

Paper Session E1: Student and Faculty Perspectives in Nursing Education

Using Boyer to Create a Culture of Scholarship: Outcomes from a Faculty Development Program

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Purpose: The purpose of this paper is to describe the process and report outcomes from a comprehensive faculty development program initiated to retain and support novice nursing faculty. The Boyer (1990) model was used as an overall framework to provide structure for program activities and evaluate outcomes.

Background: The recent focus on the continuing nursing shortage has gained the attention of health care policy makers and has resulted in key federal initiatives to increase the nursing workforce. Strategies to promote retention and support of nursing faculty are critical to the success of these initiatives.

Approach: The program used the four domains of scholarship as described by Boyer as a framework to develop specific strategies to support faculty growth in each area. The overall goals were to increase faculty scholarship, create and maintain a robust research environment in the school, and increase the visibility of the school.

Major Points and Rationale: Effective strategies for supporting faculty scholarship are described. Outcomes for the program are reported and are measured by the number of presentations, publications and funded projects for the faculty in the school over a five year period.

Conclusions: Boyer's model was as an effective framework to assess resources, plan development activities, and evaluate outcomes in all areas of faculty scholarship.