## Academic Leadership in Baccalaureate Nursing Programs: A Literature Review

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### Justification for Research

- Only 2.1% of current nursing deans, directors, and department chairs aged 45 years or younger
- Potential for a crisis in leadership development and succession planning exists due to aging faculty.
- Average ages of doctorally prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 61.3, 57.7, and 51.5 years, respectively.
- Projected nurse vacancy rate of approximately 1.1 million by 2020.
- Low percentage of nursing faculty with terminal degrees. As of 2010, only 1/3 of nurse faculty held doctorates compared to 2/3 of all other postsecondary faculty.
- The phenomenon of knowing as it relates to academic nurse leaders is not well understood.

### Literature Review Methodology

- Applied guidelines proposed by Polit & Beck (2012) to conduct a literature review evaluating evidence regarding the effectiveness of academic administrators, role preparation of deans, and role socialization of deans
- CINAHL, EBSCO Host, ERIC, ProQuest were utilized
- Approximately 225 articles meeting criteria were located
- Review of literature revealed only general discussions of leadership with the underpinnings of leadership theories, evaluation methods used to assess effectiveness,
- Limited research related to evaluating effectiveness in academic leaders
- Further examination needed to identify the role preparation and socialization methods deans perceive as essential for becoming effective academic leaders

### Context and Research Questions

**Purpose:** The purpose of this study is to examine the lived experiences of baccalaureate nursing school deans to gain a deeper understanding of the dean’s ways of knowing and the relationship between their knowledge development and evolution into an effective academic leader.

**Research questions:**

- How do baccalaureate nursing school deans know what they know?
- How do the lived experiences of baccalaureate nursing school deans contribute to knowing how to lead effectively?

### Conceptual Framework

**Patterns of Knowing in Nursing**

1. Empirics, the science of nursing (Carper, 1978)
2. Aesthetics, the art of nursing (Carper, 1978)
3. Personal knowing (Carper, 1978)
4. Ethics, the component of a moral knowledge in nursing (Carper, 1978)
5. Sociopolitical knowing (White, 1995)
6. Unknowing (Munhall, 1993)
7. Emancipatory knowing (Chinn & Kramer, 1999)

### Synthesis of Literature Review

- Leadership theories applied to most leaders often borrowed from other disciplines.
- Need to fully examine knowledge development and knowledge development needs of academic nurse leaders.
- Creating awareness of preparatory components and expectations of the nursing deanship will aid in honoring nursing’s commitment to provide quality, safe, and effective health care.
- Literature review supported the need for a qualitative study of academic nursing deans

### Methodology

- A descriptive, phenomenological design is proposed.
- Purposive sampling strategy proposed
- Deans CCNE accredited programs asked to participate via email recruitment letter.
- Research Procedures
  - IRB approval.
  - Data generation will consist of semi-structured interviews lasting approximately 60 minutes
  - Interview guide designed to encourage the deans to share their lived experiences
  - Interviews conducted synchronously via web-based video conferencing.
  - All interviews audio recorded and transcribed verbatim by a transcriptionist
- Data Analysis Guided by Colazzi’s (1978) approach to analyzing data phenomenologically.
  - I. Reading of participants’ protocols.
  - II. Extract significant statements.
  - III. Formulate meanings for each significant statement.
  - IV. Aggregated formulated meanings organized into clusters of themes.
  - V. Integrate findings into an exhaustive description of investigated topic.
  - VI. Formulate exhaustive description into clear, fundamental statement.
  - VII. Member checks.

* References available upon request.