce 54 students to the faculty role with the goal of triggering interest in it as a career choice. At the end of the experience, 32% of students indicated they would choose teaching as a career, 46% would not, and 22% were undecided. The strategy was deemed effective, as participants noted that they would not have considered the professorate prior to this exposure. They also indicated that they felt they would need several years of experience as a nurse to gain self-confidence prior to pursuing an academic career. Seldomridge recommended a formalized mechanism be developed to nurture interested students.

Bond (2011) explored interest of baccalaureate nursing students to pursue a future faculty role using a prospective correlational research design. High intent students for a future faculty role were more likely to be enrolled in an accelerated BSN program, perceive the advantages of a faculty role, and perceive few disadvantages of a faculty role, and 75% reported high intent for graduate education. The average age of the high intent students for a faculty role was nearly 28 years, and respondents reported they planned to work for a mean of 5.8 years and to pursue a graduate degree in an average of

3.3 years. It was projected they would be roughly between 35.8 and 39.1 years of age when pursuing their first faculty position, well under the average age of nursing faculty.

Bond (2017) further investigated the potential interest in a future faculty role with baccalaureate nursing students. In a correlational study of 1,078 pre-licensure nursing students, nearly 25% reported a desire to pursue a faculty role. High-intent students for a faculty role were almost two times as likely as low-intent students to have had a positive effect of a previous teaching experience (such as peer teaching or tutoring), and they were also 1.5 times more likely to have been encouraged by faculty to pursue a faculty role.

BSN-to-PhD programs.

Disciplines other than nursing have traditionally encouraged earlier entry into graduate education, while nursing graduates have been channeled into the workforce (Berlin & Sechrist, 2001; Yedidia, 2016). The nursing profession should emulate other disciplines and begin to promote earlier matriculation, and the recent growth of postbaccalaureate doctoral education has been suggested as one strategy to encourage this (Fang & Bednash, 2017). BSN-to-PhD programs have offered a rigorous educational experience for students interested in a streamlined pathway to a terminal degree. Decisions to enroll have been associated with involvement in research activities and faculty recognition, which are consistent with *grow your own* recruitment strategies (Brady, 2007; Iwasiw, 2008).

One trajectory recommended for strong students is an educational plan in which they are moved from BSN programs into tracks where they continue through a PhD curriculum (Dreifuerst et al., 2016). Many institutions have begun to offer several fast-

track program options, which promise an intense, rigorous educational experience for high-achieving nursing students and have been helping to increase the pipeline of nurses with the educational preparation needed to teach (Penn, Wilson, & Rosseter, 2008).

Squires, Kovner, Faridaben, and Chyun (2014) investigated factors involving fast track graduate education. A review of national admission requirements for 71 BSN-to-PhD programs was conducted as well as an email survey with 606 participants responding. Sixty-three percent of the respondents were between the ages of 18 and 30 years. Time and money were themes identified as barriers to graduate study, and 87% indicated that full tuition funding with a living stipend would make them more interested in pursuing a PhD. The main reason why students would not immediately matriculate into a PhD program from an undergraduate program was the desire to work and gain nursing experience, but interestingly, only five BSN-to-PhD programs required at least one year of clinical work experience as a nurse before beginning the program.

Nehls and Rice (2014) performed a qualitative descriptive evaluation of students of an early-entry PhD program in nursing, and the desire for clinical experience was also derived as one of the findings. The program sought to admit baccalaureate students, before or immediately upon completion of their undergraduate degree, with the goal of increasing the number of future nurse researchers. Participants' decisions for early-entry to PhD study were associated with early and positive involvement in research activities and recognition by a faculty member as being a promising PhD student. A challenge identified was the concern about a relative lack of clinical experience. To address this concern, recommendations included required clinical coursework within the program, a residency program, or allowing part-time employment as a nurse.

Nehls, Barber, and Rice (2016) continued the exploration of an early-entry PhD program in nursing by comparing the option with two more conventional and later entry points. The authors sought to discover whether using data from individuals who entered at different points could be used to help increase the number of PhD-prepared faculty and researchers. A total of 84 students comprised the sample, categorized into three groups: (1) those admitted as undergraduates or immediately upon graduation, (2) those with baccalaureate degrees and at least one year of work experience, (3) and those with master's degrees and one or more years of work experience. It was concluded that an advantage of early-entry students is the longer time period in which they could make significant contributions to the discipline. However, early-entry students were concerned about their relative lack of clinical experience. Recommendations included offering a menu of elective clinical courses within the program to address this concern.

Factors influencing degree advancement.

Within the IOM's (2010) recommendation to double the number of nurses with a doctorate by 2020, it was suggested that nursing accrediting bodies monitor the progress of each accredited program with the goal that at least 10% of all baccalaureate graduates matriculate into a master's or doctoral program within five years of graduation. Bevill, Cleary, Lacy, and Nooney (2007) used longitudinal analysis from North Carolina's licensing renewal process to identify patterns in how nurses' entry-level degrees and other individual characteristics correlated with the timing and achievement of subsequent advanced education. They found that fewer than 20% of the nurses studied completed any educational degree beyond entry within ten years of beginning practice, and fewer than six percent completed master's or doctoral degrees during the same period. Younger age,

male gender, and being a member of a racial or ethnic minority were associated with being more likely to pursue higher degrees so encouraging these individuals may prove beneficial. The likelihood of nurses attaining a master's or doctoral degree is linked to entry-level starting points; more than 80% of all nurses who attained a graduate degree began their career in a BSN program.

There are other factors that may influence the pursuit and completion of advanced degrees. Dreifuerst et al. (2016) surveyed 548 nurses and sought to identify these influences for those intending to seek or retain faculty roles by pursuing doctoral education. Principle findings were related to issues of time, money, and program selection. Factors related to time included time for degree completion, part-time options, and balancing work and life responsibilities. Money was considered in regard to paying for education, potential return on investment, and influence on salary after graduation. Finally, graduates indicated that their preference for course delivery was a hybrid format.

Brendtro and Hegge (2000) used descriptive statistics to seek to understand the career paths and intentions of nurses with graduate degrees in one state by surveying 288 RNs. It was found that fewer than one-third of nurses with graduate degrees were in faculty roles. Respondents suggested the following incentives to entice practicing nurses into faculty roles: improved compensation, more realistic professional expectations, and increased opportunities to continue clinical practice while teaching. To increase the numbers of qualified educators, there were several strategies identified – ground educators in clinical practice, provide scholarships for nurses pursuing advanced degrees, increase access to master's and doctoral education for nurses, and improve faculty salaries and benefits. The authors recommended long term strategies to attract nurses into

nursing education should be developed, and one of these included identifying promising students in their undergraduate years and encouraging them to consider teaching careers.

Doctoral programs and hiring considerations.

Graduate-prepared nurses should be encouraged to pursue a faculty role, and the significant growth of DNP programs has increased the number of doctorally-prepared nurses who are qualified for educator roles. However, both DNP and PhD programs have had minimal teaching and academic components, and students have been dissatisfied with the lack of preparation for the faculty role (NLN, 2017). In 2002, the NLN called for more attention to be given to the teaching/pedagogical component of the faculty role including aspects of teaching, learning, and evaluation, but little progress has been made since that time. Benner, Sutphen, Leonard, and Day (2010) offered recommendations to realign and transform nursing education based on extensive field research, and one such recommendation was the defined need for education courses in all graduate nursing programs.

Recently, the NLN (2017) developed Program Outcomes and Competencies for Graduate Nurse Educator Preparation to provide guidance for graduate programs to prepare master's or foundational graduates and DNP- and PhD-prepared graduates. The document acknowledged that nursing education is a specialty area of practice and delineated additional outcomes for each program which include human flourishing through the use of teaching and learning skills, sound clinical judgement, professional identity, and the spirit of inquiry.

A graduate degree in nursing is required to teach in the field, but the specific career path or degree track can vary. Oermann, Lynn, and Agger (2016) performed a

descriptive study to identify hiring intentions of associate degree in nursing (ADN) and BSN program administrators and to describe the roles and responsibilities of DNP- and PhD-prepared faculty members. Two hundred fifty-three ADN and 229 BSN program administrators responded to an online survey. They found most vacant faculty positions were for doctorally-prepared faculty and that when they were able to be filled, it was usually with PhD- rather than DNP-prepared faculty. Deans and directors of BSN programs reported an average of three openings for the next academic year for faculty with a PhD or DNP. Schools have made varying decisions regarding appointments for DNP-prepared faculty members, as they sometimes have challenges in meeting expectations in schools focused predominantly on scholarship (Oermann et al., 2016).

Grow your own.

One faculty recruitment method includes the recruitment from within an institution's own programs, encouraging promising students to pursue academic pathways. Emerson (2015) conducted a mixed methods study to investigate strategies to improve nurse faculty recruitment and retention, using information from within 21 colleges' accreditation self-study documents and from deans of colleges of nursing. One of the most commonly cited methods used to hire nursing faculty was recruitment from their own graduate programs. Results of the study showed mentoring programs are a strategy to increase awareness of the faculty role to introduce the idea of a career in nursing education and to guide students toward educational and research-driven terminal degrees. This *grow your own* method of internal faculty recruitment has been used by many schools to encourage promising students or graduates into academic pathways (Emerson, 2015).

Hessler and Ritchie (2006) echoed the recommendation to *grow your own*. They stated that as the nursing faculty shortage intensifies, recruiting and retaining young faculty members is of high importance. They suggested schools of nursing that offer graduate-level programs can glean the best employee prospects from the pool of students, selecting standouts and allowing them to work closely with faculty while pursuing their education, nurturing them into an academic role.

Brady (2007) discussed recruitment and retention of faculty in ADN programs and claimed that every student is not only a potential nurse, but also a potential educator. Faculty and administrators could become advocates for the profession by exhibiting positive attitudes about their work in their daily interactions with students (Brady, 2007). It has also been recommended that nursing schools make new and targeted efforts to recruit faculty and should begin by communicating with their own graduates when positions become available, capitalizing on their access to nurses (Hall & Mast, 2015; Kersey, 2012).

The teaching experience and faculty characteristics.

Individuals with high potential to become faculty must first be convinced it is a worthy profession. Gazza (2009) performed a hermeneutic qualitative study with eight nurse educators to understand the experience of being a full-time nursing faculty member in a baccalaureate nursing program. Five themes emerged including making a difference in the student, profession, and the world; being a gatekeeper to the profession; trying to balance multiple roles; the vitality of support; and the good, bad, and ugly aspects of workplace relationships. Gazza recommended the inclusion of teaching assignments in

graduate and undergraduate nursing curricula to allow future faculty to experience the rewards of teaching.

Laurencelle, Scanlan, and Brett (2016) also explored the meaning of being a nurse educator and how nurse educators understand their attraction to academia in a phenomenological study with 15 nursing faculty members. Subthemes included opportunities, wanting to teach, seeing students learn, contributing to the profession, the unattractive, and flexibility. Participants reported their desire to teach as a reason for attraction to academia. Several wanted to be a teacher or a nurse and considered the combination of the two a fulfillment of this vision. Some recalled teaching components of their nursing practice which were gratifying and contributed to the decision to work as an academic. Many participants reported that the excitement of seeing a student learn and succeed was a motivator. Finally, the flexibility of the work schedule was found to be important.

Evans (2013) echoed the benefit of flexibility in working hours and also highlighted the intrinsic rewards of an academic career. Hall and Mast (2015) also emphasized a more flexible work schedule as faculty and the appeals of career progression.

Kersey (2012) discovered similar findings of feeling rewarded in seeing students succeed and enjoying autonomy and flexibility in a phenomenological study with nine nursing faculty in early stages of their careers. However, she also uncovered some reported challenges. The participants expressed that being a new nurse educator is difficult in struggling to feel competent and having overwhelming workloads. They also reported a lack of a structured and comprehensive orientation program. Several

recommendations were presented including recruiting students early in their nursing careers, recruiting students to return to the program as faculty (*grow your own*), offering job shadow days to nurses interested in becoming faculty, and recruiting nurses observed to possess effective teaching skills.

Demonstrating strong teaching skills is among the many attributes for a faculty member that have been identified. Penn et al., (2008) authored an article providing advice on finding teaching opportunities in higher education and how to successfully transition to the faculty role. They highlighted personal characteristics that have been shown to be particularly important to flourish in a teaching role. These included being enthusiastic, available, approachable, respectful, flexible, and humorous; having interpersonal and communication skills; demonstrating the ability to work collaboratively and collegially; and being able to create warm and supportive learning environments.

Nazari and Mohammadi (2015) examined the characteristics of competent clinical instructors in a narrative study. Five major themes emerged including the ability to establish effective communication, the instructor's personal characteristics, updated scholarly knowledge, clinical competence, and educational qualifications. A competent clinical instructor should have a combination of these characteristics.

Role modeling and mentoring.

While nursing faculty should strive to emulate the highly-desired characteristics of educators, they must also recognize the influential nature of their role. The AACN (2005) stated that the first step in recruiting new academic colleagues is to develop and articulate a positive message about the value of nursing higher education and to do so by serving as role models in all settings. Iwasiw (2008) asserted that faculty must be

champions for the profession and reach out to undergraduate and graduate students that have the potential to become an academic. Many have never considered the possibility of a faculty career, and nurse academics have traditionally not put sufficient effort into promoting the career path as a possibility to students. Some specific strategies suggested include praising students for a class or clinical presentation, singling out particularly promising students and encouraging them to consider the career, and offering to mentor students (Iwasiw, 2008).

Evans (2013) surveyed 2,083 nurse educators from across the United States, seeking their opinions on effective strategies to increase the number of nurse faculty. Descriptive analysis revealed more than two-thirds were influenced to enter academia by role models, demonstrating the need for faculty to be conscious of their influence on the image of nursing education and in encouraging students to pursue an academic career.

Succession planning.

The need to cultivate new nurse leaders to fill faculty positions has been identified, and succession planning is a means to accomplish this. Griffith (2012) conducted a literature review to summarize and evaluate succession planning initiatives in nursing and to propose a new and comprehensive succession planning model. A total of 22 articles were selected for inclusion between 1987 and 2011, and several points were stressed within the literature. Effective succession planning has offered a strategy for healthcare organizations and nursing education programs with a ready supply of capable, qualified nurse leaders, and it has been critically important in the face of the continuing global nursing shortage and the aging of nursing education's leaders. Griffith further explained the value of succession planning in recognizing and mentoring potential nurse

leaders and stated efforts should be focused on identifying nursing students with an aptitude for leadership who demonstrate faculty potential. Mentoring is a key feature of any succession planning program and must be systematized so that experienced nurse leaders can begin preparing those of the future (Griffith, 2012).

Vogelsang (2014) also referred to mentoring and the use of succession planning as a solution to the shortage of nursing faculty. Current educators have a responsibility to become involved in succession planning for the future through the processes of identification, recruitment, development, and mentorship. With only 7.8% of permanent faculty under age 35, Vogelsang stated succession planning should be implemented with the purpose of specifically developing younger nurses for long term educator roles to begin decreasing the average age of nursing faculty.

Barriers to Early Career Entry to Academia

Clinical experience.

There has been dialogue in the literature regarding the amount of clinical experience necessary for the faculty role. While some state boards of nursing dictate a minimum number of years necessary to teach, others are less stringent and only require faculty to be “experientially prepared” (Wyoming Nurse Practice Act, 2018). The traditional view has been that significant clinical experience as a registered nurse is essential before matriculating into a graduate program that prepares students for academia or advanced practice, though there has been no research to support this (AACN, 2005). Both the profession and institutions have come to expect extensive clinical experience, and the late age of entry into faculty careers has offered some empirical evidence for these observations (Kersey, 2012; Yordy, 2006). It has been

hypothesized this culture resulted from hospital-based diploma programs dominating early nursing education, in which nursing students were trained by experienced nurses who often lacked advanced degrees in nursing or education (Yordy, 2006).

The IOM (2010) has recognized this issue and explained the trend in the *Future of Nursing* report. The need for clinical experience has resulted in nurses seeking master's degrees in their mid-thirties then returning to the workforce upon graduation for several more years before returning to graduate school to obtain a doctoral degree. This norm of encouraging nurses to work between degrees has considerably lengthened the amount of time it has taken to be fully prepared for academic roles and has left less time for nurse academics to make a significant contribution to the profession (Anderson, 1998). The AACN (2005) recognized that while high academic standards should not be compromised, clinical experience requirements warrant further examination.

McDermid et al. (2012) reflected on the nursing profession's traditional emphasis on clinical skills and expertise rather than on the pursuit of further advanced degrees. This has been unlike most other disciplines in which new graduates have often been encouraged to enter graduate education immediately (Allen, 2008). The average age of entering assistant professors in other disciplines has been in the third decade of their lives, while in nursing it has been in the fourth (DeYoung et al., 2002).

Despite numerous sources stating there is a need to recruit nurses to faculty positions earlier in their careers, the literature has shown that undergraduate students do not usually feel they are ready to enter graduate school upon obtaining a BSN. In multiple studies evaluating fast-track BSN-to-PhD options, students expressed their concern regarding a lack of clinical experience as a nurse (Nehls et al., 2016; Nehls & Rice, 2014;

Squires et al., 2014). Moreland (2011) echoed this finding regarding barriers for early career nurse faculty entry into academia, reporting a desire of nurses to work and gain clinical experience to bring relevance and credibility to the role. Squires et al. (2014) provided further dialogue on clinical experience, stating if graduates plan to focus on a research career, clinical experiences from their undergraduate programs may be sufficient. If, however, they plan to teach undergraduate students or have a clinical position, experience as a nurse would be important.

The concern regarding the amount of clinical experience necessary for academic nurses or researchers has been debated by experts in the field. Mason (2003) was not in favor of BSN-to-PhD programs, citing the need for extensive clinical practice to ensure clinical faculty are competent. Mason reasoned that nursing is unlike other disciplines which encourage early transition into doctoral programs because nurses care for patients and should be able to teach the subtleties of hands-on care only apparent to an experienced nurse. This resonates with the perspective of Schulman (2005) who wrote that certain professions (including nursing) have signature pedagogies which reflect the deep structures of the discipline. Faculty in these fields need to help students think like disciplinary experts and to understand and practice disciplinary habits of mind.

In contrast to Mason, Olshansky (2004) argued in favor of BSN-to-PhD programs, stating they provide a path for interested nurses and increase the years of productivity and ongoing development of their trajectories. Some clinical practice should be a prerequisite for faculty who teach in the clinical setting, but an ideal solution would include the development of strong and ongoing partnerships between the clinical setting and academia in order to enhance the profession (Olshansky, 2004).

Nursing leaders have failed to reach a consensus about the amount, type, and measurement of the clinical experience necessary for academic or clinical advancement, and more research and dialogue about the issue is needed (Donley & Flaherty, 2008). Jackson et al. (2009) investigated career pathways in Europe and stated that they are often ill-defined and vary across the continent, with no agreement on required experience for nurse educator roles. In Italy, however, three or four years of experience in the clinical setting have been expected prior to being offered an educator position in the university sector.

The AACN (2005) has recognized that while some clinical experience is necessary for the faculty role, clinical proficiency alone is not sufficient to pass along nursing knowledge and practice. The goal of a baccalaureate educator has been to prepare new graduates to meet entry to practice standards and to provide a foundation needed for safe, ethical, and competent professional nursing practice. Vogelsang (2014) stated, “an early-career nurse with advanced education in effective teaching strategies, sound understanding of nursing pedagogy, and possessing refined nursing skills... would contribute more than a nurse with years of experience” (p. 1278).

Work-life balance.

In addition to considerations related to clinical experience, work-life balance has been identified as a challenge early career nurses may have and may be a barrier to them pursuing a faculty career. Bond (2011) pointed out that nurses who choose to pursue this route may be working, attending graduate education, and potentially having a family at the same time. Gazza (2009) discussed the need to constantly balance multiple roles and suggested the establishment of family-friendly policies.

Poronsky, Doering, Mkandawire-Valhmu, and Rice (2012) utilized a case study approach to describe the experiences of three assistant professors of nursing with young children transitioning into the role at a research-intensive university. One of the major themes that emerged was negotiating work/life demands. The researchers recommended individual departments set clear and reasonable expectations for new tenure-track faculty who have young children. Providing positive mentoring relationships attending to the unique needs of this population may also be appreciated.

There are conflicting perspectives in the literature regarding the obligations of younger nurse faculty. One argument has been that these individuals may have fewer responsibilities that necessitate full time employment such as financial and family obligations, providing the opportunity for part-time employment and full-time study (AACN, 2005; Feldman et al., 2015). However, a differing perspective has been younger faculty may be trying to balance multiple roles with working, pursuing graduate education, and growing a family (Bond, 2011; Gazza, 2009). Clear and reasonable expectations and the need for flexibility have been necessary for early career nurse faculty to negotiate work-life demands (Poronsky et al., 2012).

Compensation and other factors.

Moreland (2011) conducted a phenomenological study with 12 nursing faculty to explore reasons nurses do not transition to the faculty role earlier in their nursing career. The first and universal theme among the participants was a perceived lack of clinical experience. The participants expressed that this was a critical requisite to bring relevance to the faculty role and to be credible in the eyes of students and peers. The second most prevalent reason was the significant salary differential between pay of nurses practicing

at the bedside and that of faculty. Other barriers included lack of knowledge about the faculty role, time away from family, and the expected workload.

Some of these issues were also highlighted by McDermid et al. (2012) in a literature review that identified issues relevant to the nurse faculty shortage. In addition to the aging of current nurse faculty being a significant factor, many nurses with graduate degrees have chosen to pursue a research or practice career rather than teach. Academic salaries have not been competitive with those available to nurses in clinical practice. The multiple roles, numerous responsibilities, and rigorous academic environment have also been identified as turn-offs. The authors recommended highlighting the benefits of an academic career, encouraging and mentoring undergraduate students toward teaching careers, and easing the transition experiences to improve recruitment and retention.

Lamm (2011) investigated faculty recruitment and retention strategies and surveyed administrators and nursing faculty using a qualitative case study approach. Two schools of nursing were chosen with purposeful sampling. Low salary and high workload were the most significant factors in the lack of recruitment and retention.

Recommendations to promote recruitment and retention included increasing faculty salaries to be commensurate or above those in clinical practice, implementing mentorship programs, developing formal recruitment plans, considering alternate paths for tenure for returning faculty, ensuring a sufficient number of faculty to address the program's needs, and public recognition for nursing faculty contributions.

Experiences of Early Career Nurse Faculty

The literature is very limited regarding young nursing faculty, and the research that does exist is peripheral in nature. Poronsky et al. (2012) discussed the need for

flexibility for faculty with young children. Hessler and Ritchie (2006) shared their perspective as faculty members younger than 35 years and reported feeling inspired to consider creative ways to recruit and retain new, young faculty. They expressed the sentiment that nursing education has offered job satisfaction and flexibility different from expert clinical roles.

Oyama et al. (2015) conducted a descriptive study to investigate the factors affecting the research productivity of young nursing faculty in Japan. The authors defined young nursing scholars as those 39 years or younger and found that research productivity of young nursing faculty appeared to be quite low, with mean numbers of publications in English and Japanese at 0.41 and 1.63, respectively. However, those who publish at a young age are more likely to continue publishing throughout their career.

Theoretical Context

The theoretical framework for this study is Rogers's Diffusion of Innovation Theory. It is often a challenging process for new ideas to be adopted, and this theory seeks to explain how and why certain new ideas are disseminated and integrated. "The main elements in the diffusion of new ideas are an innovation which is communicated through certain channels over time among the members of a social system" (Rogers, 2003, p. 35).

An innovation is defined as "an idea, practice, or object that is perceived as new by an individual or another unit of adoption" (Rogers, 2003, p. xviii). It presents new alternatives, with new means of solving problems. The probabilities of the new alternatives being superior to previous practice are not known, but the problem-solvers

are motivated to seek further information about the innovation in order to explore the uncertainty it creates (Rogers, 2003).

There are five conceptualized steps in the process of innovation diffusion: knowledge, persuasion, decision, implementation, and confirmation. It is a mental process through which an individual or other decision-making unit passes from first knowledge of an innovation to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, to confirmation of the decision (Rogers, 2003). Innovativeness is the degree of earliness in which an idea is adopted, as compared to other members of a social system. Five adopter categories have been specified and include: innovators, early adopters, early majority, late majority, and laggards (Rogers, 2003).

A social system is “a set of interrelated units that are engaged in joint problem solving to accomplish a common goal” (Rogers, 2003, p. 37). Social systems have norms (established behavior patterns) often exemplified in the behavior of opinion leaders in a system (those able to influence others’ attitudes or behaviors with relative frequency). A change agent is an individual who attempts to influence innovation-decisions in a direction that is deemed desirable by a change agency (Rogers, 2003).

The theory also concerns consequences, which are the changes that occur to a social system as a result of the adoption or rejection of the innovation. Most individuals evaluate an innovation through the subjective evaluations of near-peers who have adopted the innovation. These near-peers become social models, whose innovation behavior tends to be imitated by others in their system (Rogers, 2003).

The diffusion process should be viewed through a wider scope and understood that it is one part of a larger process which begins with a perceived problem or need. Through research and development of a possible solution, a change agency decides whether the innovation should be diffused. The decision to move forward with a diffusion leads to consequences in the social system (Rogers, 2003).

Rogers' Diffusion of Innovation Theory is applicable to this study. The problem at hand is the nursing faculty shortage. There is a significant need to address this ongoing problem within the social system of nursing education in order to influence the concurrent nursing shortage that ultimately affects patient care. Recruiting and hiring early career nurses for faculty roles is the innovation needing to be diffused.

The opinion leaders and change agents with the greatest potential to drive the diffusion of early career nurse faculty are nursing program administrators – the deans, directors, and chairpersons who have the authority to make recruiting and hiring decisions. Historically, nurses have transitioned to faculty roles later in their careers, after years of clinical practice experience. This has resulted in the average age of nursing faculty being over the age of 50, providing a relatively short amount of time to dedicate to the profession before retirement (AACN, 2005). Recruiting younger nurses for a faculty role and hiring them into nursing programs presents a new alternative and a new means for influencing the nursing shortage.

Summary

There is an abundance of literature related to the nursing faculty shortage, and numerous strategies have been suggested as solutions. A recurring theme in the literature surrounding the shortage has been the recommendation to recruit nurses to the faculty

role earlier in their careers. Multiple reasons have been cited for this including the need to offset anticipated retirements, to decrease the average age of faculty, and to provide more opportunities to make contributions to the profession (Hinshaw, 2001; Siela et al., 2008; Yordy, 2006). Despite the repeated suggestions to recruit younger nurses to faculty roles, few studies could be located measuring the effectiveness of the recruitment strategies. This study seeks to address the evidence gap regarding recruitment strategies for bringing younger nurses to nursing education.

CHAPTER III: METHODS AND PROCEDURES

This chapter presents the methods and procedures that were used in this study. The sample size, data collection procedures, and survey are discussed, as well as statistical tests used to analyze the data.

Research Design

A cross-sectional, descriptive survey design was used to evaluate factors related to the recruitment and hiring of early career nurse educators. The survey was delivered in an online format using the SurveyMonkey® platform. The design provided a practical means to collect data from administrators of undergraduate prelicensure schools of nursing.

Population and Sample

Convenience sampling was utilized for this study. Administrators (deans, directors, and chairpersons) of undergraduate prelicensure nursing programs in eight Midwestern states were invited to participate in the survey. Participants were required to have at least one year of experience as an administrator, hold an active RN license, and be over the age of 19. Those who had less than one year of experience as an administrator, did not hold an RN license, or administered over a non-prelicensure (RN-BSN) program were excluded from the sample. The inclusion and exclusion criteria provided a sample with a high degree of homogeneity, which allows for generalization to a similar homogeneous population (Gray, Grove, & Sutherland, 2017).

Prospective participants were identified through the use of publicly-available websites, specifically via state boards of nursing websites and/or the nursing programs' institutional websites. There was a potential of approximately 364 participants for this

study. The minimum number of respondents desired was 78 persons, as calculated using the desired margin of error of $\pm 5\%$. The final sample size was 80 participants, indicating a 22% survey return rate.

Demographics

The gender and race or ethnic background of nurse educators in the United States has been significantly homogenous. Greater than 90% of full and part-time faculty have been female, and greater than 80% of full-time faculty have been Caucasian (NLN, 2015). Consequently, the sample population was anticipated to be predominantly female and Caucasian; however, there were no exclusions based on gender, race, or ethnic origin, nor were these demographics evaluated in this study. Demographic information was collected in relation to the participants' type of institution, type and size of program, degree held, current age, age they began their nursing education career, and years of experience as an administrator.

Description of Setting

The study was conducted in an online environment through the use of a personal, password-protected SurveyMonkey® account for recruitment of subjects, data collection, and data analysis. An online environment provided convenience and ease of use for both the researcher and study participants (Gray et al., 2017).

Ethical Considerations

Careful consideration was given to follow ethical standards of research and to provide protection to the subjects. Prospective participants were informed that participation in this research study was entirely voluntary, and completion of the survey indicated consent. The email invitation and reminder email (See Appendices A & B)

contained a statement regarding voluntary participation and discussed the risks and benefits. There was no compensation provided to participants, and they had the right to decline participation or end the survey at any time and for any reason without consequence.

The anticipated risk level for participation in this study was minimal. The risks included loss of personal time while participating in the study and potential loss of privacy. It was anticipated the survey would take 20-30 minutes to complete. All data collected were kept confidential. The data underwent group analysis and were not aggregated in such a way that identification of participants was possible. Participant contact information (name, institution, and email address) obtained from publicly available websites and used to recruit participants was not linked to survey responses. The survey data were stored within a private, password-protected SurveyMonkey® account only accessible by the researcher. Once downloaded, the data files were stored on a private, password-protected computer.

There was no direct benefit to participants, although potential benefit may have included increased awareness of recruitment strategies for early career nurse faculty. Potential benefit may have also come to nursing education from the knowledge gained through this study.

Instrumentation

The survey instrument (see Appendix C) was designed by the researcher for the purposes of this study using information from an exhaustive literature review. The instrument included 15 total questions utilizing ordinal and categorical scales; questions 6-8 were extensive and included 5 categories containing 33 subcomponents to be rated.

There were three questions regarding the estimated age of faculty including the youngest the administrator had hired, the percentage of early career nurse faculty on staff, and the frequency of applicants from different age ranges. One question inquired about the desire to welcome early career nurse faculty to their staff, and another examined their opinion on minimum years of clinical experience for faculty. The largest three questions explored recruitment strategies for early career nurse faculty and included 5 categories with 33 subcomponents to be rated using ordinal scales (their opinion on the effectiveness of the recruitment strategy, how often it had been used, and whether it had been effective). Seven demographic questions were included regarding the type and size of the nursing program(s) overseen by the administrator, the institutional type, years of experience as an administrator, degree held, current age, and age at which they began their career as an educator.

The survey was delivered using a private, password-protected SurveyMonkey® account only accessible by the primary investigator, which had the capability to generate results and report descriptive statistics. The results were downloaded, and Statistical Package for the Social Science (SPSS) software was used for further data analysis.

Reliability and validity.

Ten expert nurse educators were consulted to establish content and face validity of the survey. Of these individuals, eight were doctorally-prepared, one was a doctoral candidate, and one was enrolled in doctoral study. Each had experience as a nurse administrator and/or nurse faculty. Their input was sought regarding the instructions, whether the survey questions were clear and answerable, whether the survey questions reflected what the research questions sought to discover, and if there were any irrelevant

or missing components. Their feedback was utilized for final revision of the instrument.

Cronbach's alpha was calculated for questions 6, 7, and 8 when analyzing the data to establish internal consistency. The results were 0.94, 0.95, and 0.93, respectively, indicating high covariances and overall high reliability.

Variables.

Table 1 cross-references the variables, research questions, and survey items.

Table 1

<i>Cross-reference of Research Questions, Variables, & Survey Items</i>		
Research Question	Variable	Item on Survey
What is the incidence of hiring early career nurse faculty in undergraduate prelicensure nursing programs?	Dependent variable: hiring practices	Questions 1-5
How frequently are the identified strategies used for recruiting early career nurse faculty?	Dependent variable: recruitment strategies	Question 7
What is the perceived effectiveness for the identified strategies in recruiting early career nurse faculty?	Dependent variable: recruitment strategies	Questions 6, 8
What are the correlations between the demographics of the program administrators and their recruitment and hiring practices?	Independent variables: type & size of program; institutional type; administrator age, degree, years as administrator, age of entering nursing education Dependent variables: recruitment strategies and hiring practices	Questions 1- 5, 9-15

Procedure

Data collection procedures.

Approval to conduct the study was granted by the Bryan College of Health Sciences institutional review board (IRB) prior to beginning data collection (See Appendix D). A link to the SurveyMonkey® survey was sent via email to invite the administrators of undergraduate, prelicensure nursing programs in five Midwestern states to participate in the survey (See Appendix A). The survey administration period occurred during Fall 2018 and lasted for three weeks.

The initial email invitations were sent on a Tuesday, and email reminders were sent out twice weekly on Tuesdays and Thursdays (for a total of five) (See Appendix B). At the end of the three-week period, the principle investigator evaluated the number of participants that completed the survey, and the minimum number of returns needed had not been met. The potential participant pool was then expanded to three additional Midwestern states, as delineated in the original protocol.

Initial invitations and reminder emails were sent to the additional states during a subsequent three-week period during Fall 2018. Upon the completion of the second, three-week period, the minimum survey return had still not been met. Additional IRB approval was granted to send one final recruitment email to all previously identified potential study participants. The survey was left open for an additional four days, upon which the minimum desired survey returns was achieved.

Analytical procedures.

A variety of statistical tests were used for data analysis. Table 2 displays the research questions with the corresponding survey question and statistical test. Descriptive

statistics were used for the survey questions and demographic items. The age of youngest faculty the administrator has hired, their desire to welcome an early career nurse faculty to their staff, and their opinion on the minimum years of clinical experience were evaluated using ordinal scales and were reported using frequency analysis, mean, and standard deviation. Categorical scales were used for the type and size of the nursing program(s) overseen by the administrator, the institutional type, and the degree held by the administrator; these data were reported using frequency and percentages. Means and standard deviations were calculated for participants' years of experience as an administrator, current age, and age at which they began their career as an educator.

The largest survey question asked about recruitment strategies for early career nurse faculty and included 5 categories with 33 subcomponents to be rated using ordinal scales (rating their opinion on the effectiveness of the recruitment strategy, how often it had been used, and whether it had been effective). Mean ratings were calculated and subsequent rankings were identified for each strategy and the corresponding survey question.

To compare the recruitment and hiring data from the survey questions across the demographic items, cross-tabulation and ANOVA analysis were used. ANOVA has been used to compare data between two or more groups (Gray et al., 2017) *P*-values and applicable *r*-values were included.

Cronbach's alpha was calculated for each of the categories and subscales. Post-hoc analysis was also completed to measure extraneous variables. It has been commonly performed when the analysis indicates that the groups are significantly different but does not indicate which groups are different (Gray et al., 2017).

Table 2

<i>Statistical Tests for Research Question Analysis</i>		
Research Question	Item on Survey	Statistical Test
What is the incidence of hiring early career nurse faculty in prelicensure undergraduate nursing programs?	Questions 1-5	Frequency analysis, mean, standard deviation
How frequently are the identified strategies used for recruiting early career nurse faculty?	Question 7	Frequency analysis, mean, standard deviation
What is the perceived effectiveness for the identified strategies in recruiting early career nurse faculty?	Questions 6, 8	Frequency analysis, mean, standard deviation
What are the correlations between the demographics of the program administrators and their recruitment and hiring practices?	Questions 1- 5, 9-15	Cross tabulation, ANOVA

Summary

This chapter described the methods and procedures that were used to answer the research questions. The study utilized a cross-sectional, descriptive survey design to examine factors relating to recruitment strategies and hiring practices for early career nursing faculty. The sample included nursing administrators of undergraduate, prelicensure nursing programs within eight Midwestern States. The survey tool was developed by the researcher, and face validity was established. It was distributed via email which included a link to the survey within SurveyMonkey®. The results were analyzed using descriptive statistics, cross-tabulation, ANOVA, and post hoc analysis.

CHAPTER IV: RESULTS

This chapter presents the findings of the study. Demographic information related to the sample is provided, and results for each of the research questions is presented.

Demographics

The sample consisted of 80 administrators of undergraduate prelicensure nursing programs in the Midwestern United States. The administrators were surveyed during September and October of 2018. Demographic information related to the sample is displayed in Table 3.

The mean age of participants was 54.4 years, with a mean of 7.0 years of administrative experience. The mean age the participants reported beginning their career in nursing education was 34.1 years. Half of the administrators in the sample reported having a master of science in nursing (MSN) degree. Those with doctoral degrees made up 45% of the population, and there were four administrators (5%) with baccalaureate (BSN) degrees.

Administrators of varying types of nursing programs and institutions were well-represented within the sample. Those from baccalaureate, associate degree, and practical nursing programs each made up approximately one-third of the sample; diploma program administrators represented less than 3% of the sample. Administrators of community or technical colleges made up 40% of the sample, while public and private institution administrators represented approximately 30%. Only one participant reported being employed by a for-profit institution. The majority of the administrators oversaw programs with annual enrollment of 200 students or less (81.3%).

Table 3

Demographic Characteristics of the Sample

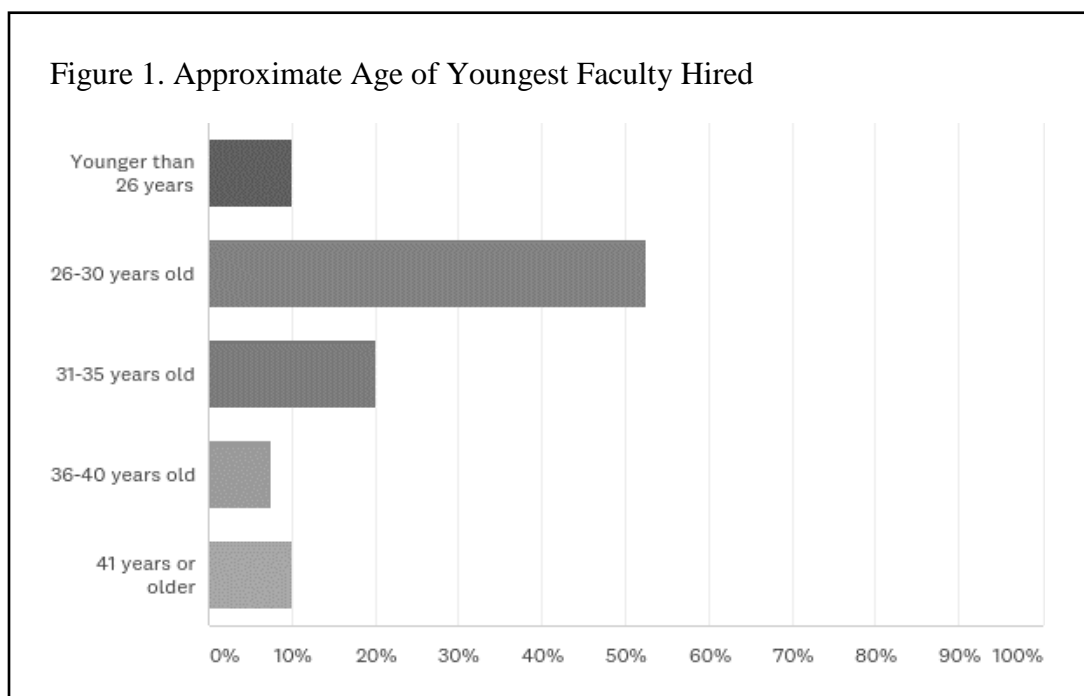
Demographic	<i>M</i>	<i>SD</i>
Years as an Administrator	7.0	6.4
Age Began Nursing Education Career	34.1	8.7
Current Age	54.4	9.8

	<i>f</i>	%
Type of Program		
Baccalaureate (BSN)	31	38.8
Associate degree (ADN)	37	46.3
Diploma	2	2.5
Practical nursing (PN)	26	32.5
Type of Institution		
Public	22	27.5
Private	25	31.3
For-profit	1	1.2
Community or technical	32	40.0
Annual Program Enrollment		
Less than 50 students	16	20.0
51-100 students	19	23.8
101-200 students	30	37.5
201-300 students	9	11.2
301-400 students	3	3.8
401-500 students	2	2.5
More than 500 students	1	1.2
Highest Degree Held		
BSN	4	5.0
MSN in nursing education	33	41.2
MSN with clinical focus	3	3.8
MSN in leadership	4	5.0
PhD in nursing or related field	14	17.5
DNP in nursing	13	16.3
EdD in nursing education or related field	9	11.2

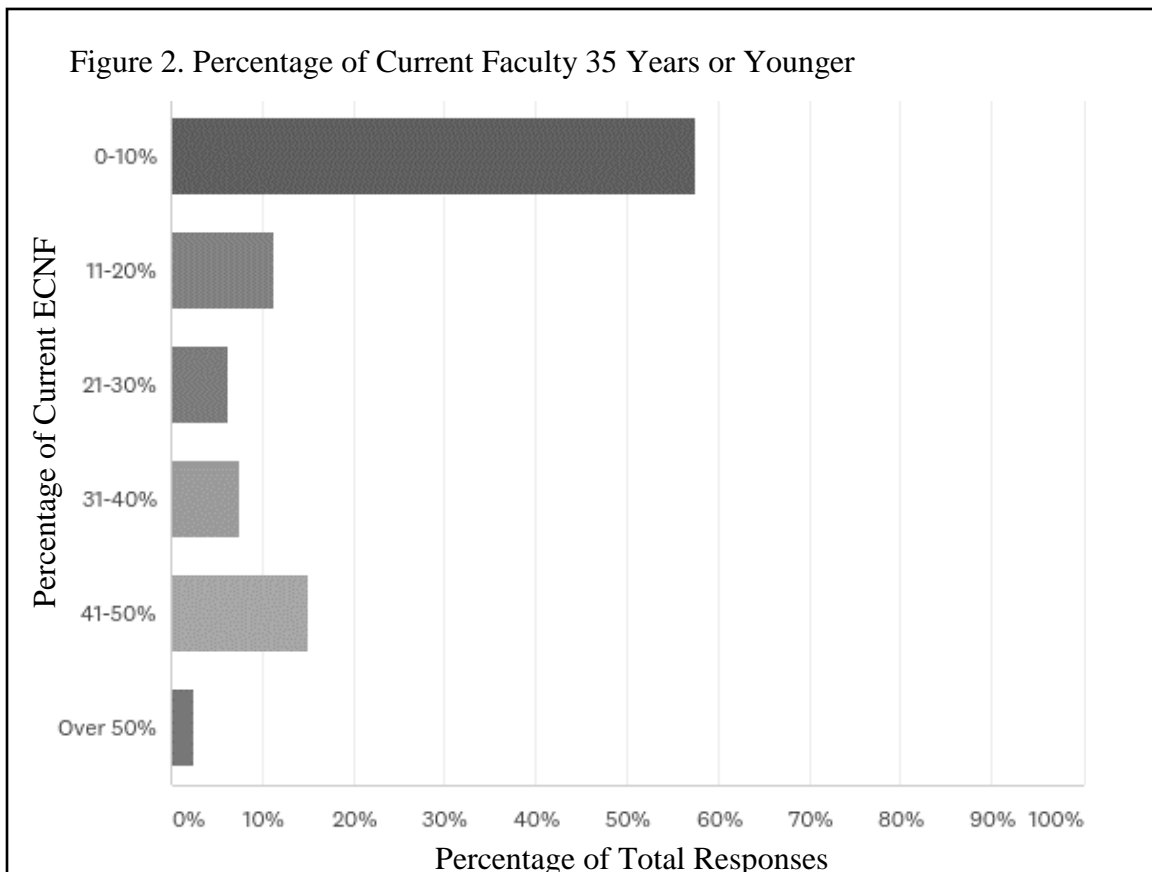
Note. N = 80.

Research Question 1

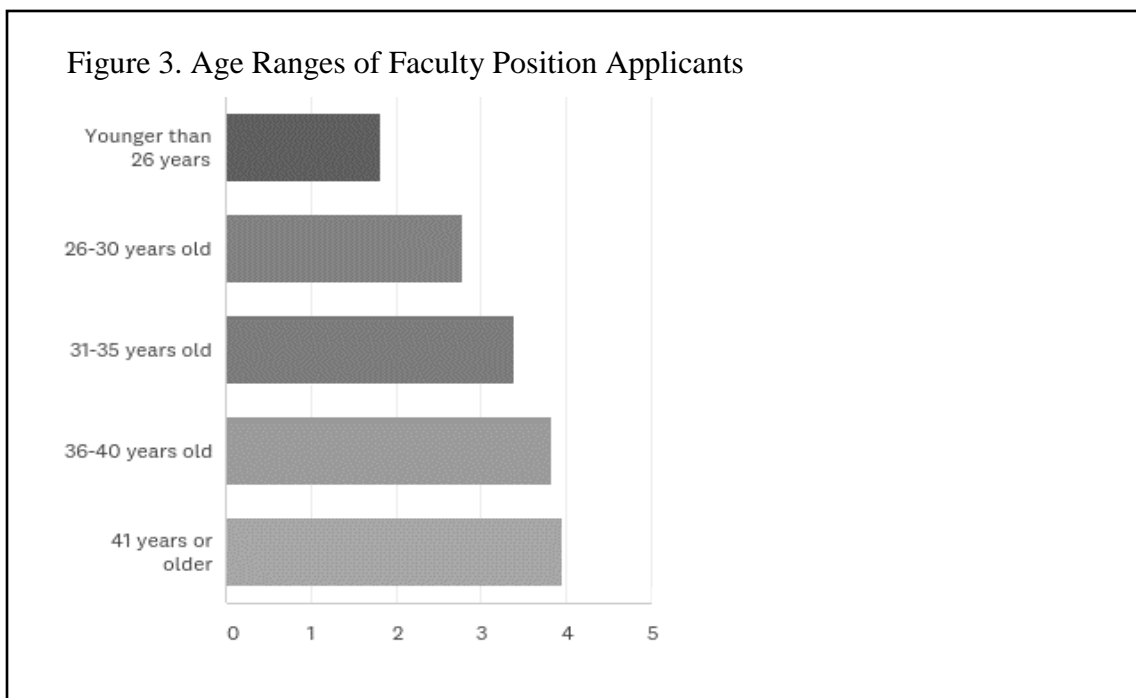
The first research question asked about the incidence of hiring early career nurse faculty in undergraduate, prelicensure nursing programs and was encompassed in survey questions 1-5 (See Appendix C). The first survey question asked participants to identify the approximate age of the youngest faculty member they have hired. Results are depicted in Figure 1. Sixty-six participants (82.5%) reported hiring early career nurse faculty (those 35 years or younger). The most frequent age range for youngest faculty hired was 26-30 years, as reported by 52.5% of respondents.



The second survey question asked the administrators to estimate the current percentage of their undergraduate faculty that are 35 years or younger. Results are displayed in Figure 2. Over half of the participants (57.5%) stated that 0-10% of their current faculty is 35 years or younger. Fourteen participants (17.5%) reported having greater than 40% of their current faculty under the age of 35 years.



Survey question three inquired about the ages of applicants for open faculty positions. Results are displayed in Figure 3. The number of applicants in each age range increased as the age ranges increased. Administrators reported that nurses younger than 26 years infrequently apply for open faculty positions, with 82.7% indicating this age range never or rarely applies. In contrast, 78.2% of administrators reported that nurses 41 years or older often or frequently apply for open positions.



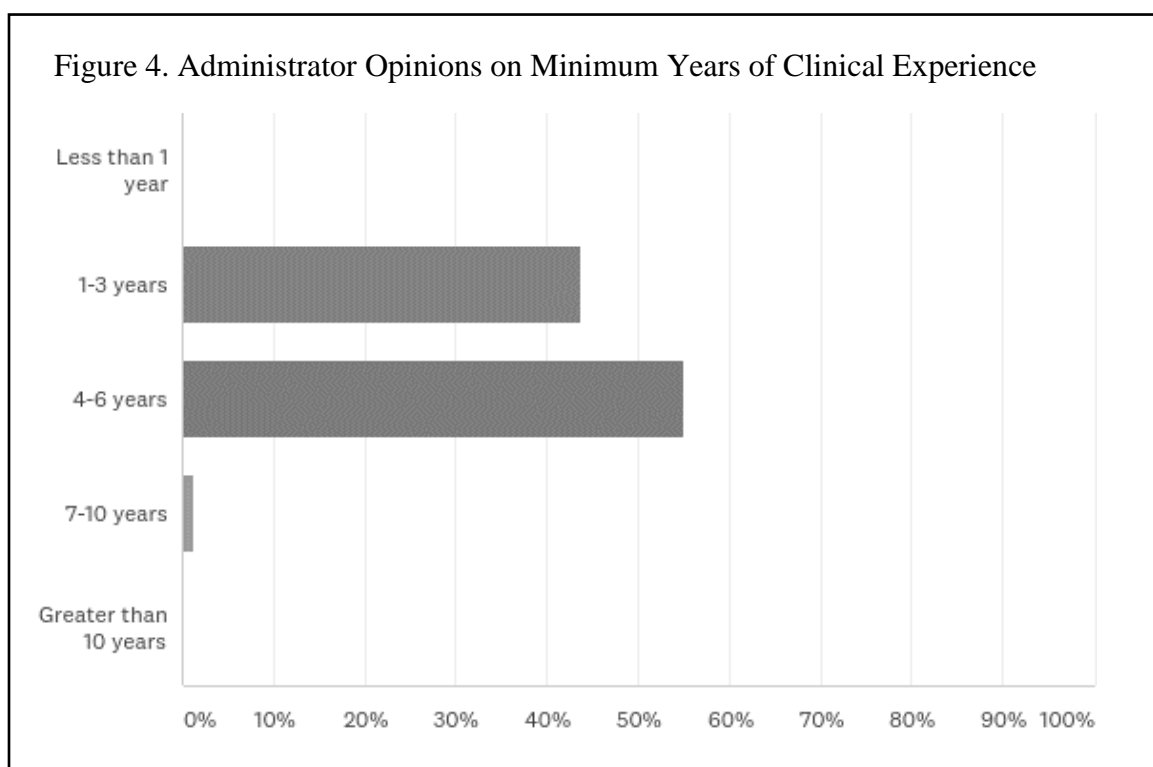
The fourth survey question asked the participants' desire to welcome a well-qualified early career nurse faculty to their faculty and is depicted in Table 4. Response choices were on a Likert scale, with one indicating no desire and five indicating a high desire. Participants reported an average of 4.5. Seventy-three nursing program administrators (91.3%) reported a desire to hire a well-qualified early career nurse faculty. Six administrators held a neutral position, and one had no desire to welcome an early career nurse faculty.

Table 4

<i>Desire to Hire Well-Qualified Early Career Nurse Faculty</i>			
	Desirable	Neutral	No Desire
Number of responses	73	6	1

Survey question five contained an indirectly-related consideration to the hiring of early career nurse faculty. Specifically, it asked about participants' opinions on minimum

years of clinical nursing experience necessary to become faculty (while acknowledging state boards of nursing dictate these requirements for faculty). Results are shown in Figure 4. While all administrators indicated some clinical experience as a nurse is necessary, only one participant felt it should be a minimum of 7-10 years. Forty-four percent of participants reported that a minimum of 1-3 years would be sufficient, while 55% of participants indicated their preference for a minimum of 4-6 years.



Research Questions 2 and 3

Research questions 2 and 3 investigated the frequency of use and effectiveness of recruitment strategies for nursing faculty. Specifically, the second research question inquired about the frequency of use of the identified recruitment strategies for early career nurse faculty, and the third research question asked about the effectiveness of

those same strategies for recruiting early career nurse faculty. Results for both research questions are displayed in Table 5.

The top five most frequently used recruitment strategies for early career nurse faculty were:

1. recruiting individuals recommended by current faculty
2. the direct recruitment of individuals
3. promoting a positive image of nursing education and faculty
4. the recruitment of clinical nurses
5. recruiting nurse preceptors

According to the mean rating, these strategies were used often or frequently by 86%, 83%, 76%, 78%, and 74% of respondents, respectively. The least frequently used strategies were:

1. offering an undergraduate minor in nursing education
2. the use of professional search firms
3. formal recruitment plans

These strategies were used often or frequently by 11%, 13%, and 20% of respondents, respectively.

Research question three was two-fold, as two survey questions regarded the effectiveness of the recruitment strategies for early career nurse faculty. Survey question six asked participants how effective they thought the strategies *could* be, while survey question eight asked how effective the strategies *had been* if they were used.

Participants' opinions on the highest potential effectiveness of each strategy closely aligned with the most frequently-used strategies. According to the mean rating, the top-ranked strategies for potential recruitment effectiveness were:

1. the direct recruitment of individuals
2. recruiting individuals recommended by current faculty
3. promoting a positive image of nursing education and faculty
4. the recruitment of nurse preceptors
5. the ability to influence the nursing profession

Ninety-two percent of respondents indicated *the direct recruitment of individuals* could be effective or somewhat effective. The subsequent top-ranked strategies were rated as having the potential to be effective or somewhat effective by 91%, 90%, 90%, and 82% of respondents, respectively. The lowest-ranked strategies included:

1. the use of professional search firms
2. print advertisements in professional publications
3. offering an undergraduate minor in nursing education

Specifically, 26%, 34%, and 36% of participants thought these strategies could be effective or somewhat effective.

The other aspect of effectiveness investigated how effective each strategy has been for recruiting early career nurse faculty. Overall, the rankings of this variable compared similarly to the frequency of use category. The top five-ranked strategies that have been identified as effective for recruiting early career nurse faculty were:

1. recruiting individuals recommended by current faculty
2. the direct recruitment of individuals

3. direct conversations encouraging a future faculty role
4. highlighting the opportunity to work with students
5. recruiting clinical nurses

According to the mean ranking, the next top-ranked strategies were rated as effective or somewhat effective strategies by 65%, 75%, and 76% of respondents, respectively. The least effective strategies were:

1. the use of professional search firms
2. offering an undergraduate minor in nursing education
3. formal recruitment plans.

These were identified as effective or somewhat effective strategies by 11%, 11%, and 21% of respondents, respectively.

Table 5

Frequency of Use and Effectiveness of Recruitment Strategies

Recruitment Strategy	Frequency of use		How effective could the strategy be?		How effective has the strategy been?	
	<i>M</i>	Rank	<i>M</i>	Rank	<i>M</i>	Rank
Individuals recommended by faculty	4.20	1	4.41	2	4.51	1
*Direct recruitment of individuals	4.16	2	4.50	1	4.16	2
Promoting image of nursing education	4.06	3	4.34	3	4.08	8
Recruitment of clinical nurses	4.06	4	4.20	6	4.11	5
Recruitment of nurse preceptors	3.96	5	4.22	4	4.08	9
Opportunity to work with students	3.92	6	4.06	10	4.12	4
Ability to influence the profession	3.86	7	4.21	5	4.09	7
*Highlighting attributes of faculty role	3.85	8	4.03	14	4.10	6
Direct conversations on future faculty role	3.77	9	4.10	9	4.13	3
Relationships with clinical nurse managers	3.76	10	4.06	11	3.98	10
Flexible schedule	3.69	11	4.13	8	3.94	11
Autonomy	3.68	12	4.04	13	3.91	12
Intrinsic rewards of an academic career	3.65	13	3.90	21	3.91	13
Faculty-student mentoring or role modeling	3.51	14	4.04	12	3.70	17
Opportunity for career advancement	3.47	15	3.90	20	3.71	15
Students of other graduate nursing programs	3.44	16	3.79	22	3.71	16
Online advertisements	3.44	17	3.46	33	3.57	19
*Academic-practice partnerships	3.43	18	3.98	17	3.75	14
Use of social media	3.39	19	3.73	25	3.58	18
Encouraging leaders for dual faculty role	3.29	20	4.03	15	3.47	24
*Institutional recruitment	3.29	21	3.70	27	3.55	20
Colleagues in professional organizations	3.28	22	3.76	23	3.34	27
Encourage undergrads to take grad courses	3.20	23	3.70	26	3.41	25
Faculty working at other colleges	3.20	24	3.47	32	3.36	26
Advertisements in professional publications	3.03	25	3.14	37	3.29	28
Financial assistance for graduate education	2.88	26	4.15	7	3.52	21
*Recruiting undergrads from institution	2.82	27	3.29	35	3.49	22
Teaching assignments within the curricula	2.81	28	3.47	31	2.94	34
Shadowing for the faculty role	2.74	29	3.99	16	3.20	30
Graduate students from own institution	2.73	30	3.97	18	3.48	23
Promising students as TAs or peer tutors	2.68	31	3.62	30	3.21	29
Intentional succession planning	2.67	32	3.97	19	3.15	31
Student involvement in research	2.48	33	3.35	34	2.85	35

Educational sessions about faculty role	2.46	34	3.68	29	2.95	33
Shadowing for students to faculty role	2.41	35	3.68	28	3.07	32
Formal recruitment plans	2.38	36	3.75	24	2.78	36
Use of professional search firms	1.73	37	2.97	38	2.24	38
Offering a minor in nursing education	1.45	38	3.19	36	2.29	37

Note. Item descriptions condensed.

* indicates broad categories of strategies which included subcomponents in the survey

Research Question 4

The fourth research question was: What are the correlations between the demographics of the program administrators and their recruitment and hiring practices? Cross-tabulation and ANOVA analysis were performed. There was only one statistically significant correlation ($p < 0.05$).

The first correlations examined were between the administrator demographics and the age of the youngest faculty hired, as displayed in Table 6. The average age of administrators whose youngest hired faculty was 35 years or younger was 55.0 years, whereas those with the youngest hired being 36 or older had an average age of 51.6 years. Participants whose youngest faculty hired was 35 years or younger had an average of 7.4 years of administrative experience. Those whose youngest hired was 36 years or older had an average of 5.0 years of experience. None of the correlations were statistically significant, as indicated by the p -values.

Table 6

Correlations between Administrator Demographics and Age of Youngest Faculty Hired

Demographic	35 years or younger		36 years or older		<i>p</i>
	<i>f</i>	%	<i>f</i>	%	
Program Type					0.77
Associate degree or practical nursing	40	83.3	8	16.7	
Baccalaureate	25	80.6	6	19.4	
Institution Type					0.59
Public	17	77.3	5	22.7	
Private	20	80.0	5	20.0	
Community	28	87.5	4	12.5	
Annual Enrollment					0.25
Less than 50	11	68.8	5	31.3	
51-100	16	84.2	3	15.8	
101-200	26	86.7	4	13.3	
201-300	9	100.0	0	0	
301 and greater	4	66.7	2	33.3	
Highest Degree Held					0.62
Baccalaureate	4	100	0	0	
Master's	33	82.5	7	17.5	
Doctorate	29	80.6	7	19.4	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Age began nursing education career	34.7	8.9	31.2	7.2	0.19
Years as administrator	7.4	6.8	5.0	4.0	0.21
Current age	55.0	9.4	51.6	11.4	0.24

Note. Significant at the $p < 0.05$ level.

The next correlations assessed were between the administrator demographics and the percentage of current ECNF, as displayed in Table 7. There was one statistically significant, albeit weak, correlation. The current age of the administrators correlated with the percentage of current ECNF with a p -value of 0.03 and an r -value of -0.26.

Table 7

<i>Correlations between Administrator Demographics and Percentage of Current ECNF</i>							
Demographic	0-20%		21-40%		Greater than 40%		<i>p</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Program Type							0.41
ADN or PN	33	68.8	5	10.4	10	20.8	
BSN	21	67.7	6	19.4	4	12.9	
Institution Type							0.07
Public	13	59.1	7	31.8	2	9.1	
Private	18	72.0	2	8.0	5	20.0	
Community	23	71.9	2	6.3	7	21.9	
Annual Enrollment							0.94
Less than 50	11	68.8	2	12.5	3	18.8	
51-100	12	63.2	4	21.1	3	15.8	
101-200	22	73.3	2	6.7	6	20.0	
201-300	6	66.7	2	22.2	1	11.1	
301 and greater	4	66.7	1	16.7	1	16.7	
Highest Degree Held							0.56
Baccalaureate	4	100	0	0	0	0	
Master's	25	62.5	6	15.0	9 (22.5)	22.5	
Doctorate	26	72.2	5	3.9	5 (13.9)	13.9	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Age began nursing education career	33.7	8.5	35.0	8.5	35.0	10.0	0.82
Years as administrator	6.7	6.5	7.0	7.2	7.9	5.9	0.82
Current age	56.1	9.3	53.1	10.0	54.4	9.8	0.03*

Note. Significant at the $p < 0.05$ level. * $p < 0.05$

Table 8 displays the correlations examined between administrator demographics (specifically the program and institution types) and the frequency of applicant ages.

There were no statistically significant correlations.

Table 8

Correlations between Program & Institution Types and Frequency of Faculty Applicant Ages

	Never or Rarely		Occasionally		Often or Frequently		
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>p</i>
<u>Less than 26 Years Old</u>							
Program Type							0.90
ADN or PN	37	82.2	6	13.3	2	4.4	
BSN	25	86.2	3	10.3	1	3.4	
Institution Type							0.83
Public	17	89.5	1	5.3	1	5.3	
Private	21	84.0	3	12.0	1	4.0	
Community	24	80.0	5	16.7	1	3.3	
<u>26-30 Years Old</u>							
Program Type							0.83
ADN or PN	17	37.0	21	45.7	8	17.4	
BSN	13	41.9	12	38.7	6	19.4	
Institution Type							0.80
Public	6	28.6	11	52.4	4	19.0	
Private	11	44.0	9	36.0	5	20.0	
Community	13	41.9	13	41.9	5	16.1	
<u>31-35 Years Old</u>							
Program Type							0.74
ADN or PN	5	10.4	23	47.9	20	41.7	
BSN	3	10.0	17	56.7	10	33.3	
Institution Type							0.73
Public	1	4.8	11	52.4	9	42.9	
Private	2	8.0	14	56.0	9	36.0	
Community	5	15.6	15	46.9	12	37.5	
<u>36-40 Years Old</u>							
Program Type							0.68
ADN or PN	3	6.4	8	17.0	36	76.6	
BSN	3	9.7	7	22.6	21	67.7	
Institution Type							0.90
Public	1	4.5	4	18.2	17	77.3	
Private	2	8.0	6	24.0	17	68.0	
Community	3	9.7	5	16.1	23	74.2	
<u>41 Years and Older</u>							
Program Type							0.17
ADN or PN	2	4.3	7	14.9	38	80.9	

BSN	5	16.7	3	10.0	22	73.3	0.20
Institution Type							
Public	0	0	3	14.3	18	85.7	
Private	5	20.0	3	12.0	17	68.0	
Community	2	6.5	4	12.9	25	80.6	

Note. Significant at the $p < 0.05$ level.

The next correlations evaluated were between administrator demographics and the desire to hire ECNF, as displayed in Table 9. The means for each demographic category ranged from 4.44 to 4.68. None of the correlations were statistically significant.

Table 9

Correlations between Administrator Demographics and Desire to Hire ECNF

Demographic	<i>M</i>	<i>SD</i>	<i>p</i>
Program Type			0.32
Associate degree or practical nursing	4.46	0.74	
Baccalaureate	4.61	0.56	
Institution Type			0.41
Public	4.68	0.57	
Private	4.48	0.59	
Community	4.44	0.80	
Annual Enrollment			0.98
Less than 50	4.50	0.89	
51-100	4.47	0.51	
101-200	4.50	0.73	
201-300	4.44	0.73	
301 and greater	4.67	0.52	
Highest Degree Held			0.95
Baccalaureate	4.50	0.58	
Master's	4.53	0.75	
Doctorate	4.47	0.65	
Age began nursing education career			0.29
Years as administrator			0.71
Current age			0.43

Note. Significant at the $p < 0.05$ level.

The last correlations assessed were the relationship between the administrator demographics and their opinions on years of faculty clinical experience. Table 10 displays these correlations. There were no statistically significant correlations.

Table 10

Correlations between Administrator Demographics and Opinions on Years of Faculty Clinical Experience

Demographic	1-3 Years		4-6 Years		<i>p</i>
	<i>f</i>	%	<i>f</i>	%	
Program Type					0.06
Associate degree or practical nursing	16	34.0	31	66.0	
Baccalaureate	18	58.1	13	41.9	
Institution Type					0.24
Public	12	54.4	10	45.5	
Private	12	48.0	13	52.0	
Community	10	32.3	21	67.7	
Annual Enrollment					0.20
Less than 50	8	53.3	7	46.7	
51-100	8	42.1	11	57.9	
101-200	9	30.0	21	70.0	
201-300	6	66.7	3	33.33	
301 and greater	4	66.7	2	33.3	
Highest Degree Held					0.59
Baccalaureate	2	50.0	2	50.0	
Master's	15	38.5	24	61.5	
Doctorate	18	50.0	18	50.0	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Age began nursing education career	34.3	9.6	34.0	8.2	0.88
Years as administrator	8.2	7.6	6.1	5.2	0.15
Current age	52.2	7.2	54.6	9.8	0.05

Note. Significance at the $p < 0.05$ level.

Summary

This chapter discussed the data collected in relation to the research questions. Demographic information related to the sample was presented. Descriptive statistics were used to present the approximate ages of the youngest faculty hired, the current percentage of early career nurse faculty, the frequency of various age ranges of nursing faculty applicants, the desire to welcome a well-qualified early career nurse faculty, and opinions on the minimum years of faculty clinical experience. The frequency of use and effectiveness of the recruitment strategies for early career nurse faculty were also presented using descriptive statistics. Cross-tabulation and ANOVA analysis were used to examine correlations between the administrator demographics and their recruitment and hiring practices. One correlation showed statistical significance.

CHAPTER V: DISCUSSION AND SUMMARY

This chapter will discuss the purpose of the research study, the interpretation of results and correlation to the literature and theoretical framework, as well as implications for nursing education and future research.

Purpose of the Study

The purpose of this descriptive study was to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty. The nursing faculty and subsequent nursing shortages have been longstanding with little progress made in altering the trajectory of the problem (AACN, 2005; IOM, 2010; NLN, 2017). A root of the issue has been the high average age of nursing faculty compounded with early retirements (AACN, 2005; Berlin & Sechrist, 2002; Fang & Kesten, 2017; Yordy, 2006). Because of this, many experts have called for the need to recruit nurses to faculty roles earlier in their careers and at younger ages, providing more years to dedicate to the profession (Berlin & Sechrist, 2002; DeYoung et al., 2002; Fang & Bednash, 2017; Hinshaw, 2001; Yordy, 2006).

Numerous nursing faculty recruitment strategies have been discussed in the literature but few have been evaluated for their frequency of use or effectiveness in recruiting early career nursing faculty. Furthermore, the perspective of nursing program administrators in relation to their opinions of and hiring practices for young faculty has not been explored. This study examined these research gaps and validated the need and desire to recruit early career nursing faculty.

Research Question 1

The first research question was: What is the incidence of hiring early career nurse faculty in prelicensure undergraduate nursing programs?

The findings of this study indicated that administrators have a strong desire to hire well-qualified early career nurses for open faculty positions and that many of them have already done it. Over 91% of nursing program administrators reported a desire to hire a well-qualified early career nurse faculty, and 82.5% reported having previously hired a nurse 35 years or younger for a faculty position. As acknowledged by the AACN (2017), the problem has not been with the demand for early career nurse faculty, but rather the supply.

This results of this study showed that nurses 35 years and younger are applying less frequently for vacant faculty positions as those older than 35 years. For nursing program administrators, it is difficult to hire well-qualified early career nurse faculty if there are not many applying for open positions. Furthermore, the study found that over half of the participants reported 0-10% of their current nursing faculty is 35 years or younger. This is consistent with an opinion in the literature which stated only 7.8% of permanent faculty are under age 35 years (Volgelsang, 2014).

While it is possible that nurses 35 years and under may have been hired for faculty roles, were retained in the position, and “aged out” of the early career category, it is more likely that there are few young nurses pursuing faculty careers due to other factors and lack of incentive. This study did not address barriers to nurses pursuing faculty careers, but the literature has discussed numerous and significant barriers to successful faculty recruitment. These include issues related to time and work/life balance

(Bond, 2011; Dreifuerst et al., 2016; Gazza, 2009; Moreland, 2011; Poronsky et al., 2012; Squires et al., 2014), the perceived high workload and rigorous academic environment (Lamm, 2011; McDermid et al. 2012; Moreland, 2011), financial concerns related to tuition and living expenses (Dreifuerst et al, 2016; Squires et al. 2014), and the concern about the return on investment and faculty salaries (Lamm, 2011; Dreifuerst et al, 2016; Fang & Bednash, 2017; McDermid et al. 2012; Moreland, 2011).

Another commonly cited barrier to pursuing a faculty career was the perceived need for extensive clinical experience as a nurse. Numerous studies identified nurses' desire for clinical experience to bring relevance to the faculty role and be deemed credible by peers and students (Moreland, 2011; Nehls et al., 2016; Nehls & Rice, 2014; Seldomridge, 2004; Squires et al., 2014). There has also been a traditional view within the profession that significant clinical experience as a nurse is necessary before matriculating into a graduate program that prepares students for academia; however, there has been no research to support this (AACN, 2005).

While some clinical experience as a nurse is necessary to teach the subtleties of nursing care, this study found that 98.8% of nursing program administrators indicated they thought a minimum of between 1-6 years of clinical experience as a nurse was sufficient to pursue a faculty career. This is consistent with the view of the AACN (2005), that clinical proficiency alone is not sufficient to pass along nursing knowledge and practice. Vogelsang (2014) argued that an early career nurse with graduate education in effective teaching strategies, sound understanding of nursing pedagogy and refined nursing skills would contribute more than a nurse with decades of experience.

Research Question 2

The second research question asked: How frequently are the identified strategies used for recruiting early career nurse faculty?

The results of this study showed that the most frequently used recruitment strategies for early career nurse faculty are: *recruiting individuals recommended by current faculty, the direct recruitment of individuals, promoting a positive image of nursing education and faculty, the recruitment of clinical nurses, and recruiting nurse preceptors*. The literature surrounding the topic of nursing faculty recruitment has abundant recommendations for what strategies *could* or *should* be used, but only one study was identified that addressed which strategies are most frequently used.

Emerson (2015) evaluated the frequency of use of various strategies to recruit and retain nursing faculty and reported the most commonly cited methods used were recruitment from their own graduate programs and recruitment from professionals within the community. The findings from Emerson's study indirectly associate with the findings of this study. The *recruitment of individuals recommended by current faculty* and the *direct recruitment of individuals* are broad, nonspecific recruitment strategies and encompass numerous forms of application. One such form that may align is Emerson's top strategy, recruitment from an institution's graduate programs. *The recruitment of clinical nurses* and *recruiting nurse preceptors* may be associated with recruitment from professionals within the community.

When considering the frequency of use of recruitment strategies, those strategies that are more passive in nature are difficult to quantify. Evans (2013) surveyed nurse educators seeking their opinions on effective strategies to increase the number of nurse

faculty and reported more than two-thirds were influenced to enter academia by role models. Though *informal faculty-student mentoring or role modeling* ranked 14th for frequency of use for early career nurse faculty in this study, role modeling certainly is a component of *promoting a positive image of nursing education and faculty*, which was the third most frequently-used strategy for early career nurse faculty.

The top three most frequently-used strategies also support the findings of Bond (2017) who examined potential interest in a future faculty role with baccalaureate nursing students. Students with a high-reported intent for a faculty role were 1.5 times more likely than low-intent students to have been encouraged by faculty to pursue a faculty role, consistent with *the recruitment of individuals recommended by current faculty* and *the direct recruitment of individuals*. Bond's study also revealed that high-intent students were almost twice as likely to have had a positive effect of a previous teaching experience. The positive nature of the finding aligns with the third most frequently used strategy of *promoting a positive image of nursing education and faculty*, however, the strategy *teaching assignments within the curricula* ranked lower at 28 in frequency of use for early career nurse faculty.

Research Question 3

The third research question was: What is the perceived effectiveness for the identified strategies in recruiting early career nurse faculty?

This study evaluated both the perceived potential effectiveness and the perceived demonstrated effectiveness of the recruitment strategies. The ranking of participants' opinions on how effective the strategies *have been* very closely aligned with the rankings of the frequency of use. In fact, the furthest any deviated from each other was at most 7

ranks. This indicates that administrators most often use the recruitment strategies that have previously demonstrated effectiveness.

The top five strategies that have been effective for recruiting early career nurse faculty were: *recruiting individuals recommended by current faculty, the direct recruitment of individuals, direct conversations encouraging a future faculty role, highlighting the opportunity to work with students, and recruiting clinical nurses*. These findings support the conclusions from several studies and experts in the field who identified recruitment strategies for nursing faculty in general. Table 11 displays the common findings between the literature and the top five strategies.

Table 11

Comparison of Most Effective Recruitment Strategies for ECNF and Publications that Discussed Strategies

Most Effective Recruitment Strategies for ECNF					
	1. Individuals recommended by current faculty	2. *Direct recruitment of individuals	3. Direct conversations encouraging a future faculty role	4. Opportunity to work with students	5. Recruitment of clinical nurses
Anderson (1998)			X		
Bond (2017)	X	X	X		
Brendtro & Hegge (2000)	X	X	X		X
DeYoung et al. (2002)			X		
Emerson (2015)		X			
Fang & Bednash (2017)	X	X			
Fang et al. (2016)	X	X			
Feldman et al. (2015)					X
Gazza (2009)				X	
Gerolamo et al. (2014)			X		X
Hessler & Ritchie (2006)	X	X			
Iwasiw (2008)		X	X		
Kersey (2012)		X		X	X
Laurencelle et al. (2016)				X	
Siela et al. (2008)	X	X	X		X
Wyte-Lake et al. (2013)					X

Note. * indicates broad strategy category which included subcomponents in the survey

Only one study was found in the literature specifically addressing the effectiveness of faculty recruitment strategies. Emerson (2015) reported the most effective nursing faculty recruitment methods included recruitment from a college's own graduate programs, recruitment from professionals in the community, and networking through professional organizations. The top three recruitment methods for early career nurse faculty found in this study indirectly relate to those identified by Emerson (2015).

Faculty identification of promising students and direct recruitment conversations were likely components of Emerson's top methods. No other articles found specifically measured the effectiveness of nursing faculty recruitment methods.

The top-ranked strategies for potential recruitment effectiveness were: *the direct recruitment of individuals, recruiting individuals recommended by current faculty, promoting a positive image of nursing education and faculty, the recruitment of nurse preceptors, and the ability to influence the nursing profession*. Interestingly, the top two strategies were also the same top two as those identified for the perceived demonstrated effectiveness, albeit in reversed order.

Though the rankings of how effective the strategies *have been* closely aligned with the frequency of use rankings, participants' opinions on the potential recruitment effectiveness were not as consistent in the rankings. *Highlighting the attributes of the faculty role and the intrinsic rewards of an academic career/collegiality* ranked significantly lower for perceived effectiveness as compared to demonstrated effectiveness and frequency of use. While these recruitment strategies were suggested by numerous experts in the field (Brady, 2007; Evans, 2013; Laurencelle et al., 2016; Penn et al., 2008), they may have ranked lower for perceived effectiveness when considered for use independently rather than in combination with other methods.

The use of *online advertisements* and *print ads in professional publications* also ranked lower for perceived effectiveness as compared to demonstrated effectiveness and frequency of use. Emerson (2015) reported these faculty recruitment methods were effective, but it is possible they ranked lower in this study due to the fiscal resources necessary for these methods. With the faculty shortage, there is a limited population of

nurses who are actively seeking faculty positions. Designating budget resources to advertisements comes with a high cost and low return on investment.

Several recruitment strategies ranked higher for perceived effectiveness as compared to demonstrated effectiveness and frequency of use. These included *scholarships or tuition assistance for graduate education, shadowing opportunities for those interested in a faculty role and shadowing experiences to introduce students to the faculty role, recruiting graduate students from within one's own institution, and intentional succession planning.*

Scholarships or tuition assistance for graduate education ranked 7th for potential effectiveness for recruiting early career nurse faculty, while it ranked 26th for frequency of use and 21st for demonstrated effectiveness. These results indicate that administrators believe this could be a very effective method, consistent with the findings in the literature for faculty recruitment (Allan & Aldebron, 2008; Brendtro & Hegge, 2000; Dreifuerst et al., 2016; Feldman et al., 2015; Gerolamo et al., 2014; Squires et al., 2014). This strategy, however, is paralyzed by the need for extensive financial resources not available in many institutions. This is likely a primary factor as to why it is not frequently used. In addition, there are stringent requirements and labor-intensive applications for federally funded grants, private grants or loans, and scholarship dollars; many institutions either do not qualify or would need to dedicate significant personnel resources toward the endeavor.

Shadowing opportunities for those interested in a faculty role and shadowing experiences to introduce students to the faculty role, as suggested by Kersey (2012) and Seldomridge (2004) as well as *intentional succession planning* recommended by Griffith (2012) and Vogelsang (2014) also ranked higher for potential perceived effectiveness

than for frequency of use and demonstrated effectiveness. All of these methods are formalized recruitment methods that would utilize institutional resources without the guarantee for a return on investment.

The final strategy that ranked higher for potential perceived effectiveness than with frequency of use and demonstrated effectiveness was *recruitment of graduate students from one's own institution*. This is a *grow your own* strategy suggested multiple times in the literature (Brady, 2007; Emerson, 2015; Hessler & Ritchie, 2006). One explanation for its lower potential effectiveness rank in this study is that not all of the participants in the study were from institutions that offer graduate programs. Many were from community or technical colleges or smaller four-year institutions in which the option would not be applicable.

Research Question 4

The fourth research question asked: What are the correlations between the demographics of the program administrators and their recruitment and hiring practices?

Of the numerous and multiple correlations calculated, only one showed statistical significance. The current age of the study participants correlated with the percentage of current early career nurse faculty with a p -value of 0.03 and an r -value of -0.26. This is, however, a weak negative correlation and does not bear much applied significance. The mean participant age was higher for 0-20% and greater than 40% of current ECNF (56.1 and 54.4 years, respectively) and lower for 21-40% of current ECNF (53.1 years).

The lack of significance with the correlational statistics is meaningful in itself. It is difficult to control for the abundant and diverse extraneous variables when considering the recruitment and hiring of faculty, and nursing education and practice is constantly

evolving. The results of this study indicate that hiring early career nurse faculty is desired across various types of programs, institutions, degree backgrounds, ages of administrators, and years of experience. There is a significant nursing faculty shortage, and nursing program administrators will hire the applicants most qualified for the position regardless of their age. This study dispels preconceived notions about recruiting and hiring early career nurse faculty and is encouraging for the future of nursing education.

Relationship to Theoretical Framework

The theoretical framework selected for this study was Rogers's Diffusion of Innovation Theory (2003). This theory seeks to explain how and why new ideas are disseminated and integrated over time through certain channels of a social system. Change can be challenging and labor-intensive yet necessary for progress and sustainability. Components of this theory are applicable to this study.

The recruitment and hiring of early career nurse faculty is an innovation needing to be adopted and diffused within the social system of nursing education. As evidenced by the results of this study, nursing program administrators – who are the opinion leaders and change agents – have already passed through the first three conceptualized steps of knowledge, persuasion, and decision and are readily willing to hire early career nurse faculty. The final steps of implementation and confirmation involve the recruitment methods in which to bring qualified young nurses to faculty roles. Nursing program administrators and other stakeholders within nursing education should acknowledge the strategies deemed effective and become adopters by incorporating them within their

institutions. These small-scale actions will contribute to results within the social system of nursing education with the ultimate goal of affecting the nursing faculty shortage.

Delimitations

Delimitations of this study are related to the demographics of the sample. The study was conducted within undergraduate prelicensure nursing programs of eight Midwestern states. Therefore, the ability to generalize these results to all nursing program administrators is limited.

Results of the study were not categorized by institutional size or type of program, and it was not determined which institutions were from urban or rural areas. The recruitment strategies may have ranked differently had they been sorted according to demographic variables.

Limitations of the Study

Although there was careful attention given to the rigor of the study design, some limitations were identified. The survey tool was developed by the researcher, and the strength of the tool may be a limitation. The survey was evaluated for face validity by experts in nursing education, but the questions and recruitment strategies may not have been interpreted by the participants in the same way as the researcher. Lastly, though a total of 80 surveys were submitted and the minimum target number was reached, some participants skipped certain questions in the survey, potentially affecting the validity of those results.

Implications for Nursing Education

The future state of nursing education is dependent on the decisions made and actions taken now. The results of this study indicate that recruiting and hiring early career

nurse faculty is highly desired among nursing program administrators, and this is especially significant given the nursing faculty shortage. Numerous faculty recruitment strategies were evaluated for their frequency of use and effectiveness for bringing qualified young faculty to academia. Administrators, faculty, and all other stakeholders within nursing education must commit to intentionally putting these methods into action.

This study revealed that it is not the extravagant and large-scale strategies that are most effective for bringing young nurses to faculty roles but rather the small, everyday actions that first plant the seed and then continually nurture the idea. The top two most effective strategies for early career nurse faculty recruitment determined by this study were *the direct recruitment of individuals* and *recruiting individuals recommended by current faculty*. Both of these encompass the recruitment of clinical nurses, nurse preceptors, graduate students, and undergraduate students. They include having direct conversations with individuals encouraging a future faculty role, highlighting the positive attributes of a career in academia, and empowering nurses to pursue professional advancement.

These interactions should occur early and often. All undergraduate nursing students should be exposed to the possibility of a career in academia. This could occur informally through conversations with faculty and advisors or through more structured processes such as teaching opportunities within the curricula or shadowing experiences. All graduate nursing programs should have components of nursing education within their curricula, and students should be encouraged to pursue faculty roles. Nursing administrators and faculty should strive to promote a positive image of nursing education and be role models for all students and colleagues. Despite the numerous challenges and

barriers to a faculty career, the rewards of teaching the next generation of nurses and the ripple effect created as a result is priceless.

Future Research

Recommendations for further research can be identified as a result of this study. New research could investigate whether there are specific benefits or advantages to having early career nurse faculty within a nursing program. If identified, these could be used as rationale for the allocation of resources toward specific recruitment methods. Early career nurse faculty, and those who may be older than 35 years but initially entered academia as an early career nurse faculty, could be surveyed to evaluate the specific recruitment methods that brought them to an educator role. Finally, investigating the experiences of early career nurse faculty related to work/life balance, graduate study, and financial considerations would shed light on the challenges for young faculty and strategies they employ to function effectively in multiple roles.

Summary

This study evaluated the factors related to the recruitment and hiring of early career nurse faculty and showed that it is desirable to hire qualified, young nurses for faculty roles. Recruitment strategies for this population were evaluated for their effectiveness, and it was determined that the top methods included recruiting individuals recommended by current faculty and the direct recruitment of individuals. Targeted conversations and personal messages regarding future careers in academia are necessary in order to spark interest in young nurses. The ultimate goal and collective effect of these gestures is to influence the current nursing faculty shortage which is far-reaching.

Without sufficient, experienced nursing faculty, the deficiency of nurses will continue to grow and will influence the future of our health care system.

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Appendix A

Dear Nursing Program Administrator,

You are being invited to participate in a research study investigating factors influencing the recruitment and hiring of early career nurse faculty. Recruitment of younger nurses to faculty roles has been repeatedly suggested as way to address the nursing faculty shortage; however, little empirical research exists regarding early career nurse faculty. The purpose of this descriptive study is to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty.

This study is being conducted to fulfill the dissertation requirement of the Education Doctorate (EdD) program at Bryan College of Health Sciences (BCHS) in Lincoln, Nebraska, and it has been approved by the BCHS Institutional Review Board. To be eligible to participate, you must be a dean, director, or chairperson with administrative authority of an undergraduate, prelicensure nursing program in Nebraska, Iowa, Kansas, South Dakota, or Missouri; have at least one year of experience as an administrator; hold an active registered nurse (RN) license; and be 19 years of age or older.

Participation is voluntary, and you are free to participate or withdraw at any time with no consequence. It is estimated that the survey will take 20-30 minutes to complete. Your responses will be anonymous. The data obtained will be kept confidential and will be analyzed as an aggregate.

Completion of the survey indicates your consent to participate. The potential risks to participants are minimal and may include loss of personal time and privacy. Potential benefit may include increased awareness of recruitment strategies for early career nurse faculty, and there may also be indirect benefits to the profession of nursing education.

Please click [this link](#) to access the survey, and complete it before Tuesday, October 2, 2018. Thank you for your consideration. If you have received this message and do not meet the eligibility criteria, I would appreciate you forwarding this it to the appropriate individual(s) within your institution.

Sincerely,

Katie Sladky, MSN, RN
Education Doctorate Candidate
Primary Investigator
Bryan College of Health Sciences

Appendix B

Dear Nursing Program Administrator,

On Tuesday, September 11, 2018, you received an email inviting you to participate in a research study investigating factors influencing the recruitment and hiring of early career nurse faculty. If you have already completed the survey, *please disregard this email*. If you have not yet completed the survey, I ask you to please consider doing so.

The need to recruit younger nurses to faculty roles has been repeatedly suggested as a way to address the nursing faculty shortage; however, little empirical research exists regarding early career nurse faculty. The purpose of this descriptive study is to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty.

Your feedback is vital to the success of this study and may potentially impact the future of nursing education. I know your time is valuable; it is estimated this survey will take 20-30 minutes to complete.

This study is being conducted to fulfill the dissertation requirement of the Education Doctorate (EdD) program at Bryan College of Health Sciences (BCHS) in Lincoln, Nebraska, and it has been approved by the BCHS Institutional Review Board. To be eligible to participate, you must be a dean, director, or chairperson with administrative authority of an undergraduate, prelicensure nursing program in Nebraska, Iowa, Kansas, South Dakota, or Missouri; have at least one year of experience as an administrator; hold an active registered nurse (RN) license; and be 19 years of age or older.

Completion of the survey is voluntary, and you are free to participate or withdraw at any time with no consequence. The data obtained will be kept confidential and analyzed as an aggregate. Completion of the survey indicates your consent to participate. Potential risks to participants are minimal and may include loss of personal time and privacy. Potential benefit may include increased awareness of recruitment strategies for early career nurse faculty, and there may also be indirect benefits to the profession of nursing education.

Please click [this link](#) to access the survey. It will close on Tuesday, November 2, 2018. Thank you for your consideration. If you have received this message and do not meet the eligibility criteria, I would appreciate you forwarding it to the appropriate individual(s) within your institution.

Sincerely,

Katie Sladky, MSN, RN

Education Doctorate Candidate
Primary Investigator
Bryan College of Health Sciences

Appendix C

Early Career Nurse Faculty Survey Tool

The purpose of this descriptive survey is to examine factors relating to recruitment strategies and hiring practices used by administrators of undergraduate, prelicensure nursing programs for early career nursing faculty. Participation is voluntary, and completion indicates your consent to participate. It is estimated that the survey will take 20-30 minutes to complete. Your responses will be anonymous. The data obtained will be kept confidential and will be analyzed as an aggregate. Upon completion of the study, the electronic data files will be deleted, and physical copies will be destroyed.

Please read the questions below and select the best response as it pertains to your role as an **administrator** of an undergraduate, prelicensure nursing program.

For the purposes of this survey, the term *early career nurse faculty* is defined as a nursing faculty member who initially transitioned into the role at the age of 35 years or younger.

1. In your role as an administrator of an undergraduate, prelicensure nursing program, what is the approximate age of the youngest faculty member you have hired?
 - Younger than 25 years
 - 25-29 years old
 - 30-34 years old
 - 35-39 years old
 - 40 years or older
2. What percentage of your current undergraduate faculty would you estimate are 35 years or younger?
 - 0-10%
 - 11-20%
 - 21-30%
 - 31-40%
 - 41-50%
 - Over 50%

3. In your experience, how often would you estimate that individuals from each of the age ranges below apply for your open faculty positions?

	Never	Rarely	Occasionally	Often	Frequently
Younger than 25 years	1	2	3	4	5
25-29 years old	1	2	3	4	5
30-34 years old	1	2	3	4	5
35-39 years old	1	2	3	4	5
40 years or older	1	2	3	4	5

4. Please rate your desire to welcome a well-qualified *early career nurse faculty* to your faculty.

No desire		Neutral		High desire
1	2	3	4	5

5. While acknowledging state boards of nursing dictate clinical experience requirements for faculty, *in your opinion*, how many years (at a minimum) of clinical experience as a nurse is needed to become faculty?
- Less than 1 year
 - 1-3 years
 - 4-6 years
 - 7-10 years
 - Greater than 10 years

Demographic Questions

9. What type of undergraduate nursing program do you oversee? (Select all that apply.)
- Baccalaureate
 - Associate degree
 - Diploma
 - Practical nursing
10. Which option best describes the institution in which you are employed?
- Public college or university
 - Private college or university
 - For-profit college or university
 - Community or technical college
11. What is your annual undergraduate nursing program enrollment (headcount)?
- Less than 50 students
 - 51-100 students
 - 101-200 students
 - 201-300 students
 - 301-400 students
 - 401-500 students
 - Greater than 500 students
12. What is the highest degree that you hold?
- BSN
 - MSN in nursing education
 - MSN with a clinical focus
 - MSN in leadership or administration
 - PhD in nursing or related field
 - DNP in nursing
 - EdD in nursing education or related field
13. At what age did you begin your career in nursing education? _____ (write in)
14. How many years have you been an administrator of a nursing program? _____ (write in)
15. What is your current age? _____ (write in)

Appendix D



**BRYAN COLLEGE OF HEALTH SCIENCES
INSTITUTIONAL REVIEW BOARD
Notification of Action**

Date of Notification: June 21, 2018

This letter pertains to IRB actions regarding:

Title of Study/Project: Factors Influencing the Recruitment and Hiring of Early Career Nurse Faculty

IRB Number: 1806-001

Submitted by: Katie Sladky

Type of Review Performed:

☐ Exempt – Performed by _____

☒ Expedited - Michelle Johnson, IRB secretary

☐ Full

Date of Review: June 21, 18

Document(s) Reviewed: Revised Request for Review, Revised Data Collection Instrument, Revised Initial Email Invitation, and Revised Follow-Up Email Invitation

Decision

The Bryan College of Health Sciences' IRB has made the following decision related to your study:

☒ **APPROVED:** Your study has been found to meet criteria necessary for the protection of human subjects as stated in the Code of Federal Regulations Title 45 Part 46. Data collection may start once all required IRB approvals are obtained.

☐ **PENDING APPROVAL CONTINGENT ON MINOR CHANGES:** Your study has been found to meet criteria necessary for the protection of human subjects as stated in the Code of Federal Regulations Title 45 Part 46; however minor changes are necessary to strengthen one or more part(s) of the study. Those minor changes are detailed below. Please resubmit the final amended *Request for Review*, *Informed Consent*, or any other necessary study documents. After submission of the final documents you will receive an approval letter with the approved, stamped informed consent document if required for the study/project.

☐ **MUST BE RESUBMITTED WITH MAJOR CHANGES:** Your study HAS NOT been found to meet all criteria necessary for the protection of human subjects as stated in the Code of Federal Regulations Title 45 Part 46. One or more major change(s) must be made as detailed below. **DATA COLLECTION MAY NOT BE STARTED** until those changes have been made and formal approval has been granted by the IRB.

Changes, if required:

Obligations to the IRB

The investigators of a study approved by the IRB must fulfill the following obligations in order to retain permission to conduct their study:

CONSENT FORM: If you submitted a consent form for approval, the approved consent will be returned to you marked with a red 'APPROVED.' Colored copies of that approved consent must be made and all participants enrolled in the study must sign one of those colored consent forms. The original, colored consent forms must be saved with the investigator's study documents. Each participant must be given a copy of the informed consent. The participant's copy may be a black and white copy of the original, colored informed consent.

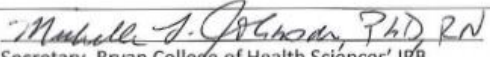
PLANNED CHANGES TO THE STUDY: Any non-editorial change to an approved study/project must be submitted to the IRB for approval before initiation of the change except when necessary to eliminate immediate hazards to the participant(s). These changes include (but are not limited to):

- Names and roles of study/project personnel;
- The number of enrolled participants;
- Change to the methods used in the study/project;
- Change to the study/project's consent form;
- Additional method(s) used to recruit subjects (beyond those approved with the initial review);
- Proposed communication(s) to potential or enrolled subjects.
- Any change initiated prior to IRB approval (undertaken to eliminate immediate hazards to participants) must be reported as soon as possible to the Chair or Secretary of the IRB.

UNANTICIPATED PROBLEM OR ADVERSE EVENTS: The investigators of an approved study/project are required to submit to the IRB a full report of the following within two (2) business days of the occurrence:

- An unanticipated problem or adverse event occurring to one or more enrolled subjects including, but not limited to:
 - Any breach in confidentiality.
 - Physical or psychological harm.
 - Unresolved complaint of a participant, family member, or other individual.
 - Any other occurrence of an adverse nature related to participation in the study/project.
- Any deviation from the approved study/project protocol with the reason for the deviation and any consequences to the study/project participants or the integrity of the study/project's data.
- The withdrawal of any participant
- If a preliminary review of a study/project's data indicates the probability that continuing with the study/project will result in harm to one or more participants.

ONGOING AND FINAL REPORTS: The investigators of an approved study/project will submit a final report (using the IRB Final Report template) within sixty (60) days of the end of data collection. If an approved study has not completed data collection 12 months after the initial IRB approval date, the investigators must submit an Annual Report (using the IRB Annual Review template).

 Secretary, Bryan College of Health Sciences' IRB	Date <u>6/21/18</u>
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