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NORTHERN ILLINOIS UNIVERSITY

Factors that Make Outstanding Professors Successful

A Capstone Submitted to the

University Honors Program

In Partial Fulfillment of the

Requirements of the Baccalaureate Degree

With Honors

Department Of

Nursing

By

Mary Lou Yarger

DeKalb, Illinois

May 9th, 2020
Capstone Title (print or type)

Factors That Make Outstanding Professors Successful

Student Name (print or type) __ Mary Lou Yarger ____________________________

Faculty Supervisor (print or type) __ Dr. Jeanette Rossetti ____________________________

Faculty Approval Signature ____________________________________________

Department of (print or type) __ Nursing _________________________________________

Date of Approval (print or type) ____________________________________________

Date and Venue of Presentation __ April 6th, 2020 SoN Honors Poster Day ______

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HONORS CAPSTONE ABSTRACT

Guidelines

Your abstract should begin with a definitive statement of the problem of project. Its purpose, scope and limit should be clearly delineated. Then, as concisely as possible, describe research methods and design, major findings, including the significance of the work, if appropriate, and conclusions.

Students whose thesis involves “creative” work (original, fine art, music, writing, theatre or film production, dance, etc.) should describe process and production. Indicating the forms of documentation on file as “thesis” materials.

Please have your advisor review your abstract for organization, content, grammar and spelling before submission.
Abstract

**Purpose**

There is a need to find excellence in education, particularly in the demanding specialty of nursing education. The purpose of this study was to revisit and expand upon Rossetti’s previous work of *Factors That Make Outstanding Professors Successful: A Connection to Inspiration* (2002). In the previous and current work, a qualitative study of Northern Illinois University’s (NIU) recipients of the Presidential Teaching Professorship award essays were used as a data source on what makes them outstanding professors. This was following a literature review on excellence in education and specifically excellence in education in nursing.

**Limits**

The beginning of the research was met with promise. After submitting and getting approved by the IRB, consents were sent out to the 36 professors at NIU for permission to use their essay in the study. 13 Professorship essays were collected before spring break. However, a pandemic started to take hold due to COVID-19, and no-one was allowed to return to campus, including those working in the Provost office that held the essays. As of May 2020, only 13 essays have been analyzed for data collection. The rest of the essays will need to be analyzed once they are obtained.

**Methods**

Two literature reviews were conducted. One literature review focused on excellence in higher education and was conducted by Hostetler, A., (NIU Research Rookie), using ERIC and ProQuest databases. A second review of nursing education excellence was conducted using CINAHL database by Yarger, M. Students also were given a presentation by their professor and advisor Dr. Rossetti on the type of qualitative analysis that would be utilized in this study called Framework Analysis (Ward, et. al 2013). They were educated on the process of theme development and charting their findings to support the themes and sub-themes developed. The collected essays were stored in a secure Dropbox only available to the researchers. All identifiers were removed for the anonymity of the professors. Data collection using a framework analysis was started with the available 13 essays. This was conducted in the safety of home, and researchers met online through Blackboard Ultra Collaborate as well as over the phone to discuss the analysis and resulting theme and sub-theme
development. The three researchers came to consensus on the themes and sub-themes developed and charted their findings following the framework analysis utilized.

**Findings**

The review of literature can be found in Table 1. In the analysis of date, several themes and subthemes were identified by the researchers and supported with quotes from the essays. The researchers offer nursing educators the opportunity to increase their confidence and effectiveness by 'learning' from faculty members who have been recognized as exceptionally successful in teaching. Four main themes were identified: Creating the Teaching Milieu, Passion and Enthusiasm for Teaching, and Providing Learning Experiences (Table 2). Conclusive results await the collection of the remaining essays.

**Table 1: Characteristics of included studies**

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

The narratives of the professors’ help define the meaning of successful teaching across disciplines and offer nursing faculty additional perspectives on what leads to outstanding teaching. From a student’s perspective, this study offered insight into what professional research requires such as the IRB approval process and more. It was also a learning opportunity to see what sources professors pull from to develop their teaching strategies as connections to the literature and to not only the professors’ essays, but other professors as well came quickly apparent.
Reference
