

Increasing the Supply of Qualified Nurse Faculty

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Grant Information & Acknowledgment



- Grant: Increasing the Supply of Qualified Nurse Faculty (ISQNF)
- Grantor: Maryland Higher Education Commission
 - Nurse Support Program II; Grant #19-119
- Goal 1: Provide course release for full-time faculty pursuing doctoral degrees with a commitment to teach in a nursing program at a Maryland University.
- Goal 2: Develop and implement a training and mentoring in partnership with ES-FAMI to train part-time faculty prepared to teach in nursing theory and clinical courses.

Towson University



- Public university in Towson, Maryland
 - Part of the University System of Maryland
- Department of Nursing Students
 - Undergraduate Pre-licensure: 353
 - Associate to Bachelor: 431
 - Articulation agreements with seven community colleges
 - RN to BS: 29
 - Master of Science: 34
- Department of Nursing Locations
 - Towson – serving the Greater Baltimore area
 - Hagerstown – serving Western Maryland
 - Belair – Serving North East Maryland



National Nursing Faculty Shortage

Increasing age of the population (Ricketts, 2011)

Decreasing number of nursing faculty (AACN, 2017)

Increasing age of nurses (average age 45) (Carnevale, Smith, and Artem, 2015)

In 2017-2017, nursing schools turned away 64067 qualified applicants because of faculty shortages (AACN, 2017).

By 2022, 10,200 faculty will have retired and 34,200 faculty will be needed to meet the health care demand (NLN, 2013).

Faculty enrollment in nursing doctoral programs



- Year One: Eight faculty were enrolled in doctoral programs and the grant for release time.
 - DNP = 5; PhD = 3
- Year Two: Eight faculty were enrolled in doctoral programs and the grant for release time.
 - DNP = 5; PhD = 3
- Year Three: Four faculty were enrolled in doctoral programs and the grant for release time.
 - One DNP student graduated. Another is close enough to graduation to drop off the grant. Another DNP student left the University. A PhD student withdrew from the grant.
- All doctoral students met the requirement to take 1-3 courses per semester.

Faculty-Scholar Requirements

- Meet quarterly with program mentor.
- Meetings and activities developed into education regarding mentoring, peer support, academic integrity, IRB proposals, research processes, coursework requirements, etc.
- Each year has been evaluated with a focus group process.
 - Results are positive for the program and meetings.
 - One course release is not enough, but, helps with the teaching, service, and scholarship load with doctoral programs.
 - Peer support is critical to the process.
- Two visiting faculty have been hired each year to support the course releases.

Collaboration with Salisbury University



- Faculty Academy Mentorship Initiative
 - Year One: TU faculty participated in Salisbury programs and mentorship
 - Clinical faculty from are programs were students.
 - Year Two: TU faculty participated in FAMI courses on the Towson campus
 - Clinical faculty from are programs were students.
 - Year Three: Faculty increased the number of FAMI courses held on the Towson campus.
 - To date: 30 clinical faculty members have completed FAMI in Towson

Clinician to Educator

- Our objective was to adopt the FAMI model of instruction for adjunct or new classroom faculty.
 - Goal: Develop and offer a course, working toward a model of sustainability.
- January 2020
 - First course on the Towson campus
 - Ten students from area colleges, all female, nine were White
 - Half were FAMI graduates looking for more education.
 - Course conducted over five weeks.
 - Excellent evaluations with comments about online overload early in the course, not enough opportunities to teach, and a bit too much TU faculty focus
- August 2020
 - Course changed to include teaching experiences with TU faculty in Fall 2020 courses, meeting once a week and one Saturday, and a panel discussion with chairs/deans from multiple Maryland programs.
 - Nine students attended, all female, eight were Black
 - Evaluations were excellent, everyone was dealing with COVID, teaching with TU faculty had to change to CTE presentations
 - Faculty team observations: we missed the face-to-face interactions; online is not optimal, doing the course during the first full COVID semester was a significant challenge.

Year Three Activities

- Faculty Scholars
 - Continue the program to support the current doctoral students
- FAMI
 - October course – online
 - Spring course – online
- CTE
 - January course – online
 - We will, likely, blend the first two courses for a shorter course that does not extend into the regular semester. Our evaluation of the August course is being written
 - Consider faculty diversity as the existing faculty team members are White and female.

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