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Abstract Category: DNP in Academic Leadership

Title: The DNP in Academe

Purpose: Compare DNP competencies to criteria for promotion and tenure in schools of nursing. Rationale: Many DNP graduates are accepting faculty positions. It is important for them to consider implications for tenure and promotion.

Objective 1: 1. Review common criteria for promotion and tenure at colleges and schools of nursing in the US.

Objective 2: Compare the DNP Competencies to these criteria

Objective 3: 3. Discuss strategies to meet criteria for promotion and tenure or long term contracts.

Abstract:

Controversy over the role of the DNP in nursing education continues (Kelly, 2010; Webber, 2008) while many DNP graduates are taking full and part-time positions in academic settings. The American Association of Colleges of Nursing’s (AACN) question and answer log on the website states that DNP and PhD students are being employed in equal numbers and that DNP graduates “will compete favorably with other practice doctorates in tenure and promotion decisions.” The same site states that DNP programs are not designed to prepare educators and additional preparation is needed to add pedagogical skills. Since promotion and tenure plans generally precede the development of this degree, examining how such standards compare to DNP competencies is necessary. When considering and negotiating for a faculty position awareness of the employer’s promotion and tenure criteria as well as the school’s history when considering faculty for promotion is important. Developing and employing strategies to meet or exceed criteria is essential for the DNP faculty member, whether part or full-time. This presentation will focus on guiding principles to achieve success as a DNP faculty member seeking promotion, tenure or a long term contract.