

FUNDRAISING FOR ACCELERATED STUDY FOR THE PhD IN NURSING: A COMMUNITY PARTNERSHIP



PATRICIA L. STARCK, PhD*

This article describes fundraising strategies by a School of Nursing to support a post-master's accelerated (3-year) PhD degree program. A sample proposal to solicit funds is included, as well as a contract that students sign before accepting the scholarship and agreeing to teach for 3 years or repay the money. The first campaign raised \$2.3 million for ten students, and the second campaign raised \$1.3 million for six students. One useful marketing strategy is to show the impact of an investment in educating ten doctoral students who will become faculty and teach 100 additional students per year, who will then become professionals caring for thousands of patients during their careers. Over a 10 year period, the impact of an accelerated program is enormous, with 660 students taught who in their lifetime will care for 2.4 million patients. The article also discusses motivation and mind sets for giving to promote success in fundraising. (Index words: Fundraising; Doctoral education; Accelerated program) *J Prof Nurs* 31:179–186, 2015. © 2015 Elsevier Inc. All rights reserved.

ALTHOUGH IN THE sciences the standard trajectory from baccalaureate to doctorate is 4 calendar years, in nursing it is far longer. The great majority of nurses seeking a doctoral degree attend school part time while working full time and managing other life responsibilities. The nursing profession has grown accustomed to a post-master's to doctorate trajectory of 6 or more years. This extended time for achieving the PhD is a significant factor in the shortage of nursing faculty, the root cause of the shortage of entry and graduate level nurses. Not only does the protracted trajectory slow the entry of graduates into the workforce, but it also often produces frustration beyond the ordinary challenges of obtaining the doctorate. For example, one recent graduate who pursued her PhD degree over 8 years described how she began with a dissertation topic of ventilator-acquired pneumonia, but before she could complete her research, the problem had so greatly diminished that she had to change her research topic and committee, further delaying her graduation. With the current crisis in the nursing workforce, we must have a better way to produce nurse educators.

Dean, UTHSC-H School of Nursing, Sr. Vice President for Interprofessional Education, The University of Texas Health Science Center at Houston, School of Nursing, Houston, Texas 77030.

Address correspondence to Dr. Starck: The University of Texas Health Science Center at Houston, School of Nursing, 6901 Bertner Avenue, Room 887, Houston, Texas 77030.

E-mail: Patricia.L.Starck@uth.tmc.edu
8755-7223

Fontaine and Dracup (2007) have reported one such solution: The University of California at San Francisco entered into a partnership with the Gordon and Betty Moore Foundation to establish an Accelerated PhD in Nursing degree program. Students were given a generous stipend and required to go full time and graduate within 3 years. At the end of this time, they were required to spend the same amount of time teaching nursing in the Bay Area. This project had five cohorts and graduated 42 new faculty members for the area (Scherzer, Stotts, & Fontaine, 2010). The program operated with a grant of \$9,000,000. Although this amount may seem beyond the reach of many schools, there may be other ways to achieve the goal of accelerating graduation. This article describes a fundraising model to support accelerated study in a PhD in nursing program in order to increase the supply of nursing faculty.

The University of Texas Health Science Center at Houston faculty eagerly embraced a plan for a 3-year PhD program. A budget was established and a goal set for recruiting a cohort of ten students to begin in fall 2010. The School's Advisory Council, composed of community leaders committed to promoting nursing, established a goal of \$2.1 million (which was exceeded) to fund each of the ten students \$60,000 per year for 3 years, for a total of \$180,000 per student. The budget also included a \$5,000 incentive per faculty member per year to teach the accelerated cohort and give them intensive attention. The project was named the Patricia L. Starck Accelerated PhD

Program for the Dean in celebration of her 25 years of service at the institution.

One of the Advisory Council members was also on the Board of a local foundation that had supported the school for over a decade. This foundation, created by a wealthy rancher in a county adjacent to where the school is located, had given money for scholarships to students who were residents of that county. As a result of this funding, more than twice the number of the school's alums practiced in that county compared to alums in other surrounding counties of the same size. This foundation was approached to help launch the 3-year PhD campaign. The Board members were intrigued with the idea and agreed to fund the school \$500,000 if the rest of the money could be raised elsewhere. This challenge grant encouraged all the Advisory Council members to participate in aggressive fundraising.

In preparation for the campaign, the editorial staff of the metropolitan newspaper was asked to provide information about the acute nursing shortage, including the facts that emergency rooms were on "drive-by status", patient units in hospitals were being closed for lack of

staffing, etc. The media message was that schools had an abundance of nursing student applicants. Jobs were waiting and students wanted to be educated for these jobs – the bottleneck was caused by a lack of faculty.

The Dean and one or more Advisory Council members made visits to potential donors to present a request. Hospitals and health systems were challenging for several reasons. They were concerned about their own budgets with the changes happening in payment systems. Moreover, there are several nursing schools in the area whose graduates are hired by these agencies, and they were concerned about giving funds to one particular school. Also, if one of their master's-prepared employees wanted to take advantage of this program, they would in effect lose this employee to 3 years of school, plus 3 years of obligated teaching. To offset these problems, the case was made that their sponsored student could be matched with them as their named scholar, could do research there, and after graduation could bring students and continue to conduct research in that facility. Furthermore, a faculty practice in their facility could be arranged after graduation. Thus graduates' additional skills and

ACCELERATED NURSING PH.D. PROGRAM AGREEMENT

The Accelerated Nursing Ph.D. program at the University of Texas School of Nursing at Houston (School of Nursing), an academic unit of The University of Texas Health Science Center at Houston (UTHealth), is a three-year (nine consecutive full-time semesters) program. The Program was established for the express purpose of furthering the missions of the School of Nursing and UTHealth by expeditiously increasing the number of qualified faculty at the School and throughout the 13-county Texas Gulf Coast community. To that end, students who are admitted to the Program agree to complete the regularly required doctoral program coursework and a dissertation during a three-year period between September 2010 and August 2013. Admission to and continuation in the Program is expressly contingent upon the undersigned student's full compliance with the terms and conditions outlined below.

I, _____, acknowledge my offer of admission and (if accepted) my continued enrollment in the Accelerated Ph.D. Program at the School of Nursing, including receipt and/or repayment of any stipend or other payment made to me as part of the Program, is expressly contingent upon my complete and unconditional fulfillment of and compliance with the following terms and conditions, and by my signature:

1. I agree to pursue full-time intensive studies for three years (nine consecutive semesters) at the School of Nursing and will complete the Program, including dissertation, by no later than August 31, 2013. During that time, I acknowledge I will receive a stipend in the annualized amount of \$60,000 (Sixty Thousand Dollars) for each of the three years of the Program, paid in semi-monthly installments through the UTHealth Payroll system.
2. I agree to forego outside employment in excess of one day per week (not to exceed 12 hours per day) while enrolled in the Program unless I request in writing and receive written approval from the Dean or designee before engaging in such outside employment. I understand and agree that approval for outside employment may be withdrawn at the discretion of the Dean based on my performance in the Program. I also understand and agree that violation of this provision may result in dismissal from the Program.
3. I agree that acceptance to and enrollment in, and receipt of any stipend or other funds provided by the School of Nursing, requires me to engage in clinical faculty duties under the supervision of regular School of Nursing faculty, including clinical, classroom, and/or online teaching, as assigned by the Program Coordinator.
4. I understand and agree that I will be named a "_____ Scholar in Nursing," and as such, am expected to and will focus my scholarly work activities, research trajectory and dissertation in the area of _____. I further agree that as a condition of my acceptance and continuation in the Program, I will promptly establish a mentor/mentee and/or similar relationship with a senior nurse scientist at the School of Nursing or affiliated clinical agency to advise and assist me

Figure 1. Student contractual agreement.

Download English Version:

<https://daneshyari.com/en/article/2670806>

Download Persian Version:

<https://daneshyari.com/article/2670806>

[Daneshyari.com](https://daneshyari.com)