How Challenged and Overwhelmed Faculty Become Supported and Empowered in Curriculum Development, Evaluation and Revision

MEREDITH L ROBERTS PHD
# Faculty Disclosure

<table>
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<tr>
<th>Name</th>
<th>Qualification</th>
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<tr>
<td>Meredith Roberts</td>
<td>PhD</td>
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<tr>
<td>Conflict of Interest:</td>
<td>None</td>
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<tr>
<td>Employer</td>
<td>Vermont Tech, USA</td>
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<td>Sponsorship/Support</td>
<td>None</td>
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Objectives

By the end of the presentation, participants will be able to:

- Analyze three challenges perceived by nurse faculty transitioning to academia from the clinical setting
- Define four ways to address the challenges perceived by overwhelmed nurse faculty
- Evaluate three ways to support and empower faculty in academia
Faculty Knowledge

Accreditor mandates

Specialized preparation needed

Clinical experts, novices at education

Faculty hired for clinical expertise

Education varies

Clinical experts are unprepared
The Problem

Lack of knowledge regarding the perceptions of faculty related to their preparedness and confidence in developing, evaluating, and revising nursing curriculum.

A model of understanding to support faculty’s growth and competence is needed.

Faculty may be unprepared to evaluate, develop or revise curriculum, as this is not usual nurse clinical practice. Educational preparation is inconsistent.

There is a need for strategies to benefit nurse educators.
Purpose

To discover and compare perceptions and processes of faculty related to their preparedness and confidence in evaluating, developing, and revising nursing curriculum.

To use the faculty’s constructions to develop a model of understanding that will support faculty’s growth and competence in curriculum development, evaluation and revision.

To unveil strategies to assist faculty’s growth and competence in curriculum development, evaluation and revision.
Research Questions

What are the perceptions of nursing faculty regarding their preparedness and confidence for developing, evaluating, and revising curriculum?

What strategies by nursing leadership and education might benefit nurse educators who develop, evaluate and revise nursing curriculum?
Clinicians transitioning feel overwhelmed, drowning, scared (Anderson, 2009; Weidman, 2013).

Less than 50% of associate professors and assistant professors felt their graduate preparation prepared them well (Hurtado, Eagan, Pryor, Whang, & Tran, 2012).

Experienced faculty felt stressed and many lack expertise in curriculum (Shants, Kalanek, Moulton, & Lang, 2011).

Nursing schools are turning away thousands due to lack of faculty (AACN, 2014).

Average MSN faculty professor age is 57 (AACN, 2014). The pipeline is insufficient to replenish faculty (Halsted, 2012; Slimmer, 2012).
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<tr>
<th>Topic</th>
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<tr>
<td>Educator Competency and the Faculty Shortage</td>
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<td>Faculty are displeased with their salary and workload</td>
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<td>A nursing faculty shortage is occurring and expected to worsen</td>
<td>(AACN, 2014)</td>
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<td>Increasing faculty positions remain unfilled</td>
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<td>Only 50% of the nurse workforce holds a baccalaureate or graduate</td>
<td>(HRSA, 2013)</td>
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<td>degree</td>
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<td>Curriculum is lacking</td>
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Standards, Initiatives and Educational Competencies

National League for Nursing (NLN)

Outcome Based Education

The Oregon Consortium of Nursing Education

Nurse of the Future: Nursing Core Competencies

Institute of Medicine recommendations
National Council of State Boards of Nursing (NCSBN)
Their 2010 Tuning Analysis compares United States and European standards

Accreditation Commission for Education in Nursing (ACEN)
National accreditor

Commission on Collegiate Nursing Education (CCNE)
National accreditor

The Essentials of Baccalaureate Education for Professional Nursing Practice
Created by American Association of Colleges of Nursing

Bridging the Preparation-Practice Gap
36 nurse competencies in six general areas of inquiry

National Council of State Boards of Nursing (NCSBN)
Their 2010 Tuning Analysis compares United States and European standards
Curriculum Reform and Response

Research gap

Accreditation the biggest factor influencing curricula

Remains stressful

Large faculty turnovers during curriculum change
Research Methodology

Qualitative

Constructivist
Grounded Theory

Explored and compared perceptions and processes of nursing faculty at 4 Vermont colleges
Excellence in Nursing Education Model that depicts the eight core elements required to sustain excellence in nursing education developed by The National League for Nursing (2006). Used with Permission from NLN
Core Component Well-prepared Faculty from the NLN Excellence Model (NLN, 2006) Used with Permission from NLN
Collection of Data

Voluntary informed consent was received

Recorded semi-structured interviews occurred on 15 experienced nurse faculty from 4 colleges within Vermont

The interviewee had the opportunity to review the transcript of the interview to make any needed corrections.

The participant could withdraw at any time
Theme 1: Most faculty have low confidence

In spite of years of experience, an average of over 29 years nursing, and an average of 13 as an educator, 87% of faculty could not express confidence.

- Every year’s different, I feel like it’s constantly evolving
- I’ve been doing this eight years now and I still don’t feel anywhere near competent or confident
- I don’t really have the scope or really good sense of this
- Confidence depends on NCLEX results
- Practice changes all the time
- I feel far from being competent
- It’s always a challenge
Theme 2: Poor support & communication
93% experienced challenges in communication & support

- Poor Support and Communication
  - Miscommunications misunderstandings ....I began to feel some risk
  - Communication between departments
  - Tossed to the wolves
  - Lost at sea
  - Learn trial by fire
  - Adequate buy-in is huge
  - Very little peer support
  - I began to feel risk...in an environment where you did not feel trust and respect and you did not feel communication was effective
  - You feel like you’re asking too many questions
  - There’s a lot of resistance
  - They say they want to change but they really don’t...very frustrating

- The greatest challenges are with your staff
Theme 3: Majority of novice educators lack knowledge R/T curriculum alignment with course outcomes

73.3% did not believe they saw the big picture or understood how their course fit with the curriculum when they developed their 1st course.
Theme 4: Mentorship is needed
100% agree: mentorship is needed

The most effective tactic I've used to develop curriculum, I would say is interpersonal relationships.

I've had to be mentored by a few mentors, it would be helpful for experts, senior faculty to really kind of take novice faculty and provide them with their knowledge.

So I find myself mentoring a brand new faculty member when I'm brand new in this role here too and that's another additional challenge.

In order for myself to grow, I was fortunate that there was a fellow who taught me.

Although I've had to be mentored by a few mentors, it was not easy as a brand new faculty coming in.

It's not easy as a brand new faculty coming in.

Mentorship peers, people that have been through it.

College made it easier for me.

It would be incredible help to just have that kind of support or if there were mentors you know, people who had some really great experience that might mentor five or six people. Who not everyday, but somebody would talk on the phone and say hey look I'm struggling with this, or am I on the right course with this and not be afraid to turn to them.

Faculty need, when they're a new faculty member, they need a mentor.

The best actions that we've had up to date is availability of resources and mentorship of faculty.

Mentor Tremendously helpful.
Theme 5: Faculty development and education is needed to aid knowledge

100% agreement that faculty development would be helpful to learn the educator role related to curriculum. Expert clinicians could be novice educators.
Theme 6: Overloaded and inadequate time

100% alluded to being extremely busy with inadequate time either currently or previously as faculty. Excessive workload, faculty in short supply, and inadequate time added to stress when curriculum must be assessed in addition to other responsibilities.
Theme 7: Suggested Strategies
Full report on ProQuest with open access
Results – The Theory: Challenged & Overwhelmed

A Theory Describing How Faculty Challenges Lead to Becoming Overwhelmed with Curriculum Development, Evaluation and Revision
Strategic Solutions
Addressing the challenges

- Practice
- Education and Continued Development
- Mentorship
- Time Release
- Collaboration and Feedback
Supported and Empowered: A Model of Understanding to Support Faculty’s Growth and Competence in Curriculum Development, Evaluation and Revision
## Evaluating Faculty Support & Empowerment

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<td>Assess areas of concern related to Challenged and Overwhelmed</td>
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<td>Select and apply a strategy or strategies from the Model of Understanding.</td>
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<td>Consider anonymous surveys in the targeted area to aid knowledge of effectiveness. Ask how to improve.</td>
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<td>Use collaborative meetings to share strategies, practice, assess the work environment, and create opportunities to communicate</td>
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<td>Recognize &amp; reward excellent curriculum creation. To recognize excellence, knowledge is needed. Report trends. Provide feedback.</td>
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<td>Track faculty retention rates. Record rewards and raises. Note who is being left out or feeling isolated. Find out why.</td>
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Comparison to the Literature
The study confirmed

There is a lack of qualified faculty
Transitioning clinicians feel like they are drowning
Faculty enter academia with inadequate preparation
The skills of an educator are not those of a practitioner
The Study Confirmed Previous Findings:

Transition from clinician to faculty is challenging. Faculty who were mentored had an easier transition.

Many clinically expert nurses have only minimal understanding of the faculty educator role.

Teaching loads are demanding and nurse educators salaries are lower than acute care clinicians.

New faculty feel stress, lack of support, and lack confidence.

Faculty feel frustrated due to lack of time to complete work.
Future Directions

An interventional study, to test strategies faculty suggested

The hidden curriculum in nursing.

Research on how long it takes for novice faculty coming from the clinical setting to acclimate to the new culture of academia with a preceptor mentor, and the training for the mentors

Incivility toward novice educators

The inability for faculty to retire or vacation for those with high debt or workload. This affects the profession as well as the nurse
Questions