

# Transition to the Nurse Faculty Role: A National Perspective

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## INTRODUCTION

- The nursing shortage in the U.S. remains a significant problem, with the diminishing pool of nurse faculty the major nursing shortage crisis will only continue.
- The American Association of Colleges of Nursing (AACN) in 2013 reported that 1,358 positions were vacant in 680 reporting nursing schools. It implies that two positions per school are needed to fill the nurse faculty shortage.
- In the near future the need for doctorally prepared nursing faculty will significantly increase due to the prediction that 50 percent of current faculty report plan to retire by 2020.
- Where previous studies have focused exclusively on either the doctoral experience or the new faculty teaching preparation, few have investigated the transition from doctoral nursing student to the nurse faculty role to understand teaching preparation and departmental support related to retention of doctorally prepared nurse faculty.

## SPECIFIC AIMS

- To describe the pre-transition (doctoral teaching preparation) to post-transition (institutional support) preparation for nurse faculty.
- To examine and compare the interrelationships among demographic characteristics, pre-transition, and post-transition preparation that influence level of adaptation (measured by faculty job satisfaction, burnout, and teaching competency) of PhD and DNP prepared faculty.
- To examine the significant predictors for faculty retention.

## METHODS

**Research Design:** A descriptive correlational survey research design was used to examine the key variables.

**Sampling Approach:** Full-time nursing faculty, with a PhD or DNP degree in nursing and  $\leq 4$  years of teaching experience after doctoral program graduation were recruited.

**Recruitment Procedure:** AACN accredited nursing program Deans/Directors/Chairs were emailed the study information and online survey link to forward to their PhD and DNP faculty.

**Data analysis:** Descriptive & inferential statistics, including logistic regression were used.

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## CONCEPTUAL FRAMEWORK

Figure 1. The Human Adaption to Transition Model Developed By Schlossberg (1981)

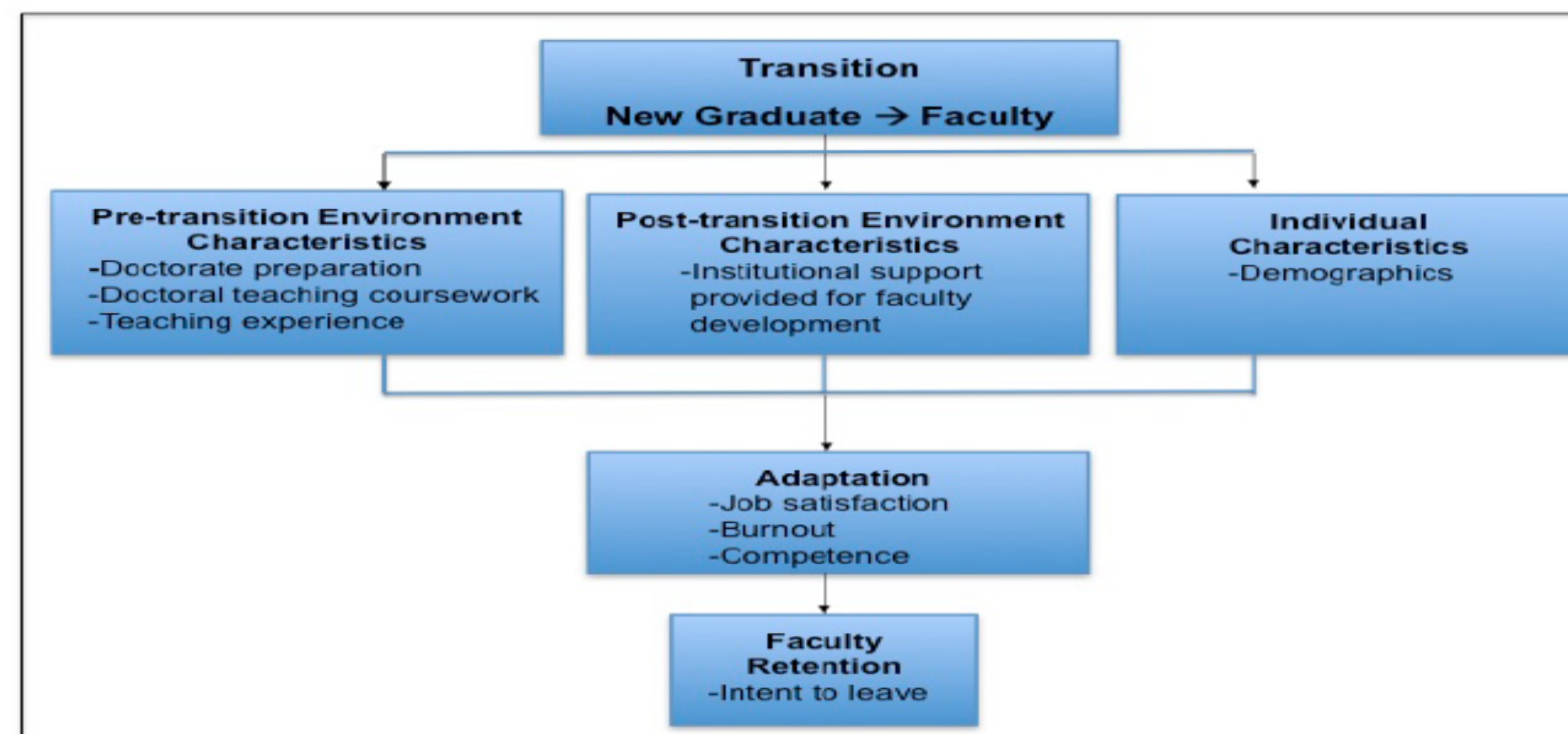


Table 1. Description of Sample (N=148)

Variables	N	Value
Age: Mean (SD)	148	51 (SD=10.5)
Gender: Female	147	96.1%
Race: Caucasian	133	54.5%
Track:		
Tenure	70	46.1%
Clinical	15	9.9%
Non-TT/No tenure system	54	35.5%

Figure 2. Pre-Transition Doctoral Teaching Preparation

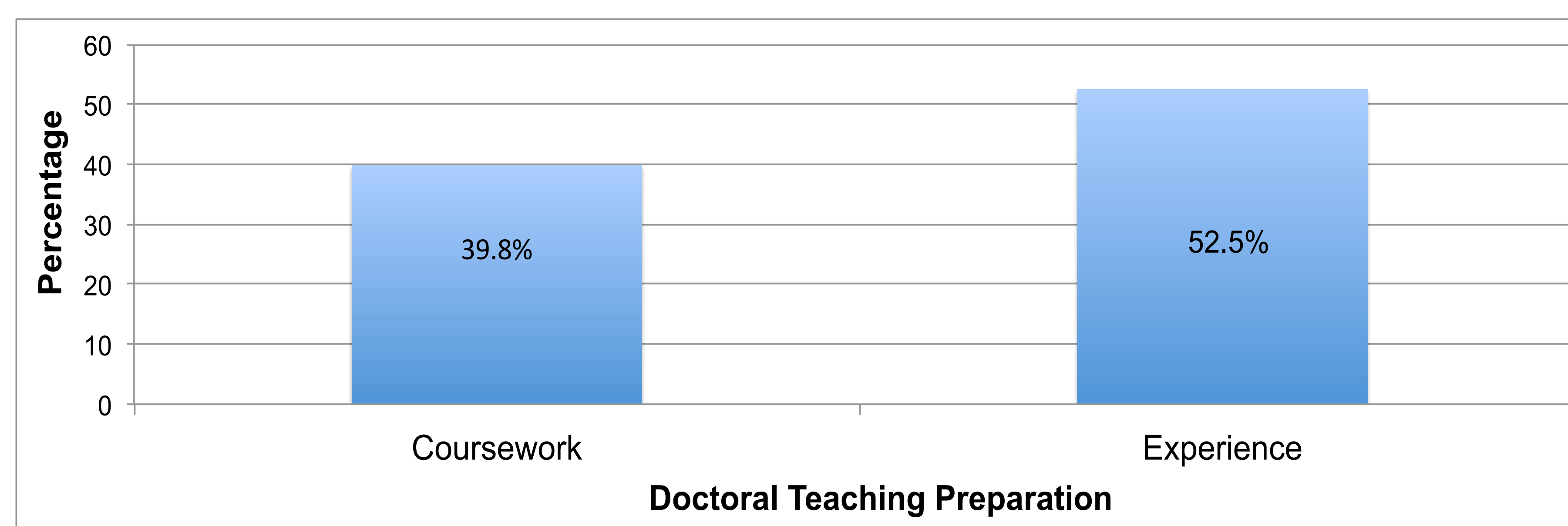


Figure 3. Post-Transition Institutional Support Reported

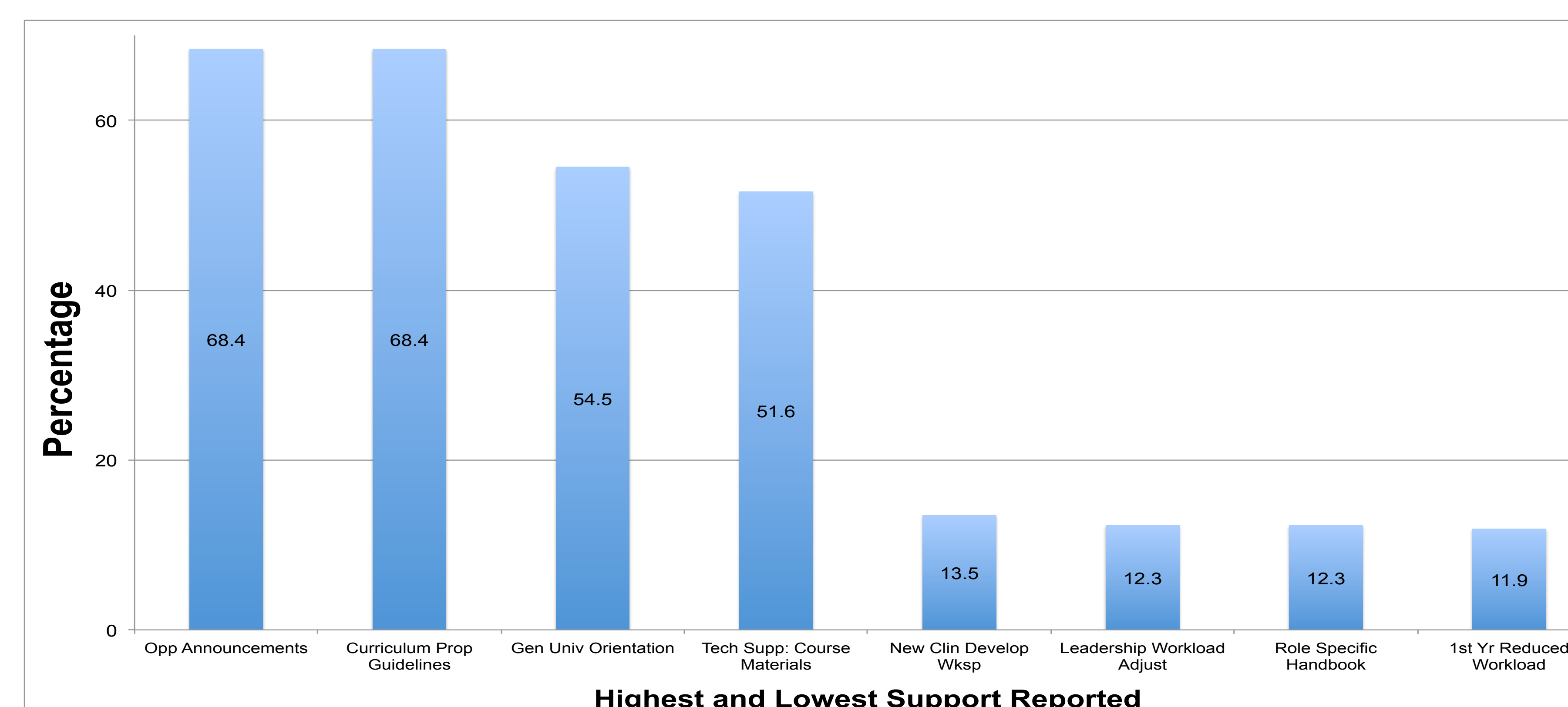


Table 2. Interrelationship Among Transition & Adaptation

Pre-Trans Variable	Adaptation Variable	
<b>Coursework</b>	<b>Nurse Educator Competency</b>	
	Yes No	X = 158.16 X = 149.79 t = 1.88 df = 157 p = *
<b>Credit Hours</b>	<b>Emotional Exhaustion</b>	
		r = 0.302 n = 55 p = **
<b>Post-Transition Variable</b>	<b>Adaptation Variable</b>	
	<b>Institutional Support</b>	<b>Faculty Job Satisfaction</b>
	r = -0.222 n = 159 p = **	
<b>Demographic Variable</b>	<b>Adaptation Variable</b>	
	<b>Age</b>	<b>Nurse Educator Competency</b>
	r = 0.35 n = 146 p = **	
<b>Ethnicity</b>	<b>Nurse Educator Competency</b>	
	White	X = 156.64 n = 133
	African American	X = 153.67 n = 9
	Asian	X = 128.28 n = 7
	Hispanic/Latino	X = 157.25 n = 4 f = 3.72 df = 3 p = **
<b>Degree Type</b>	<b>Emotional Exhaustion</b>	
	PhD	X = 9.79 n = 74
	DNP	X = 31.24 n = 79 t = 1.98 df = 151 p = **
<b>Academic Rank</b>	<b>Nurse Educator Competency</b>	
	Professor	X = 171.25 n = 4
	Associate Professor	X = 168.13 n = 23
	Assistant Professor	X = 151.89 n = 113 f = 2.93 df = 5 p = **
<b>Academic Institution</b>	<b>Nurse Educator Competency</b>	
	Research	X = 146.19 n = 31
	Teaching	X = 157.48 n = 120 t = -2.53 df = 149 p = **
<b>Academic Institution</b>	<b>Experience Depersonalization</b>	
	Private	X = 10.983 n = 59
	Public	X = 8.681 n = 94 t = -2.55 df = 151 p = **

p < 0.05 = \*\*, p < 0.10 = \*

## DISCUSSION

- Pre-transition teaching coursework was significantly correlated with reported nurse educator competency.
- DNP faculty members had significant correlation with emotional exhaustion, a factor of burnout.
- Research-focused institutions had lower reported nurse educator competency than teaching-focused institutions.
- Preliminary regression models indicate that age, ethnicity, degree type, academic rank, depersonalization, and job satisfaction predict Faculty Intent to Leave.