

Evaluation of the John A. Hartford Foundation Building Academic Geriatric Nursing Capacity Scholars Program

Independent Evaluation
by The Measurement Group



The Measurement Group
George J. Huba, Ph.D.

Presentation at the Building Academic Geriatric Nursing
Excellence Advisory Board Meeting
February 26, 2007

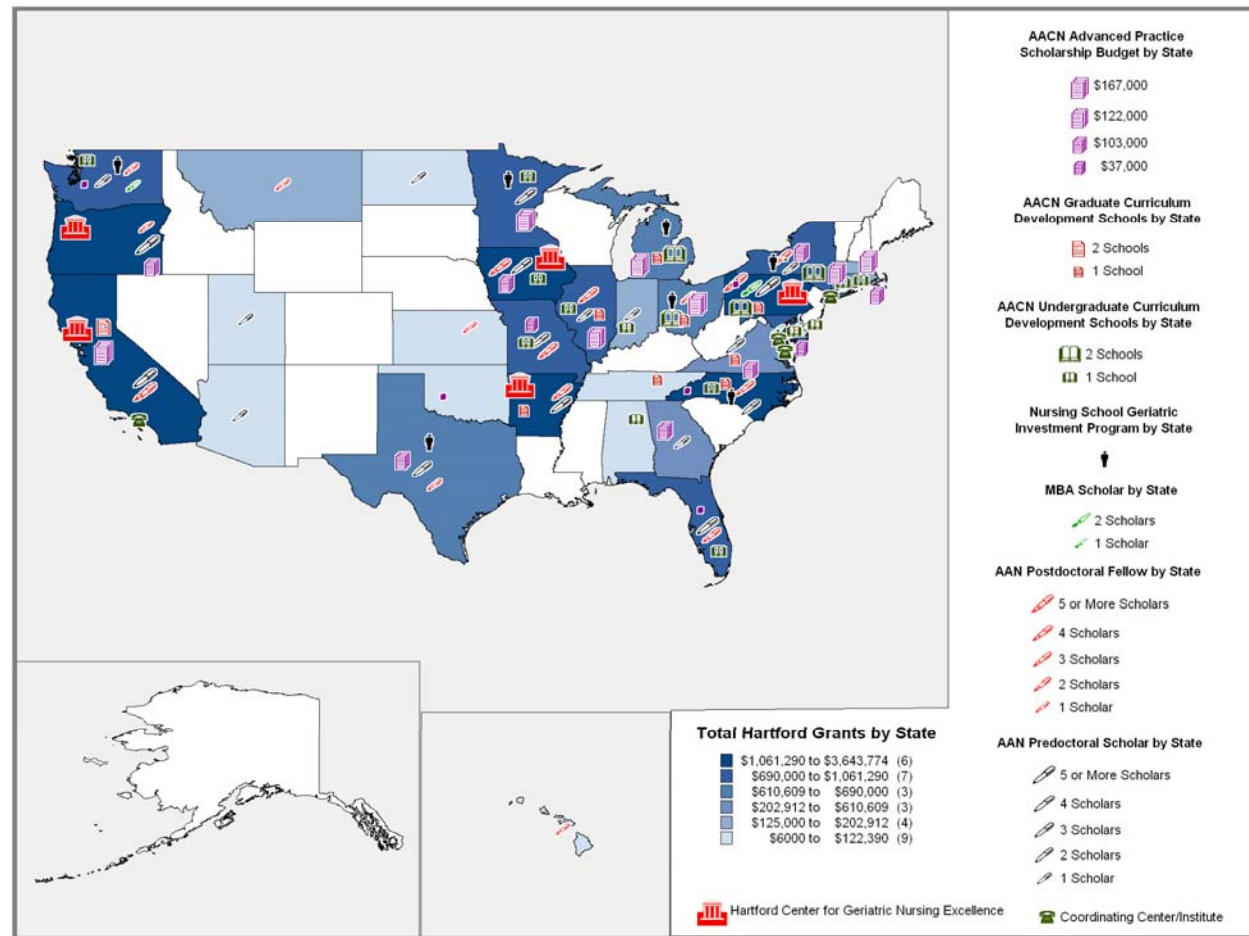
Scope of the Hartford Geriatric Nursing Initiative

- 1 Initiative [Geriatric Nursing Initiative]
- 31 States
- 66 Schools of Nursing/Universities
- 3 Coordinating/Dissemination/Policy Centers
 - American Academy of Nursing [AAN]
 - American Association of Colleges of Nursing [AACN]
 - Hartford Institute for Geriatric Nursing [HIGN]

Major Projects of the Hartford Geriatric Nursing Initiative

- AAN-Administered Hartford BAGNC Scholars and Fellows
 - Predoctoral, Postdoctoral, MBA
- Hartford Centers of Geriatric Nursing Excellence [HCGNE]
 - Oregon Health & Sciences University, University of Arkansas for Medical Science, University of California San Francisco, University of Iowa, and University of Pennsylvania
- Nursing School Geriatric Investment Program [NSGIP]
 - Case Western University, University of Michigan, University of Minnesota, University of North Carolina Chapel Hill, University of Texas, University of Rochester, and University of Washington
- AACN-Administered Enhancing Gerontological/Geriatric Nursing Education for Baccalaureate and Graduate Programs
 - 20 Schools of Nursing received funding through AACN for undergraduate programs
 - 10 Schools of Nursing received funding through AACN for graduate programs
- AACN-Administered Creating Careers in Geriatric Advanced Practice Nursing
 - 23 Schools of Nursing received funding through AACN in the first cohort
 - 18 Schools of Nursing receive funding through AACN in the second cohort
- Hartford Institute for Geriatric Nursing
 - Multi-facet education, policy, and research center
 - HIGN/NYU Scholars
- Leadership Conference Evaluation
- Coordinating Center at the American Academy of Nursing

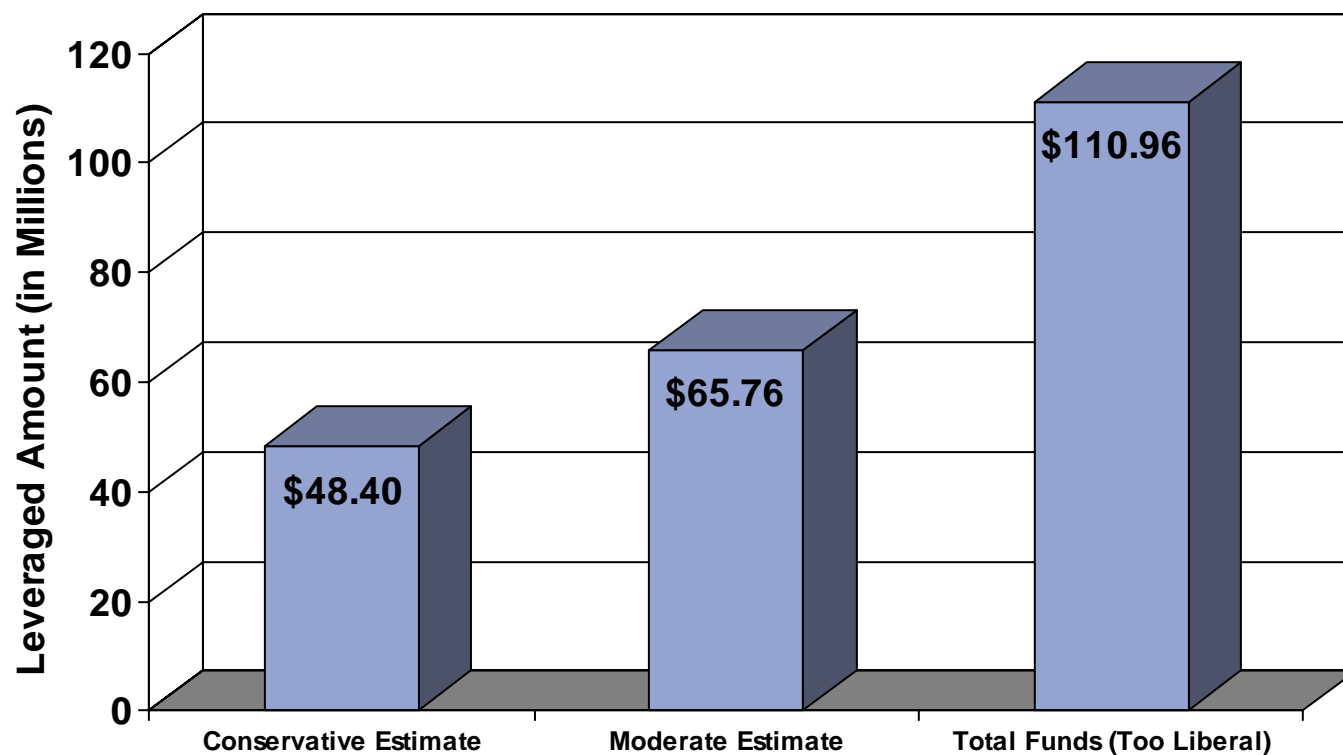
Resources Allocated by State to the Hartford Geriatric Nursing Initiative



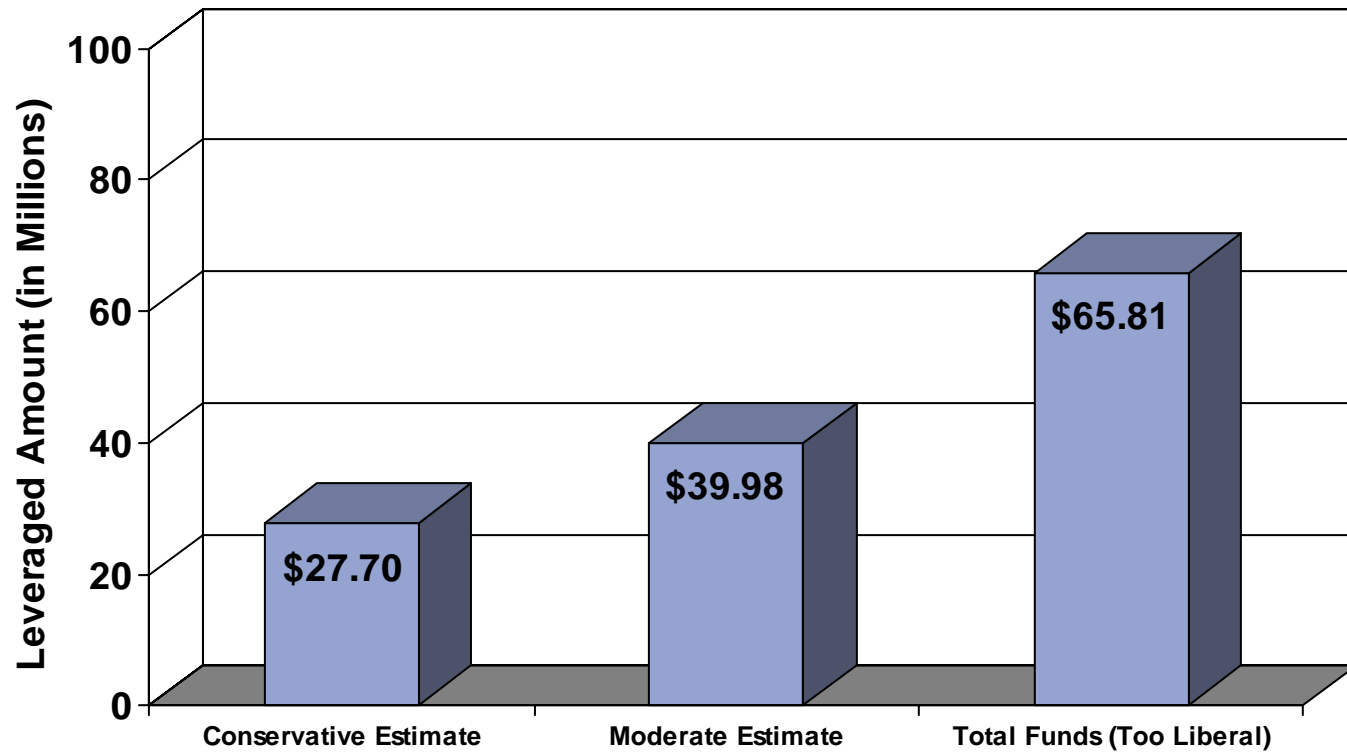
Leveraging: A Strong Outcome of the Hartford Geriatric Nursing Initiative

- Hartford Foundation supported [seeded] programs are often subsequently funded by others – usually through a peer-review mechanism – to sustain and enhance the developed programs
- Obtaining additional funds because of having acquired Hartford funding is called “leveraging”
- Leveraging Hartford funding into additional financial support may be one of the better overall summary indices of the maturity of the programs and how they are viewed by peers from a number of disciplines, settings, and theoretical orientations
- **What has the financial leveraging of the program been in the five year period from 2001 through 2005?**

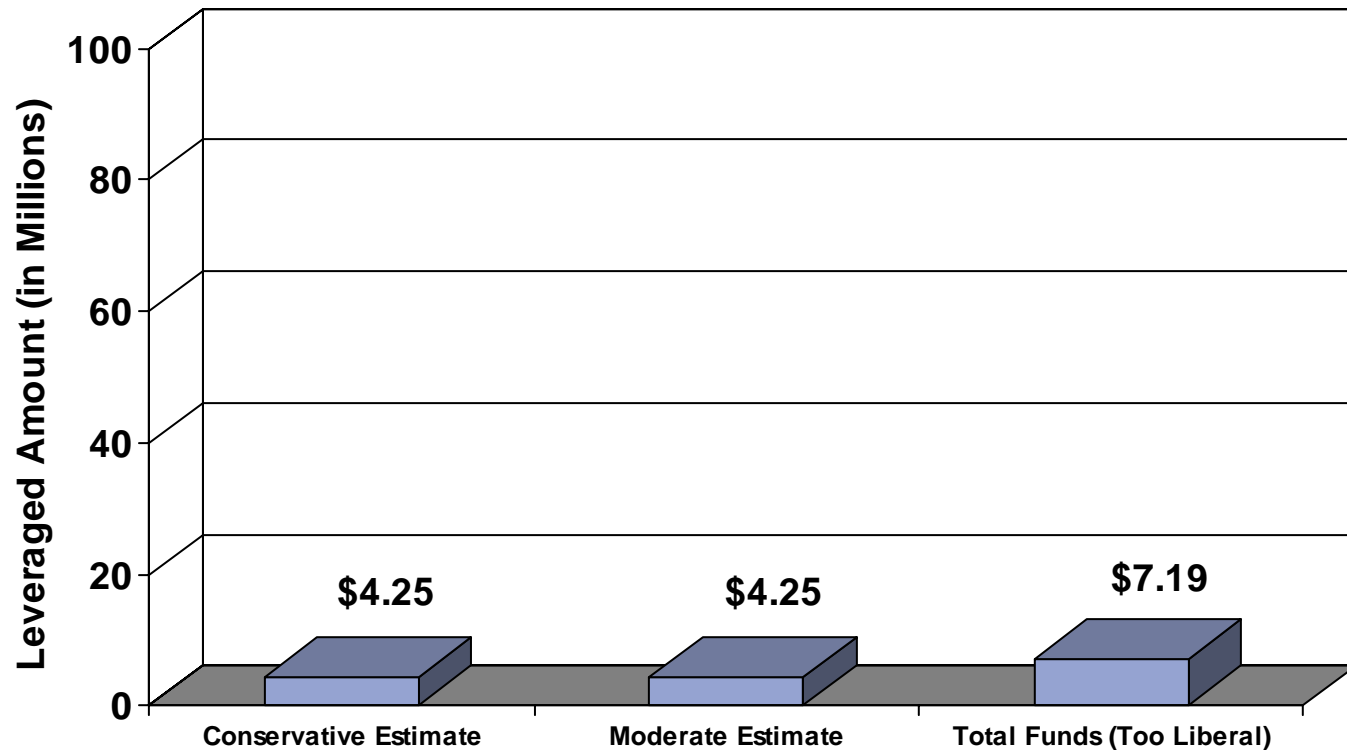
Leveraging: Estimated New Dollars Generated 2001-2005 Due to Receiving JAHF Funds Across All Programs



Leveraging: Hartford Centers of Geriatric Nursing Excellence 2001-2005



Leveraging: BAGNC Predoctoral Scholars and Postdoctoral Fellows 2001-2006 [current through 9.30.06]



Independent Evaluator's Conclusion

- The programs of the Hartford Geriatric Nursing Initiative are extremely successful at leveraging the awards from the John A. Hartford Foundation into additional, peer-reviewed funding from U.S. government agencies and other foundations
- **More than \$2 has been leveraged for each \$1 spent on the programs to date with large additional returns in the BAGNC Scholars Program expected in the future**
 - **To date, most Predoctoral Scholars are still completing their doctorates while most Postdoctoral Fellows are still pursuing their first large [in most cases R01] grants**
- The fact that the programs are successful at receiving additional funds through a peer review process provides important external validation for the view that the programs are valuable ones that should be sustained

Hartford Geriatric Nursing Initiative John A. Hartford Foundation

Independent Evaluation
by The Measurement Group



Building Academic Geriatric Nursing Capacity
Postdoctoral Fellow and Predoctoral Scholar
Activities through 9.30.06

The “CEO” and “Board of Directors” – six prominent nursing leaders – “owned” the program from 2001-2005 and made it work



A second cohort of nurse leaders [3 of 6 returning] will run the Initiative from 2006 – 2010 and are committed to making it work



A Few Findings from the Scholars Program

- The importance of having senior nursing leaders “own” the program cannot be over-estimated
 - The leaders use their accumulated skills and connections to solve problems and maximize performance
 - Each cohort has carefully selected scholars who are given the opportunity to be part of a national network of geriatric nursing research leaders
 - Each individual scholar has a “second mentor,” the Program Director [Dr. Claire Fagin or starting in mid-2005, Dr. Pat Archbold]
 - Many other senior nursing leaders feel responsible for the success of the Postdoctoral Fellows

A Few Findings from the Scholars Program

- Young scholars report different professional experiences
 - Young scholars report a more proactive and full-career view
 - Older scholars report both “punching a ticket” of experiences for promotion and simultaneously finally getting to work on projects that are their “passion”
- The definition of “full-time scholar” varies greatly across host institutions
- There are strong cohort effects in how connected Scholars are with one another
 - Driven by a strong leader among the scholars in the cohort
- Mentorship is somewhat inconsistent in its quality
- Distance mentoring by Hartford Centers of Geriatric Nursing Excellence works very well for Postdoctoral Fellows

BAGNC Hartford Fellows: 2001 – 2006 Cohorts

- 2001 Postdoctoral Fellows
 - 7 Fellows at 7 Schools in 7 States
- 2002 Postdoctoral Fellows
 - 9 Fellows at 6 Schools in 6 States
- 2003 Postdoctoral Fellows
 - 8 Fellows at 6 Schools in 6 States
- 2004 Postdoctoral Fellows
 - 8 Fellows at 7 Schools in 5 States
- 2005 Postdoctoral Fellows
 - 11 Fellows at 9 Schools in 8 States
- 2006 Postdoctoral Fellows
 - 7 Fellows at 6 Schools in 6 States

Postdoctoral Fellows [by September 2006]

■ 2001 Fellows

- 6 of 7 employed as faculty
- 100% have completed their postdoc

■ 2002 Fellows

- 6 of 7 employed as faculty
- 100% have completed their postdoc

■ 2003 Fellows

- 7 of 7 employed as faculty
- 100% have completed their postdoc

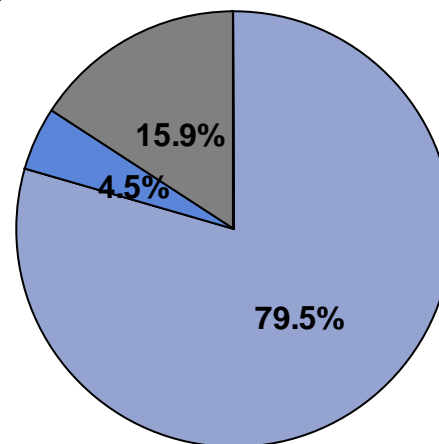
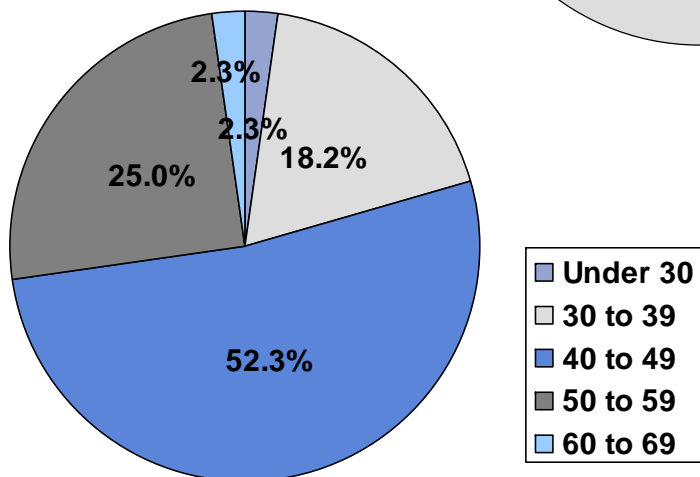
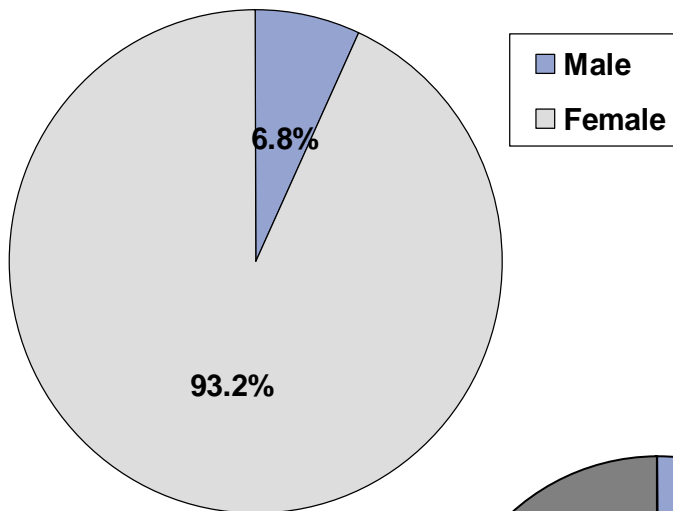
■ 2004 Fellows

- 7 of 8 employed as faculty
- 100% have completed their postdoc

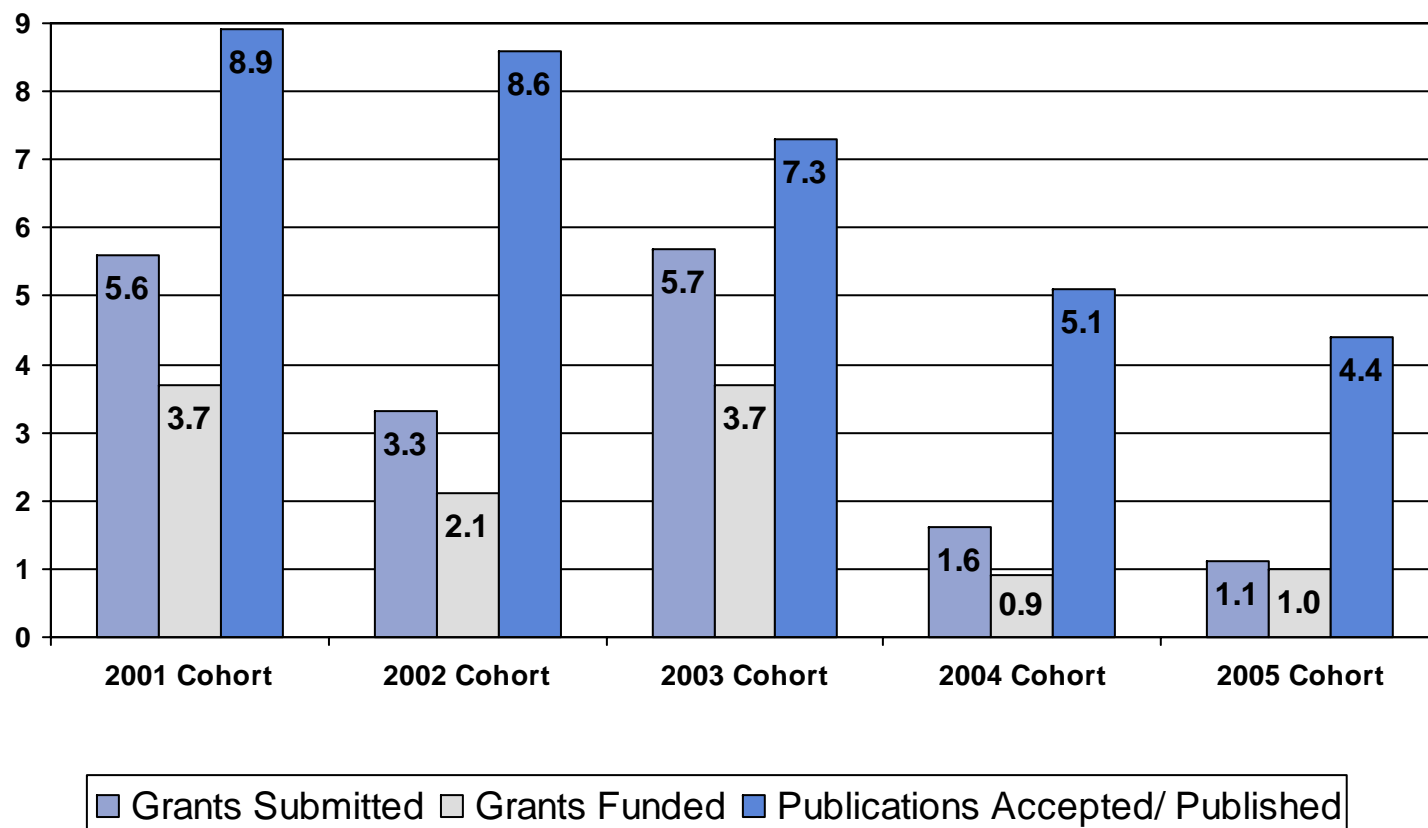
■ 2005 Fellows

- 6 of 7 employed as faculty [on leave or reduced teaching load]
- 0% have completed their postdoc; in second year of program

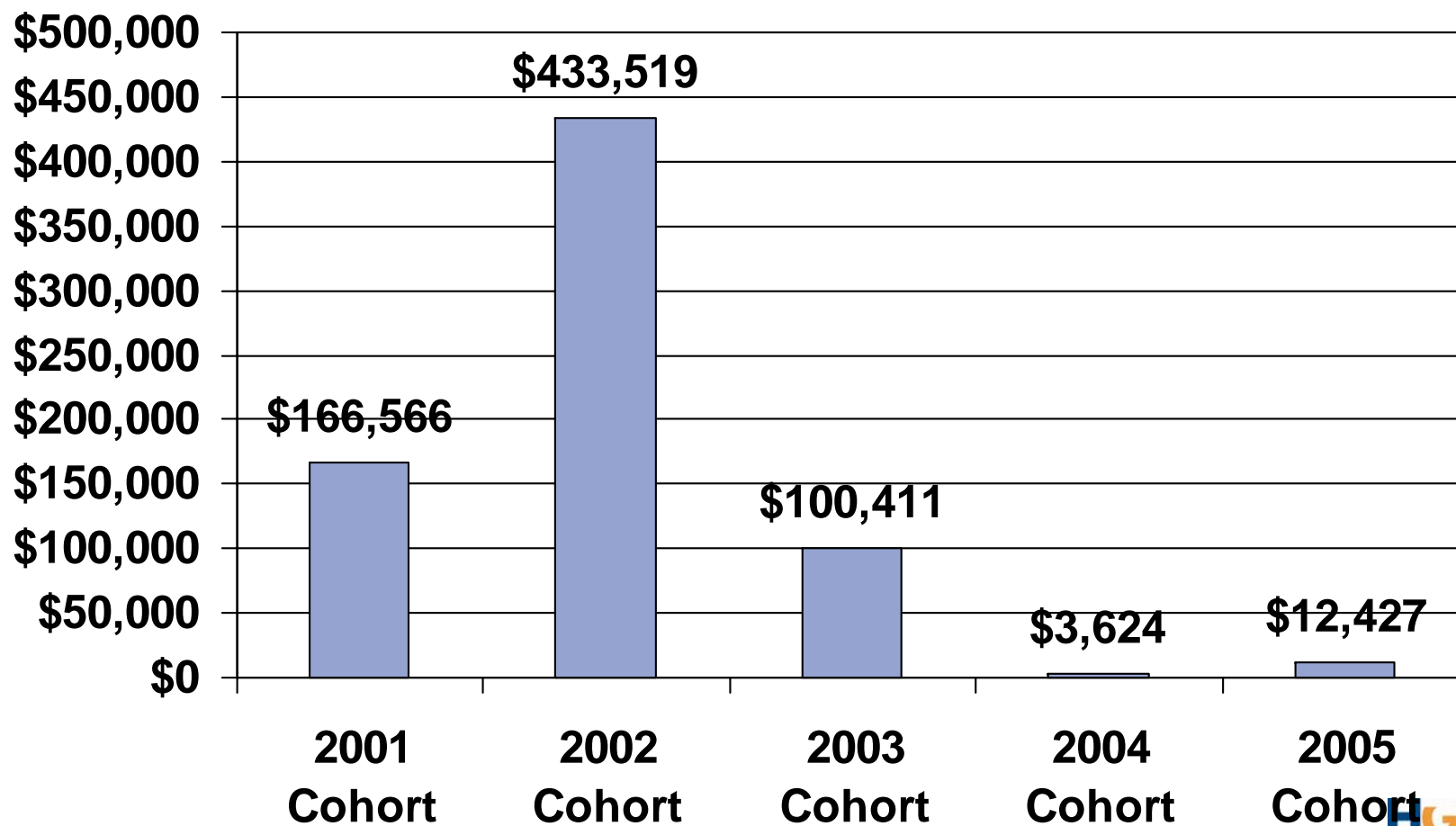
Postdoctoral Fellow Demographics: 2001-2006 Cohorts



Average Number of Geriatric Nursing-Related Grants and Publications During and After JAHF Funding: Postdoctoral Fellows [by September 2006]



Average Amount of Grant Funding Received During and After JAHF Funding: Postdoctoral Fellows [by September 2006]



2001-2005 Postdoctoral Fellow Activities During Funding Period [1 of 3]

Domain	Number of Fellows	Percentage of Fellows
Scientific Publications	38	97%
Presentations at Scientific Meetings	37	95%
Teaching	37	95%
University Service	33	85%
National Service	38	97%
Work on Internal or External Funding	34	87%
Clinical Activity/Professional Consultations	26	67%
Awards/Honors/Recognitions	18	46%
Media Contacts	24	62%
Major Research Projects Underway	39	100%

2001-2005 Postdoctoral Fellow Activities During Funding Period [2 of 3]

Domain	Number of Fellows	Percentage of Fellows
Progress toward Completing JAHF Post-Doctoral Scholar Project	39	100%
Employment Activities	28	72%
Obstacles Encountered	35	90%
Self Assessment of Goal Achievements	39	100%
Nursing Curriculum Development and Implementation Activities	7	18%
Participation in Professional Development Activities Related to Geriatric/Gerontological Nursing	39	100%
Development of Research Skills and Research Capacity	39	100%
Influence on Policy for Services to the Elderly	10	27%

2001-2005 Postdoctoral Fellow Activities During Funding Period [3 of 3]

Domain	Number of Fellows	Percentage of Fellows
Development of Models for Geriatric/Gerontological Care	15	39%
Working on Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations	15	39%
Working on Improvement of Capacity for, or Quality of, Elderly Patient Care [Services Research]	39	100%
Evaluation of Changing Status of Academic and Practitioner Geriatric/Gerontological Nursing	28	72%
<i>Collaborations with Other JAHF-Sponsored Students and/or Projects in Geriatric/Gerontological Nursing</i>	31	79%
Other Activities	17	44%

In the words of Postdoctoral Fellows...

- **Network:** “I think that the postdoc program really incremented [being connected in gerontological nursing] in that it introduced me to other people or reintroduced me. I think what is important is the connection between the scholars. I feel like I have a network of people that I can contact across the nation, either for advice, professional input, to collaborate with, or initiatives.”
- **Network:** “I certainly feel connected with my whole postdoctoral scholar cohort; we were particularly close. We were the first cohort.”

In the words of Postdoctoral Fellows...

- **Network:** “I have made various connections through the Hartford grant and conferences. I have utilized other Hartford experiences like the Scholar’s Program at NYU. I think it really gives you the opportunity to network and meet people and get connected with people on a much broader level. I think I know people all over the country and that are in my field. It really builds a network for you and with that comes different opportunities.”
- **Identified a Leader:** “I think that being a Hartford scholar [at GSA] also makes people notice you a little more. I think it is a very nice connection.”

In the words of Postdoctoral Fellows...

- **Identified a Leader:** “I think it’s very helpful starting at the beginning of your career to have that time to project and make a plan for how you want to continue on research-wise. But I also think that the leadership meetings, the contacts across the nation, and the visibility of the program have really caught the eye of nursing administrators, top academics in a way that gives geriatric nursing a new respect.”

In the words of Postdoctoral Fellows...

- **Career Path:** “One of the best things that the Hartford funding allowed for me to do, and this was a personal goal, was to really develop a collaborative scholarship group. What I wanted to do was to develop some leadership skills in leading a group in conducting and working on scholarly activities/projects.”

In the words of Postdoctoral Fellows...

- **Career Path:** “Right now I am at a crossroads. I am hoping that I will get a job somewhere. I am expecting to get a job in academia at some university. Assuming that happens I will hopefully have gotten my first R01, collected great data, made significant contribution both to the literature and hopefully helping improve the quality in the long-term care institution.”
- **Career Path:** “I would like to be a scholar in watchful waiting. I would like to help older folks with a chronic condition that have opted out of certain treatments, make their way through a community who says how dare you. I think it probably is going to be. If you had asked me that ten years ago I probably would have laughed. I just was not an academic ten years ago. I came from the service side into all of this. It has been a real education for me, but I have embraced it.”

In the words of Postdoctoral Fellows...

- **Career Path:** “I worked for a number of years as a staff nurse. After several years in that role I became aware of total quality management. I started to look at health care in a different way that focused on where power was located in the hospital. In the early 90’s it became clear to me that it was an area in which I had power to make change. I switched to the quality improvement care area and felt like it was the right place for me. My Masters degree was not adequate for the analysis that was required. That was my big push for the doctorate education. I shifted into the academic setting because I knew that was where I could pursue doctoral study. I got the end of my doctorate and realized I still needed more training and background.”

In the words of Postdoctoral Fellows...

- **Career Path:** “I am resubmitting a career development award for the December cycle with the hopes of getting salary support for four years, so I can really have protected time to get the research program going. I am optimistic. You can apply three times, and everyone has told me to apply three times if you have to. ... I am in the process of trying to get an adjunct position at _____, which is the school that the VA is associated with. They don't have a nursing school, so that has always been a problem. So I would do that, and I am working with two different people to be an investigator on different grants. Basically I am in an okay position until next August, and then if this career development thing didn't work out I would be kind of freaked out. ... So the long and the short of it is I am going to be actively working to make this thing work where I have an affiliation with at least one if not two of the locals schools as a faculty person and have a career niche at the VA.”

In the words of Postdoctoral Fellows...

- **Career Path:** “In terms of my role, it is essentially the same. I am still an assistant professor at ____, but what it [Hartford Scholarship] has afforded me is a great amount a data and opportunities to move forward with the R21 that we are trying to construct. We are able to use all of the data that we accumulated over the last two years to support a functional intervention study. So we are very grateful and delighted. I really love teaching, and I love research, and I love writing. I like the university that I am at, so I think I want to tenure, I want to keep on writing, I want to keep on doing research, raise my family.”

In the words of Postdoctoral Fellows...

- **Career Path:** “We have a process of reappointment for assistant professors every three years, so I just resubmitted this year and got reappointed with no problem; associate every five years and professor every seven. It depends on one of these federal grants. If I get one, I will definitely apply for a promotion. Right now, I am going to stay where I am at. I am pretty comfortable. The idea is if you get on the associate and you don't have a federal grant, then you are placing yourself in a tough spot. So, I would rather have the federal grant before I submit my associate.”

In the words of Postdoctoral Fellows...

- **Career Path:** “Well the biggest thing I found from the post-doc was the ability to network, and really get to know a lot of people who were very willing to work as resources and provide feedback. I don’t think that would have happened without the post-doc. One of my main goals when I started was to develop this kind of a network. I had hoped to do more publishing during the post-doc, but I am not as far along there as I had hoped. One of the reasons I picked going to ____ is when I have things set-up, I should be able to finish a lot of the things that I have sitting started. I have a set of manuscripts that I hopefully will get out this year.”

In the words of Postdoctoral Fellows...

- **Career Path:** “I felt that even though I completed the doctoral degree that I needed more time to take courses that I wanted and be able to develop my research goals further. When you finish school you have all this information in your head, but you need assistance and mentors to guide you to the most logical approach after school. I still felt that I needed that assistance. I was looking forward to developing my career with older adults, and I felt that I needed people who were experienced in that specialty to help me with that. In order for me to develop the root of my research program I needed the time that I could not have gotten in my past position.”

In the words of Postdoctoral Fellows...

- **Career Path:** “I would like to find a tenure track position especially in a research intensive university. I really love both the teaching and the research. Sometimes it is really hard to find a job with the balance because of supply and demand, so I would also be willing to take a job in a teaching university. My ultimate goal is to go back to a research intensive university.”
- **Career Path:** “My goal is a tenure track position. I would like to do more research, and combine my teaching with my research. I would like to have as much research time as possible and then involve students in that research. They give you some protection here if you are junior faculty and one the tenured track. At least as of now, we will teach only five to six credits per semester. So it does give you some time to do research. The more that I am funded, the more buyout I will get.”

In the words of Postdoctoral Fellows...

- **Being a Young Scholar:** “Actually, when I saw the schedule for the leadership conference I was happy to see that they were thinking a lot about how to run your life, not your work environment. But, I think back sometimes and I think I am XX (<35) years old and I am talking about the next 30 or 40 years of my life. This time is really important to get this going, but also I have to think this way to preserve my longevity in this track. A lot of people unfortunately, I see a lot of senior faculty ... I am thinking this is the next 40 years of my life, and I have to be very careful about what I am doing. Be very cautious and take care of myself but then think of ways of doing this work that will keep me happy and it won’t completely overtake my life. That is something I have been really thinking about lately. There are a lot of personal things that go on to think about your longevity in your discipline.”

In the words of Postdoctoral Fellows...

- **Being a Young Scholar:** “Yes and I was part of one of the meetings about the conference, and I really tried to advocate for my generation of researchers. I think there is a consensus among people, and by my generation I mean people like me who are younger and are coming up through the ranks more quickly, and these are informal discussions I have had with just not Hartford scholars, but also with pre-doc and post-doc friends around the country, that we sometimes feel that people who have been out there a really long time establish themselves in a time that is very different from the current climate of research and funding and faculty life. I think we are all fully aware of the challenges of getting funding in this day and age where resources from the NIH are extremely tight, and so it is ever more competitive and yet the R01 still is the Holy Grail. That doesn't seem to make sense to us when there are other options for funding and how do you develop a program of research and teach and publish when there is also a faculty shortage. The framework or the requirements for success don't seem to have changed at all and yet the context has. So we are trying to reconcile this.”

BAGNC Hartford Scholars: 2001 – 2006 Cohorts

- 2001 Predoctoral Scholars
 - 10 Scholars at 10 Schools in 9 States
- 2002 Predoctoral Scholars
 - 10 Scholars at 10 Schools in 10 States
- 2003 Predoctoral Scholars
 - 12 Scholars at 10 Schools in 10 States
- 2004 Predoctoral Scholars
 - 13 Scholars at 11 Schools in 10 States
- 2005 Predoctoral Scholars
 - 13 Scholars at 8 Schools in 8 States
- 2006 Predoctoral Scholars
 - 18 Scholars at 11 Schools in 10 States

Predoctoral Scholars [by September 2006]

■ 2001 Scholars

- 4 of 10 employed as faculty
- 6 of 10 have completed their doctorate

■ 2002 Scholars

- 2 of 11 employed as faculty
- 5 of 11 have completed their doctorate

■ 2003 Scholars

- 4 of 12 employed as faculty
- 7 of 12 have completed their doctorate

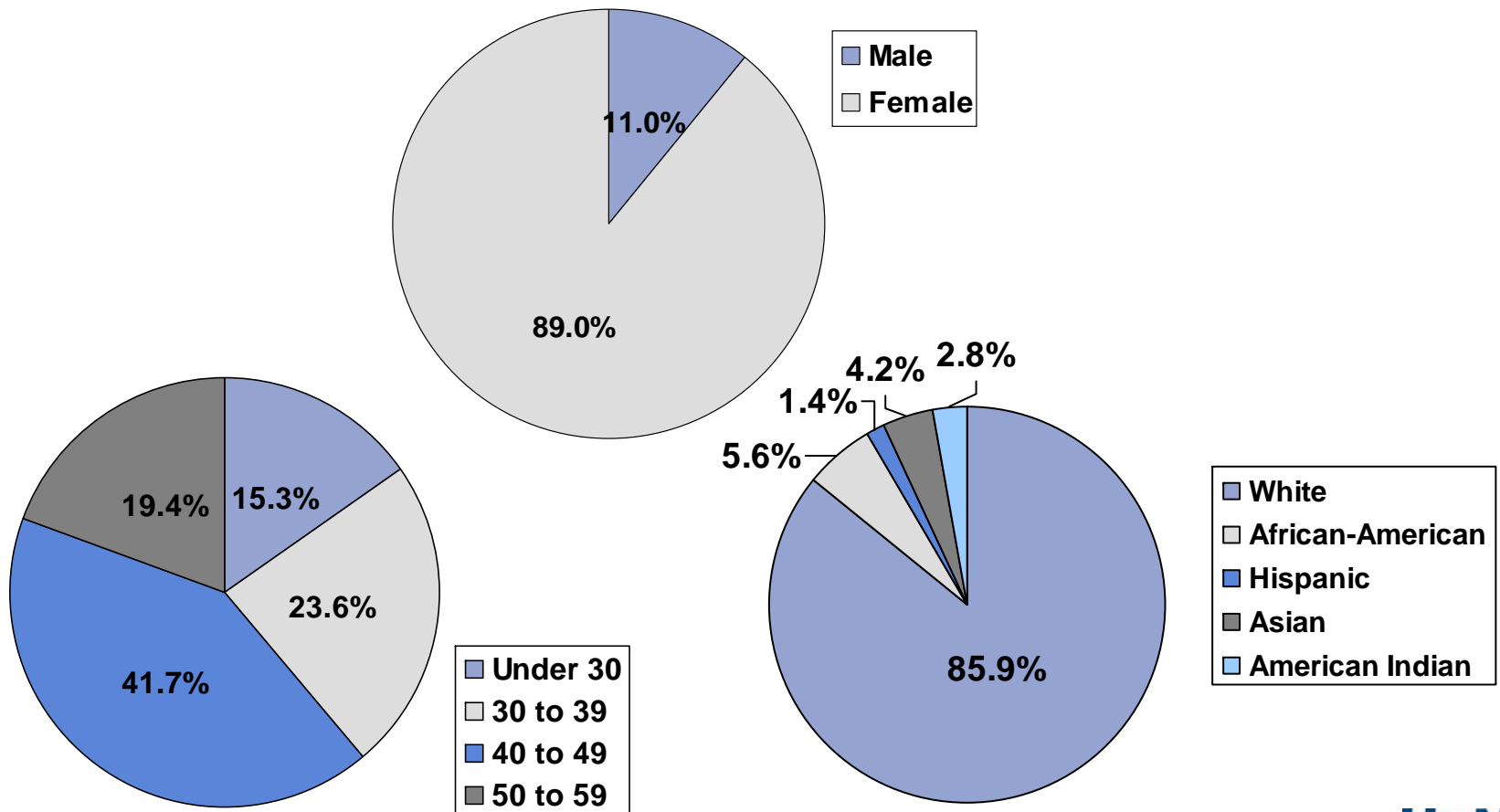
■ 2004 Scholars

- 6 of 13 employed as faculty
- 4 of 13 have completed their doctorate

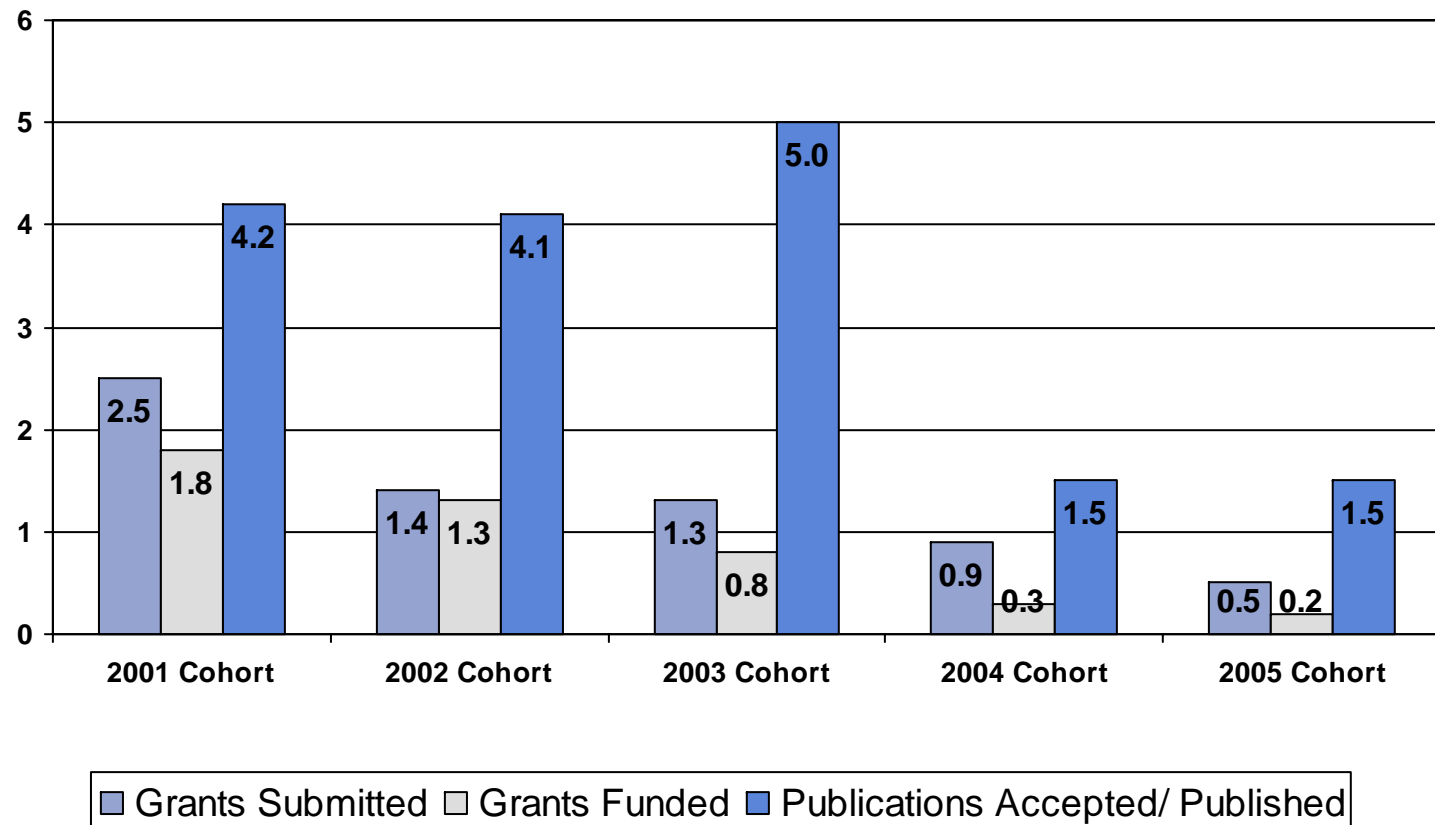
■ 2005 Scholars

- 2 of 13 employed as faculty
- 0 of 13 have completed their doctorate; in second year of program

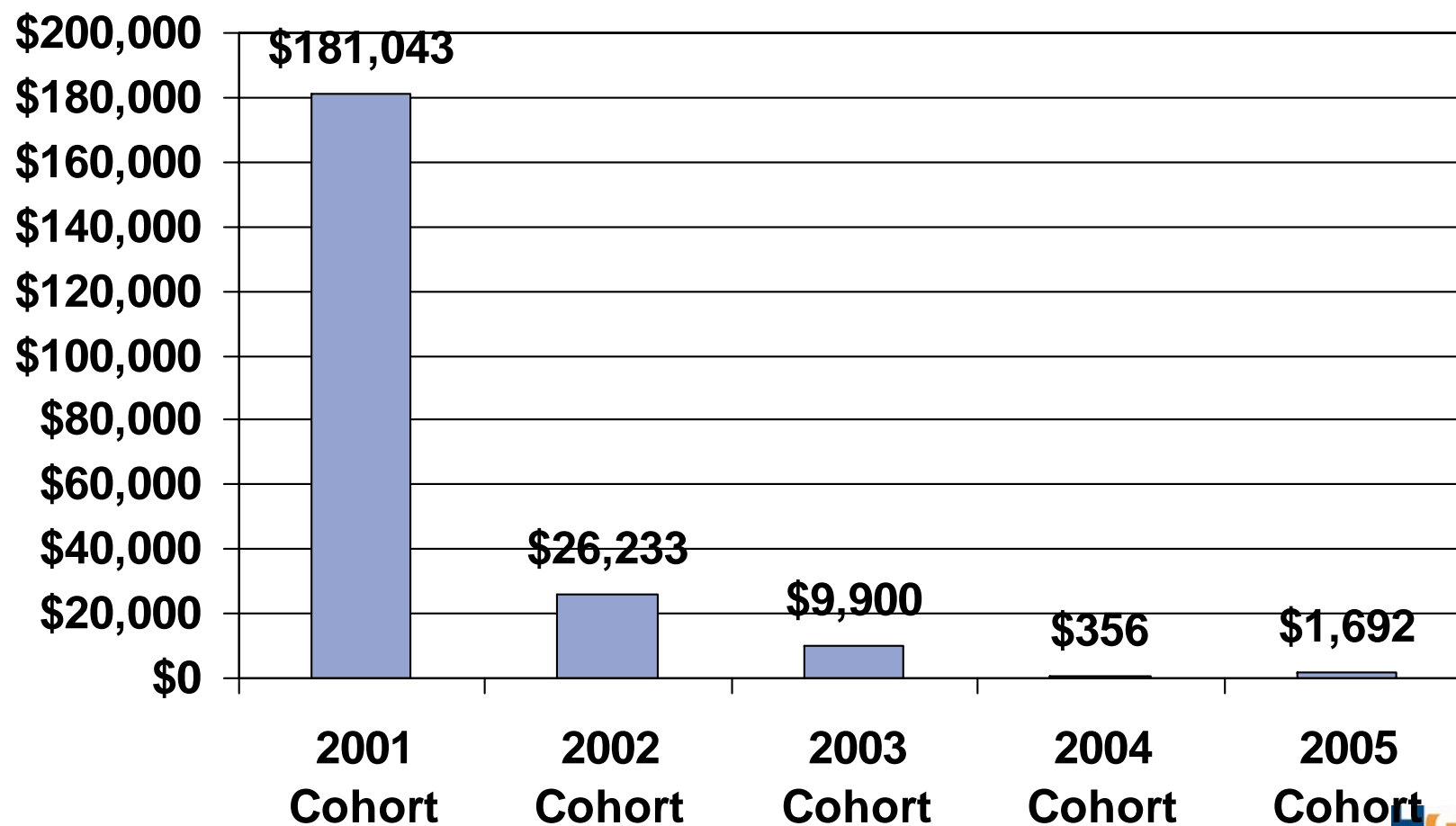
Predoctoral Scholar Demographics: 2001-2006 Cohorts



Average Number of Geriatric Nursing-Related Grants and Publications During and After JAHF Funding: Predoctoral Scholars [by September 2006]



Average Amount of Grant Funding Received During and After JAHF Funding: Predoctoral Scholars [by September 2006]



2001-2005 Predoctoral Scholar Activities During Funding Period [1 of 3]

Domain	Number of Scholars	Percentage of Scholars
Scientific Publications	42	71%
Presentations at Scientific Meetings	55	93%
Teaching	45	76%
University Service	44	75%
National Service	42	72%
Work on Internal or External Funding	36	61%
Clinical Activity/Professional Consultations	39	66%
Awards/Honors/Recognitions	27	46%
Media Contacts	233	56%
Major Research Projects Underway	20	33%

2001-2005 Predoctoral Scholar Activities During Funding Period [2 of 3]

Domain	Number of Scholars	Percentage of Scholars
Progress toward Completing Dissertation	59	100%
Employment Activities	46	78%
Obstacles Encountered	45	76%
Self Assessment of Goal Achievements	59	100%
Nursing Curriculum Development and Implementation Activities	10	17%
Participation in Professional Development Activities Related to Geriatric/Gerontological Nursing	58	98%
Development of Research Skills and Research Capacity	54	92%
Influence on Policy for Services to the Elderly	16	27%

2001-2005 Predoctoral Scholar Activities During Funding Period [3 of 3]

Domain	Number of Scholars	Percentage of Scholars
Development of Models for Geriatric/Gerontological Care	19	32%
Working on Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations	23	38%
Working on Improvement of Capacity for, or Quality of, Elderly Patient Care [Services Research]	47	80%
Evaluation of Changing Status of Academic and Practitioner Geriatric/Gerontological Nursing	46	78%
<i>Collaborations with Other JAHF-Sponsored Students and/or Projects in Geriatric/Gerontological Nursing</i>	46	78%
Other Activities	22	37%

In the words of Predoctoral Scholars...

- **Network:** “In looking over these questions and thinking about what’s happened over the last year and half there was a general theme: that was of connection. Then I thought about where all these connections are taking place. I came up with 3 P’s: people, places, and publications. Through these 3 P’s, I have been able to maintain a lot of connections. These connections may have begun at Hartford and now they have branched off.”
- **Network:** A year from now, most of us will be out job hunting and looking for beginning research grants to get our projects off the ground, struggling through the issues that come up with being a new professor, teaching, clinical, research and how to juggle it all; those kinds of things. If I had stronger connections with my peer group, I would have a group of people to continue to stay in contact with to help through those transitional sorts of time.

In the words of Predoctoral Scholars...

- **Network and Opportunity:** “The Hartford funding is superb. It allows me to devote myself fully to the educational process and it allows me to participate in activities I would not otherwise have time for, like reviewing grants for the State. I also appreciate the network of people you get to know very rapidly. As a Hartford scholar you become part of a family of nurse-researchers and educators and have access to the brightest and best people in the field. It is a miraculous experience and I was very motivated. Knowing who to call, to ask questions and problem-solve with is critically important; it creates a different environment in terms of what you are able to achieve. I was motivated to apply to Hartford because being a Hartford scholar opens doors.”

In the words of Predoctoral Scholars...

- **Career Path:** “I am struggling with the decision as whether to pursue a post-doc or go ahead and look for a faculty position. I guess it really depends upon where I am in at that point in everything. I think there would be advantages to doing the post-doc in terms of getting more research experience and working with some other people, but then again, I may look at a faculty position and then get a mentored grant to get my research going. One of the biggest advantages and benefits from the scholarship is the connections that I have made not only in terms of the scholars, but also the leaders in the field of geriatric nursing, more specifically in geriatric oncology. With the other scholars, I have forged some strong relationships ... We did several symposia together at the 7th National Conference on Cancer Nursing Research and at the GSA meeting last year; it was something.”

In the words of Predoctoral Scholars...

- **Career Path:** “_____ University wants to hire me. I want to stay here. I have lived here most of my life. My mother lives here. I am not inclined to pick up and move somewhere else. I have been to conferences and talked with Deans and faculty at other schools who are looking for Ph.D. geriatric nurse practitioners. I am happy where I am. I feel like there is certainly enough work at the School of Nursing in the area of geriatrics that I could work the rest of my life there and never run out of things to accrue. I will probably stay at _____ University. Right now I am full time. I am what is called a visiting lecturer because I don't have a Ph.D. When I get my Ph.D. I can go into one of two positions. One is specifically for a geriatric nurse practitioner and they have pretty much told me they want me to interview.”

In the words of Predoctoral Scholars...

- **Career Path:** “I am looking into working at the _____ School of Nursing, but right now you can’t be on faculty and be a doctoral student there. Right now, it is really the only place I want to work; I was born and raised in _____ and my family is here. So at this point, unless a wonderful offer comes from someplace else, I want to be here. I have to finish my dissertation before I can be considered for faculty. I currently work for the University as a registered advanced nurse practitioner so I’ve got my foot in the door; all I have to do is once I finish my doctorate I want to transfer to the school of nursing.”

In the words of Predoctoral Scholars...

- **Career Path:** “When I was doing program development in public health and health care I felt I was missing an entire dimension of clinical primary care in my way of thinking about developing health systems. I thought I could address this problem by returning to school and really getting into it. It’s been very positive; it advanced my career. The last job I had of setting up a health care center I would not have gotten because they were advertising for geriatric nurse practitioner but other geriatric NPs wouldn’t have had my program development experience.”

In the words of Predoctoral Scholars...

- **Career Path:** “I would like to have either a state or a national job that is related to rural health policy and also be able to conduct or at least be a part of research as a co-PI or PI on rural health and aging issues. One of my wildest dreams is being able to establish a rural health institute with an interdisciplinary group of people. The institute would offer a myriad of programs ranging from providing nurses with relevant continuing education on the care of the elderly in rural areas to a generational program that would bring use back to the area by creating jobs to work with the elderly in health care. We will see what is possible.”

In the words of Predoctoral Scholars...

- **Career Path:** “I worked in business. I did property and sales taxes and then moved into treasure detached management. I worked in business for four years prior to going into nursing. I knew in business that I wanted to work in health care and was investigating opportunities and thought that nursing combined both my social science background with my goals for a health care career. The business is good because I learned how business operate, computer skills and financial planning; it was a valuable experience. Once I started my bachelors for nursing, I knew I was going to go right through quickly; I intended to do the Ph.D. the whole time.”

In the words of Predoctoral Scholars...

- **Career Path:** “I feel like being at a research institute will be the best at helping me to be able to reach my goals. I guess because I am not as marketable because I don’t have my masters and that’s what universities want: someone who can teach clinical. I have been looking into other things. I can teach certain things like theory and general courses but as far as clinical courses I couldn’t. If I had trouble finding a faculty positions, I am open to things like dementia. There are centers that are connected with universities all over and they need nurses with PhDs at those institutions. I feel like I have options.”

In the words of Predoctoral Scholars...

- **Career Path:** “I am a little older and I am wondering about the pros and cons of that decision considering the number of years I have left to work and about how to use that time best. I do recognize how helpful a post-doc can be in terms of getting started and moving on in your research and being tied down with teaching responsibilities. That might happen if I go straight into a teaching position.”
- **Career Path:** “Since I have a young one, I don’t plan to jump right into tenure track. My masters is in health policy and administration, so that does close a lot of clinical doors and opens a lot of other possibilities related to administrative work or policy work. So, I have looked at everything from grant making foundation to a post-doc to teaching at a smaller university level. Right now I am definitely investigating all possibilities.”

In the words of Predoctoral Scholars...

- **Career Path:** “I am thinking about a tenured track faculty position. One of the things is I love education, and I love being a part of teaching nursing students. I definitely would like to continue doing research, and particularly some type of community based. If I could get into doing more translational research and really see some of these great ideas being flushed out in the community. That’s what I’d love to do. I have owned my own business as a geriatric care manager. I guess the only thing I hold back on is the classical piece. I see sort of a post-modern faculty position where maybe I can have a finger in running a business with some colleagues doing geriatric training for care homes or assisted living or places that may not have a full-time staff development person, and also continue to teach courses and do research. I like to wear lots of hats, and I think that I always have.”

In the words of Predoctoral Scholars...

- **Career Path:** “I am not that interested in a tenure track position. I think that that with my background in English and in the past I paid the bills as a technical writer on state contracts, I think I have a fairly good writing approach. I know that I gravitate towards grant writing and the research side of things, but I can also feel very torn because on of the pitfalls of being a younger nurse is that you don’t have fifteen or twenty years of clinical experience in your pocket so you are ready to move on. I am not ready to move on. I mean I am sort of moving on, but I am just not ready to abandon the clinical environment. When I think about the future for me I really see some sort of a blended role, and I think some institutions do that better than others. ----- doesn’t. Mostly they either do research or they do clinical. They maintain their clinical credentials, but that is pretty different from practicing clinically. I am actually also thinking of pursuing a post-masters certificate as an older adult nurse practitioner. I probably will do it.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “One thing that would have helped would be, at the meetings, to continue building ties with your own peer group, meaning the younger scholars. I would have liked the opportunity to work with the pre-doctoral students a little bit more, to share experiences and offer support. Doctoral work is very hard, as you know, and you go through a real sense of personal crisis, almost.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “You just feel like you’re too stupid to be doing this work sometimes. Finding out that feeling is normal is very helpful. You walk into your program very certain about what you’re going to look at. However, once you conduct your literature review and do the research, you begin to realize just how much you don’t know and you feel buried in it, and very confused, for a while. After a few months, it starts to clear and you begin to see patterns and feel better. You start to realize that it is just a process you need to go through. Young scholars need help and encouragement.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “It is a problem at first, especially in the clinical setting. It was difficult for me to have people trust me when I was so young and making decisions. In academics, I saw this most last semester when I did a teaching assistantship, and I had students much older than I was. It used to bother me, but not anymore.”
- **Being a Young Scholar:** “That [clinical experience] has been a sticking point with classmates. They are much older and have the clinical experience I don’t; they saw that as a weakness in me. However, I bring strength to the table with my research skills and the fact that I have been a student closer in time period. It is easier for me to be a student. They have strengths in the clinical area but I bring other strengths to the table. It is nice to have a mix.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “We went out to eat and we were with the youngest Hartford scholar. She was clearly very young; someone who went straight from a bachelors program to a Ph.D. program. For many people in nursing, that’s kind of scandalous. When we were having discussions and getting to know each other, some people were rude to this poor nurse who was clearly bright, capable and had great ideas. This set me back. I didn’t expect that from a Hartford scholar to have another scholar treat her the way they treated her.” *[GH comment: Another much older scholar who was at this dinner commented that seeing how the young scholar was treated by older peers was very disturbing and that this was the only time she had been embarrassed to be a Hartford Scholar.]*

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “In some ways, I think there is an advantage of being in a groove and keeping your momentum going and the transition might be easier for people [that are younger]. In retrospect, I don’t know if I would recommend starting the Ph.D. program two weeks after finishing your masters, but there is definitely something too of having that momentum in doing the next thing.”
- **Being a Young Scholar:** “I am the youngest person in the program. My age has been an issue at some points. I have very different views than the older folks in my classes.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “You can probably guess that most of it centers on the clinical experience that we lack that they feel is their biggest strength. It definitely does lead for different perspectives in all of our fundamental classes because we have different perspectives. We don’t have the clinic experience to draw from and it’s not in every one of our answers. The way we look at problems is different. The more traditional student always draws this clinical aspect into their answers which were not always what the teacher was looking for. It did generate a little back and forth between the two different groups and the conversations were often divided between these two lines.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “A lot of people were surprised and actually I didn’t even realize that you could get a PhD without a masters and that’s how a lot of people are: they realize that it’s possible. When I spoke to other colleagues because I was planning to get a master's first because I thought that was the only way and they told me that I in fact didn’t have to. People understand that it makes sense once I explain what I want to do and what I want to research. I felt there was no quite the competition in the PhD like there is in undergraduate school. I don’t think people think less of me for not having my masters.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “I still felt kind of young, but there are others around my same age group. I started to learn that every Hartford person has their own strengths and their own weaknesses. Although I was younger and had less research background, I was more in tune with other aspects, so I think it evened out.”
- **Being a Young Scholar:** “If anything they say I wish I had done it when I was your age. They are happy for me. I had more issues around that when I was getting my masters. There was a lot more backlash there. I have not experience that from anybody in the PhD program. It is comforting to me that I still have a long time ahead in my career.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “When I first started my PhD program a woman asked me if I was a real nurse or if I was one of those “fast trackers”. I got a big smile on my face and told her I was both! I stood up and made sure that she knew I was nurse. I was also at a meeting at the Western Institute of Nurses a year ago and I saw two young students being basically attacked by an older nurse who said they were not real nurses. I jumped in and gave my point of view. She did not have anything else to say.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “Well, I think it just depends on the individual. Sometimes they voice their opinions about how little experience you have, or how they think it is inappropriate it is for you to do that. I think if you spend enough time around each other then you start to see the person, not just what they are doing. That in my opinion has been what has made it work. I think that if it isn’t something that you have this huge ego about then it is much easier for them to get over their preconceptions. Sometimes they start out being defensive or feeling somewhat threatened because of the path that they have taken, but I just see those people as a wealth of information. I think tapping to that is just another way to try and bridge that gap.”

In the words of Predoctoral Scholars...

- **Being a Young Scholar:** “Even in my classes I notice sometimes my classmates would often mention that too. They were conscious of it. They would say things like when I was working here like thirty or so years ago, oh this is before your time. You were just a baby. I mean they would say that often.”

In the words of Predoctoral Scholars...

- **Being a Minority Scholar:** “Well, it’s something I want to look into. As a _____-American, I’m interested in culture and trans-cultural nursing and how that affects the care we provide, especially to disadvantaged populations, not only elders but ____ elders. So while I’m not going to dedicate my whole life to learning acculturation, I will always continue to look into it as my research trajectory expands.”

In the words of Predoctoral Scholars...

- **Being a Minority Scholar:** “I really think that minorities really need extra encouragement on these types of issues; the whole process can be very intimidating and overwhelming for them. I was already at _____ so the support was already there. However, for those who are not already in a program, you can count them out. Applying to the program is already intimidating, let alone to a scholarship. If you could have the doctoral program recruiters tell them about the scholarship and encourage them to apply, that would be helpful.”

Key Staff for the Evaluation at The Measurement Group

- George J. Huba, PhD
- Lisa A. Melchior, PhD
- Aaron A. Griffith, MA
- Chloe A. Cooper, BA
- Anne H. Skilton, MLS
- Le B. Quach, MPH
- Emmeline Chuang, BA
- Maya S. Melczer, BA

A Few “Issues” That Would Improve the Evaluation of Your Cohort

Independent Evaluation
by The Measurement Group



From my presentation to the incoming cohorts of 2006
Fellows and Scholars at the 2006 Leadership Conference

A few things we sometimes hear in the evaluation of the scholars program that you do not have to copy

- The dog ate my homework
 - “I tried to use the electronic form 16 times, I never called to ask for help, and it is your fault it does not work on my computer” – even though more than 100 scholars have used it on their computers
- I am too busy
 - 46 minute lecture on the phone about why a very important Assistant Prof could not complete a 20 minute Internet form [and also why I am a very poor businessperson to ask her to do this task]
 - “If Mister Huba will not talk to me today, I will next have 60 minutes to talk to him in 14 weeks” from a very time-stressed predoc
 - I hear a lot of variations on this comment, although asking me to wait 14 weeks is the record
 - At least a few have never coded the fact that I have had a doctorate [for 30+ years] even though they have seen my signature line dozens of times
 - Pre- or Postdocs do not return the first 15 phone calls or emails
 - Even though Pat Archbold, Claire Fagin, Kitty Buckwalter, Neville Strumpf, Mathy Mezey, Jeannie Kayser-Jones, Meg Wallhagen, Claudia Beverly, and other senior leaders too numerous to mention will always answer the first inquiry [usually within an hour]

A few things we sometimes hear in the evaluation of the scholars program that you do not have to copy

- The only thing that matters is working on my dissertation [predocs] or working on an R01 application [postdocs]
 - And you are outrageous and rude if you distract me by ...
 - Asking me to go to the Leadership Conference
 - Asking me to fill out an evaluation form
 - Calling me on the phone
- The program is at fault because the Scholars/Postdocs in my cohort do not choose to email or call one another to network
- Fortunately, 80% of these comments come from less than 10% of the scholars

The End

Independent Evaluation
by The Measurement Group



Thank you for your attention