

# Factors That Make Outstanding Professors Successful



Northern Illinois University

Mary Lou Yarger, Alex Hostetler, Dr. Jeanette Rossetti

School of Nursing, College of Health & Human Sciences, Northern Illinois University

## Introduction

Excellent educators are not a given in nursing. However, those awarded educators have skills that can be utilized in the education of nurses.

This study is an extension of the study by Rossetti (2002), *Factors That Make Outstanding Professors Successful: A Connection to Inspiration*.

Table 1: Characteristics of included studies

#	Author	Year	Country	Design/Method	Sample	Analysis	Study Focus
1	Kenkre, J., Wallace, C., Davies, R., Bale, S., & Thomas, S.	2013	U.K.	Qualitative	Wales community nurses	Consensus Methodology	How to implement evidence-based research in community nurses
2	Irby, D., & O'Sullivan, P.	2018	U.S. A.	Literature Review Qualitative	Medical journals	Literary analysis	How to develop & reward educators
3	Hahn, J.	2010	U.S. A.	Review of Practicum Projects Qualitative	Washington, DC, Practicum Projects of Value	Literary analysis	The mutual benefits between practicum students and nurses executives
4	Higginson, R., & Williams, M.	2018	U.K.	Literature Review	Studies of scaffolding clinical simulation (SCS)	Literary analysis	Scaffolding Clinical Simulation (SCS) in nursing
5	Rosser, E.	2016	U.K.	Literature Review	Reviews of schools using Magnet Award principles	Literary analysis	What are the benefits of the Magnet Award being applied to nursing instruction
6	Curtis, E., Sheerin, F., & Vries, J.	2011	U.K.	Literature Review	Studies on the development of leadership curriculum in nursing schools	Literary analysis	Developing leadership in nursing
7	Ironside, M.	2008	U.S. A.	Qualitative	Six teachers, five students, and four clinicians	Hermeneutical analysis	Common experiences and shared meanings of excellence of nursing students, teachers, clinicians
8	Girija, K.M.	2012	Sultanate of Oman	Literature Review	International studies on student surveys of clinical instructors	Literary analysis	Effective Clinical Teaching in nursing

## Review of Literature

The difference between educator and experts in the field is defined by the following roles of an educator (Irby & O'Sullivan, 2018):

- Mentor
- Advisor
- Curriculum Developer
- Leader

The need for excellence in nursing education is emphasized by Curtis & colleagues (2011), who discuss the lack of leadership in nursing. Some strategies included:

- A warm & safe environment
- Empowerment
- Mentorship

Higginson & Williams (2018) discussed scaffolded clinical simulation (SCS) as a strategy which promoted confidence in students.

Hahn (2010), discusses a "collaborative synergistic model" used by practicum students and health institutes to give students experience/networking and the health institutes experienced workers.

## Review of Literature Continued

In a qualitative study by Ironside (2005), they found through the interviews of nursing teachers, students, and clinicians two themes of working together and learning together (teacher & student) created excellence.

In a review of literature by Girija (2012), the following roles were studied: 1) being a role model, 2) clinical supervisor, 3) instructional leader/scholar. Characteristics of an effective clinical instructor where the following; interpersonal skills, clinical competency, professionalism, and an understanding of the principles of adult learning.

## Purpose

The purpose of this research project is to find common qualities and perceptions among awarded educators in higher education and compare from the previous study in 2002. The study looks at professors from Northern Illinois University (NIU). These higher educators have been awarded a Presidential Teaching Award after being found to be exceptional at teaching. The qualitative study identifies traits found in these educators and increases the understanding and quantify their qualities. The traits identified can in turn be applied to nursing in higher education.

## Presidential Teaching Award at NIU

According to the Office of the President (2020) of NIU, to be eligible applicants must meet the following;

- "Individuals must have tenure and rank of full professor and have at least six years of service at NIU.
- Nominees should be acknowledged to be among the most notable teachers at the university with demonstrated continuous excellence in the teaching of under-graduate and/or graduate students."

## Methods

Two literature reviews were conducted. One reviewing literature on excellence in education. The second presented on the excellence of education in nursing.

The qualitative study will conduct a framework analysis of the essays collected to visualize themes amongst the professors.

## Research Questions

1. What are the factors that lead to success in University Teaching by the Presidential Teaching Professors of Northern Illinois University?
2. What are the similarities and differences in the factors that lead to success in University Teaching in the Presidential Teaching Professor's prior to 2002 and after 2002?

## Data Source

A brief essay (maximum of 1,000 words) written by the nominees of the Presidential Teaching Award that expresses his/her teaching goals and philosophy. The essays were retrieved from the Provost Office.

## Participants

41 Presidential Teaching Professors of Northern Illinois University (NIU) who have received the award since 2003.

## IRB Approval

The Institutional Review Board (IRB) found the study to be exempt. This was after being exempt by the Office of Research Compliance, Integrity, and Safety at NIU.

The study included a consent form to professors, but only required an email response. The names of the professors where held confidential and disseminated from the research data.

## CITI Training

As a human research study, a basic course on social and behavioral research was completed and researchers were certified by the Collaborative Institutional Training Initiative (CITI).

## Results

From the total of 41 consents sent out to the professors in the beginning of March (2020), 16 participants agreed to the study, and 13 essays were collected.

The data analysis has already begun as of April (2020).

## Conclusions

What I learned from this experience is the how intricate research can be, even with a qualitative study. I also learned what is needed to start research and the commitment needed to complete it.

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