Request for Preliminary Authorization
Addendum

Institution The University of North Carolina at Charlotte

Degree Program Title (e.g. M.A. in Biology) Ph.D. in Nursing

CIP Code 51.3808

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Provost	**Joan Lorden**	**Provost and Vice Chancellor of Academic Affairs**
Chief Financial Officer	**Lawrence Kelley**	**Interim Vice Chancellor for Business Affairs**
Faculty Senate Chair (Or representative)	**Joel Avrin**	**Chair, Faculty Senate**
Graduate Council (If applicable)	**Concepcion Godev**	**Chair, Graduate Council**
Graduate/Undergraduate Dean (If applicable)	**Tom Reynolds**	**Dean, Graduate School**
Academic College/School Dean	**Catrine Tudor-Locke**	**Dean, College of Health and Human Services**
Department Head/Chair	**Dena Evans**	**Director, School of Nursing**
Program Director/Coordinator	**David Langford**	**Associate Director, Graduate Programs**

Addendum Overview

The Request for Preliminary Authorization Addendum should be completed by any institution that has previously had the Letter of Intent approved but has not yet submitted the Request to Establish. If an institution had submitted the Letter of Intent, but had not received approval to proceed to the Request to Establish, then they will need to submit a new full Request for Preliminary Authorization.

NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master's institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.

I.   **Student Demand***:* Provide ***external estimates*** of student demand. If the previous

Letter of Intent included that information, reference that here.

Student demand was addressed in the previously approved Letter of Intent; however, one reviewer required additional information. The School of Nursing's response to the reviewer is included in the attached document "Response to System Feedback PhD."

II.   **Access, Affordability, and Student Success**: (*Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc.)*

   a. Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).

An initiative of myFutureNC is working to align educational attainment with the demands of the state's employer community: a projected need of 400,000 individuals credentialed or received post-secondary degrees by 2030. These efforts will help to ensure all North Carolinians are adequately equipped with the skills necessary to fill high demand, high growth jobs that pay living wages and meaningfully contribute to society. Further, the UNC System Strategic Plan notes that student degrees have long-term value and professional relevance and access for students.

Our proposed DNP to PhD program aligns with these two initiatives as these graduates are in high demand in academic, healthcare, and biotech settings such as UNC system schools and large healthcare systems like Atrium Health and Novant. Long-term value and professional relevance: A 2014 American Association of Colleges of Nursing (AACN) survey revealed that while enrollment in practice-focused doctoral programs (Doctor of Nursing Practice or DNP) grew 26% since 2010, enrollment in research-focused doctorates grew by only 3%. The growth in DNP programs has had unintended consequences for academic institutions with a research mission, such as UNC Charlotte; primarily, there has been a sharp decline in PhD-prepared nurses needed to sustain institutional research missions. The shortage of qualified research faculty is further highlighted in a Special Survey on Vacant Faculty Positions released by AACN in October 2018. The survey identified a total of 1,715 faculty vacancies within 872 nursing schools with baccalaureate and/or graduate programs across the country (85.8% response rate). The data demonstrate a national nurse faculty vacancy rate of 7.9%, with most vacancies (90.7%) requiring or preferring a doctoral degree. Access for students: Most nursing graduate students continue to work full-time as many are supporting family incomes. As a hybrid, part-time, interdisciplinary program, (part face-to-face and virtual format) we are tailoring this program to the learning needs of students who are prepared for rigorous learning experiences but continue working to reduce the financial burden of returning to school. This program enables nurses currently providing support to the workforce an opportunity to continue their education while not draining their employers of expertise. Using a part-time hybrid approach also enables outreach to rural

areas of the state and strengthens potential collaborations with universities such as UNC Fayetteville and UNC Pembroke, providing an additional access point for students who would otherwise nothave the opportunity to pursue a PhD.

b. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.

The anticipated debt level is comparable for similar programs offered at UNC Charlotte as the tuition and fees are the same, but is significantly lower than the fees in other North Carolina institutions offering a nursing PhD. The proposed nursing PhD at UNC Charlotte will be designated an Advanced Standing track. This structure allows students entering with a relevant Master's or Doctor of Nursing Practice (DNP) degree to have a plan of study with a minimum of 46 credit hours instead of 60 (including GRAD 8302, GRAD 8990, and 18 credit hours of dissertation research). Individual courses taken as part of the student's previous Master's or DNP program will not be accepted for transfer credit because of the Advanced Standing designation. However, up to 6 credit hours completed as a post-baccalaureate student may be considered for transfer into a doctoral program with an Advanced Standing track. The major difference in nursing doctoral students compared to other disciplines/degrees is the high demand driving the earning potential of nurses with a PhD. "In 2018, 17.1% of the nation's registered nurses held a master's degree and 1.9% a doctoral degree as their highest educational preparation. The current demand for master's and doctoral prepared nurses for advanced practice, clinical specialties, teaching, and research roles far outstrips the supply." Smiley, R.A., Lauer, P., Bienemy, C., Berg, J.G., Shireman, E., Reneau, K.A., & Alexander, M. (October 2018). The 2017 National Nursing Workforce Survey. *Journal of Nursing Regulation*, 9(3), supplement (S1-S54).

c. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

Doctoral education has a strong correlation (r = .82) with gainful employment earnings compared with IRS Scorecard earnings by credential level in all categories evaluated for doctoral students. In fact, the proportion of median debt is less than the proportion of median earnings (median debt 7.7-59.9% and median earnings 11.6-72.8%). The indebtedness from the proposed program is in relation to the amount of time to complete the dissertation and the amount of support received. Assuming completion with 18 hours of dissertation and no scholarship support, tuition and fees for a 4- year part-time curriculum would total approximately $21,074 using the 2021 UNC Charlotte graduate tuition and fees scale. In 2021, the average annualized salary ranges for a PhD-prepared nurse ranged from $93,000 to $98,210. Assuming a 2-3% COLA each year, the salary could be approximately $110,536 in 5 to 6 years for full time academic employment. If the DNP-PhD graduates are employed in industry, their salary would be potentially higher depending on their position. For example, if practicing as an Advanced Practice Registered Nurse (APRN) in North Carolina, the average salary is $106,500 if paid at the 50th percentile. Many graduates choose to work in academia and continue to practice one day a week during the academic year and increase their practice hours in the summer months, thus increasing their income potential even more. All doctoral nursing students are eligible for the Nurse Corps Loan Repayment Program which pays 85% of their loan if they work in an academic setting for two years or in an underserved area. Similarly, available to North

Carolina residents is the [FELS](#) (Forgivable Education Loans for Service) Scholarship available for nursing doctoral students with $3500/semester for 6-8 credit hours for a total of $56,000 in exchange for agreeing to work in NC in a designated critical employment shortage profession which includes many nursing opportunities.

III. **Societal and Labor Market Demand:** Provide **external evidence** of societal demand and employability of. If the previous Letter of Intent included that information, reference that here.

Societal and Labor Market Demand was addressed in the previously approved Letter of Intent; however, one reviewer required additional information. The School of Nursing's response to the reviewer is included in the attached document "Response to System Feedback PhD."

IV. **Costs, Funding, and Budget** (*Maximum length 1,000 words*)
Adding a new degree program will cost the institution some amount of money and will potentially generate new revenue. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:
   i. UNC Academic Program Costs
      Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

      Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

      EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

We will require $267,000 in start-up funds prior to the first year of student enrollments to hire a PhD program coordinator and an SHRA non-faculty Advanced University Program Associate. Requested salaries are competitive and include all applicable fringe (35.8% FY21). Faculty salaries included in the UNC System Academic Program Planning Worksheet align with CUPA Peers 75th percentile for 2020-2021. All SHRA non-faculty positions reflect the market rate for UNC Charlotte's internal benchmark for 2018-2021.

The Ph.D. program coordinator, with support from the University Program Associate, will serve as the "voice" of the program's faculty for issues as called upon in the School of Nursing and University affairs. They will provide guidance related to substantive issues in the program, oversee all enrolled students' progress, communicate with students regarding progress, manage prospective student visits and recruiting events, collaborate with the Director of the School of Nursing to ensure that the budgetary needs of the program are met, oversee review and improvement of program curriculum in collaboration with faculty, and provide instruction to support staff regarding program work and priorities.

Year 1: Costs $447,647. $267,000 of the total represents the continued employment of the program coordinator and SHRA Non-Faculty position hired prior to the enrollment of the first student cohort. New costs include the addition of one Associate Professor ($153,647) to support program growth, student scholarships ($5,750), supplies and materials ($4,000), and $17,250 is requested to expand advertising efforts. Total new costs: $180,647

Year 2: Costs $623,294. $420,647 of the total represents the continued employment of the program coordinator, SHRA Non-Faculty position, and the Associate Professor hired in YR0 and YR1. $153,647 is requested in YR2 to add a third Associate Professor. Additional requests include funding for student scholarships ($11,750), supplies and materials ($2,000), and advertising ($35,250). Total new costs: $202,647

Year 3: Costs $644,294. $574,294 of the total represents the continued employment of one Professor, two Associate Professors, and one SHRA Non-Faculty position. New costs include funding for student scholarships ($17,000), supplies and materials ($2,000), and advertising ($51,000) to support continued growth. Total new costs: $70,000.

Year 4: Costs $669,126. Year 4 marks the beginning of the program's maximum annual new student enrollment (n=8). $574,294 of the requested total includes the continued

employment of one Professor, two Associate Professors and one SHRA Non-Faculty position. An additional $94,832 is requested for student scholarships ($21,750), supplies and materials ($1,832), travel and communications to disseminate research ($6,000), and $65,250 to support continued advertising. Total new costs: $94,832.

Year 5: Costs $676,294. $574,294 represents the continued employment of all prior faculty and staff. An additional $102,000 is requested to support student scholarships ($23,750), supplies and materials ($1,000), travel and communication to disseminate research ($6,000), and advertising ($71,250). Total new costs: $102,000.

See also the attached *UNC System Academic Program Planning Financial Worksheet.*

    ii.   UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

Please see attached *UNC System Academic Program Planning Financial Worksheet.*

b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:

    i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

    The budget review process is conducted by the colleges and the Office of Academic Affairs annually. Deans submit funding requests to Academic Affairs based on the prioritized needs of each college. The proposed Ph.D. program is expected to generate new enrollment growth for UNC Charlotte. Increases in enrollment and the corresponding increase in Student Credit Hours (SCH) are reviewed by the Dean's office and examined within the context of the UNC System Office funding formula and University priorities when determining allocation enrollment growth funds and general tuition and fees. If available, funds will be used to hire additional faculty and staff to support teaching and research.

    ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

    We will not seek additional state appropriations at this time.

    iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
        1. State the amount of tuition differential or program-specific fees that will be requested.

        A requested tuition differential of $267/credit hour during academic year and $290/credit hour during summer term, will be requested. This amount is based on the current rate for UNC Charlotte's existing DNP program.

        2. Describe specifically how the campus will spend the revenues generated.

        We will invest the generated revenue to support fixed-term faculty, a part-time/full-time administrative coordinator, provide aid to students, support program advertising, research, and dissemination of findings.

c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

To meet future demand, the School of Nursing will request tenure-track/tenured faculty positions and increases in the operating budget through existing internal processes described above and are prepared to reallocate funds when necessary.

V. **For Professional Practice Doctoral Programs Only:**
Describe the following (maximum length 1,000 words):
a. Discussion of external requirements, including professional licensure or accreditation requirements related to the proposed program. If the program is designed or will be marketed to lead to professional licensure, which state(s) has the institution determined the program meets professional licensure requirements for?

The proposed Ph.D. program does not lead to professional licensure and does not require the approval of the North Carolina Board of Nursing nor accreditation by the American Association of Colleges of Nursing.

b. The academic and professional infrastructure in place (including faculty) to support the proposed program.

Academic and Professional Infrastructure
The DNP to PhD program proposal is interdisciplinary and will include collaborations with the Department of Public Health Sciences, the Department of Psychological Sciences in the College of Liberal Arts & Sciences, and the Cato College of Education. This collaboration will reduce the number of classes taught exclusively by School of Nursing faculty, promote sharing of resources, and expose students to a wider range of methods and design expertise. Inclusion of methods courses taught by other disciplines does not compromise the quality or focus on research in the discipline of Nursing. Rather, we see it as an advantage in meeting the future requirements of innovative and cross-disciplinary research. Research design and methods are guided by agreed upon measures of rigor. Built into courses that will be offered within the School of Nursing are courses that focus on unique disciplinary considerations in designing and conducting research in nursing including Clinical Research Conduct and Management, Critical Readings in Nursing Research, and Special Topics-Design and Data Analysis. We agree on the importance of a transition course for students as they move from the DNP role that translates research into practice and implements research-based practice into the PhD role of generating new knowledge.

The College of Health and Human Services has two existing PhD programs that involve

nursing faculty. In preparation for this proposal, the School of Nursing focused their hiring of new faculty on building this PhD program. Dr. Patricia Crane was hired in 2020 as the Carol G. Belk Endowed Chair and comes to UNC Charlotte having built the PhD program at the UNCG School of Nursing. Dr. Crane was also the Associate Dean of Research and Scholarship at ECU and the Director of the PhD Program and the Chair of the Nursing Science Department were within her scope of responsibilities at ECU's College of Nursing. Dr. Crane has mentored DNP to PhD students. Other faculty recently hired are Dr. McCoy who completed a Post-Doctoral Fellowship at Emory and Dr. Parijuli who earned a Certificate in Applied Statistics. The School of Nursing also recently hired two new associate professors, one of whom is a non-nursing faculty member but brings a unique focus on the biopsychosocial-spiritual aspects of health and expertise as a methodologist which will expand ongoing research and facilitate research growth in additional areas of interest. Faculty in the School of Nursing who will have responsibility for mentoring PhD students bring experience in this role from previous institutions or have engaged in the role at UNC Charlotte.   Table 1 identifies School of Nursing faculty with previous teaching and mentoring experience in PhD programs, and Table 2 and Table 3 provide an overview of select externally funded projects in the School of Nursing and publications, respectively.

Table 1: *Nursing Faculty with Experience Teaching and Mentoring in PhD Programs*

Nursing Faculty	PhD Program Experience
Maren Coffman PhD, RN Associate Professor Robert Wood Johnson Nurse Faculty Scholar	Taught courses in Public Health PhD and Health Services Research PhD programs. Chaired dissertation committee for public health sciences.
Patricia Crane PhD, RN Professor Carol G Belk Endowed Chair	Designed and taught multiple Nursing PhD courses (quantitative methods, grant writing, measurement and evaluation, philosophy, and synthesis) and chaired multiple dissertations in nursing. In addition, started PhD program at UNCG and directed revision of Nursing PhD at ECU. She also mentored multiple junior faculty on working with doctoral students and chairing committees.
Donna Kazemi PhD, RN Professor	Taught Health Services Research PhD seminar and served as committee member on multiple dissertation committees from the disciplines of Health Services Research and Counseling.
David Langford PhD, RN Associate Professor Associate Director Graduate Programs	Served as Interim Director of the Health Services Research PhD program and taught courses in that program on Evaluation. Served on Dissertation Committees in Health Services Research and Biology.
Stephanie Woods PhD, RN Professor	Taught courses in Nursing PhD and Health Services Research PhD programs. Chaired two Nursing PhD dissertations and served as committee member on dissertation committees in

	Nursing, Public Administration/Urban Studies, Psychology, Chemistry, and Health Services Research. Faculty member in Nursing PhD program prior to coming to UNC Charlotte.

A structured faculty development program to prepare faculty to teach and mentor doctoral students began in fall 2021. One to two visiting scholars who have taught in DNP-PhD programs are being brought to the SON to work with faculty on using their research programs in mentoring PhD students. Additional mentoring of faculty in research and mentoring of PhD students has also begun. The School of Nursing's Academy for Clinical Research and Scholarship has started a bimonthly webinar series. Recent topics include: Student Engagement in Research and How Writing Accountability Groups can Increase Scholarly Productivity; the use of Geographic Information Systems, the Quality of Life Explorer and CDC PLACES; and NIH Working Groups.

Table 2: *Select Externally Funded Research by Faculty [Does not include trainee or workforce development funding]*

Faculty	Grant	Agency
Willie May Abel Associate Professor	Abel (PI), DeHaven (Mentor) Title: An Interactive Technology Enhanced Coaching intervention for Black Women with Hypertension, 1K01HL140288-01; $756,343	National Heart, Lung and Blood Institute (NIH) 02/15/2018-01/31/2023
Maren Coffman Associate Professor Robert Wood Johnson Nurse Faculty Scholar	Coffman (PI), Dulin (CI) Title: Data Across Sectors For Health (DASH). Community Impact Contracts – Strategic, Timely, Actionable, Replicable, Targeted. $25,000 Dulin (PI), Coffman (CI) Title: A Transdisciplinary Approach to the Evaluation of Social Determinants of Health (R01MD006127-01) $1,250,000	Robert Wood Johnson Foundation 1/2019-7/2019 National Center for Minority Health and Health Disparities (NIH) 9/2010-9/2015
Patricia Crane Professor	Wallace (PI), Crane (PI), Letvak, Abel, Gupta Title: Comparing risks of myocardial infarction reoccurrence in whites and blacks. 1P20MD002289. $447,750.	National Institute on Minority Health and Health Disparities (NIH) 10/1/2007-5/31/2012

	Recent R01 submission as Crane Co-I: : Surface-Meld Age and Reformulate CADENCE-Adults for Translation to Extend the Reach(SMARTER CADENCE-Adults Study) PI: Catrine Tudor-Locke	
Donna Kazemi Professor	Orchowski (PI), Kazemi (multi PI), Berry-Cabán (multi PI), Borsari (CI) Title: Sexual Assault Prevention for Men in the Military. Psychological Health and Traumatic Brain Injury Research Program 2014, Award type: Psychological Health Research Award (W81XWH-15-2-0055) ($2,686,278, Sub-Award $500,000).	Department of Defense (DOD) CDMRP 9/2015-9/2019
	Kazemi (PI), Shehab (CI), Shaoyu (CI), Mayer (CI), Borsari (CI), Dooley (CI) Title: Health Delivery of a Motivational Intervention to address Heavy Drinking among College Students. (1R21 HS 23875-01) ($300,000).	Agency for Healthcare Research and Quality (AHRQ) 8/2015-07/2017
	Kazemi (Co-PI) Ge (PI) Title: Using Social Media to Understand and Address Substance Use and Addiction. (1R21 AA023975-01) ($275,000).	NIH, National Institute of Alcohol Abuse and Alcoholism (NIAAA) 09/2014-08/2917
	Kazemi (PI), Dmochowski (CI) Title: Enhancement of the Brief Alcohol Screening and Intervention for College Students	Substance Abuse and Mental Health Services Administration (SAMHSA) 8/2008 – 11/2014

	(BASICS) to a BASICS Stepped Care Recovery Mode ($1.2 M)	

Katryna McCoy Assistant Professor	Baeten, (PI), McCoy (Project Director) Title: Stress, Cognition and Quality of Life in HIV-infected Women: The STRESSED Study Funding Source: P30 AI027757, (Administrative Supplement Award)Total Costs: $99,470	National Institute of Allergy and Infectious Disease (NIH); University of Washington/Fred Hutch Center for AIDS Research 08/09/2018 - 05/31/2019
	Rao,(PI), McCoy (Co-Investigator) Title: Reducing HIV Stigma to Improve HealthOutcomes for African American Women: The UNITY Study Funding Source: ROl MH098675, Total Costs: $2,734,216	National Institute of Mental Health (NIH), 09/26/2012 - 06/30/2018
Florence Okoro Assistant Professor	Okoro (PI); Crane (Mentor) Title: The educational needs of African Americans with type 2 diabetes for reducing therisk of cardiovascular diseases and the barriers that prevent adherence to risk reduction strategies Funding Source: PRIDE-CVDTotal Costs: $12,700	National Heart Lung Blood Institute (NIH) 2020-2021

Table 3: *Select Peer-Reviewed Research Publications by Faculty 2020-2021*

Maren Coffman PhD, RN **Coffman, M. J.,** Scott, V., Schuch, J. C., Mele, C., *Balasubramanian, V., Stevens, A., Mayfield, C.,* & Dulin, M. (2020). Postpartum depression screening and referrals in Special Supplemental Nutrition Program for Women, Infants, and Children clinics. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 49*(1), 27-40. Warren-Findlow, J., *Krinner, L. M. Thomas, E. V.,* **Coffman, M. J.,** Gordon, B., Howden, R., (2020). Relative and cumulative effects of hypertension self-care behaviors on blood pressure. *Western Journal of Nursing Research, 42*(3), 157-164.
Judy Cornelius PhD, RN **Cornelius, J.,** Okoro, F., Whitaker-Brown, C., & Conner, L. (2020). The HIV Prevention Needs of African American Transgender Women Living in North Carolina. Cogent Social Sciences 6(1), DOI: 10.1080/23311886.2020.1724066. Okoro,F., Song, L., Auten, B., Whitaker-Brown, C & **Cornelius, J**. (2020). African American survivors of prostate cancer: a meta-synthesis of qualitative studies. *Journal of Cancer Survivorship*, (Online ahead of print). Doi10.1007/s11764-020-00909-4. **Cornelius, J. B.,** Okoro, F. O., Piper, C. N. (2021). A comparison of the process and content of sexual communications among African American adolescent children living in parent and grandparent headed families. *Adolescent Health, Medicine and Therapeutics*, 12: 1-8.
Patricia Crane PhD, RN Ventura, A., Horne, C., **Crane, P. B**., & Sears, S. (2021). Living with an insertable cardiac monitor: Influences on self-management. *Western Journal of Nursing Research*. doi: 10117/0193952920942254.

Davis, S. P., Bolin, L. P., **Crane, P. B.,** & Crandell, J. (2020). Non-pharmacological Interventions for Anxiety and Depression in Adults with Inflammatory Bowel Disease: A Systematic Review and Meta-Analysis. *Frontiers in Psychology*, 11, 538741-538741. https://doi.org/10.3389/fpsyg.2020.538741.

Davis, S. P, Bolin, L. P., Wei, H., **Crane, P. B**. (2020). Non-pharmacological interventions to manage fatigue in adults with inflammatory bowel disease: A systematic review and meta-analysis. *Complementary Therapies in Clinical Practice*. 11(41), 101229-101229 https://doi.org/10.1016/j.ctcp.2020.101229.

Ventura, A., Horne, C. **Crane, P. B**., Mendes, M., & Sears., S. (2020). Exploring the experiences of individuals with an insertable cardiac monitor: Making the decision for device insertion. *Heart & Lung: The Journal of Cardiopulmonary & Acute Care, 49*(1), 86-91, doi.org/10.1016/hrtlng.2019.07.00.

Donna Kazemi PhD, RN

Berry-Caban C., Orchowski, L., Winstead, T., Metzger, E., C**., Kazemi, D. M**. (2020) Conceptualizations of Hooking Up among Male Soldiers: A Qualitative Analysis, *Military Medicine, Vol. 185,* January/February Supplement.

Berry-Caban C., Orchowski, L., **Kazemi, D. M.,** (2020) Perceived and Collective Norms Associated with Sexual Violence among Male Soldiers, *Journal of Family Violence (JOFV), 1-9*, 10.1007/s10896-019-00096-6.

Kazemi, D.M., Borsari, B., Levine, M.J., Li, S., Shehab, M., *Fang F., *Norona, J. (2020) Effectiveness of a Theory-Based Health Intervention for High-Risk Drinking in College Students, *Substance Use and Misuse, 55(10),*1667-1676. https://doi.org/10.1080/10826084.2020.1756851.

Katryna McCoy PhD, RN

McCoy, K., Lipira, L., Kemp, C. G., Nevins, P. E., Huh, D., Turan, J. M., Rao, D. (2020). Exploring HIV-related stigma as a determinant of engagement in HIV care by African American women. *Journal of the Association of Nurses in AIDS Care, 31*(2), 167-175. doi: 10.1097/JNC.0000000000000140. PMID: 31725104

Florence Okoro PhD, RN

Okoro, F. O, Veri, S & Davis, V. (2018). Culturally appropriate peer-led behavior support program for African Americans with type 2 diabetes. *Frontiers in Public Health*, 6:340. Doi: 10.3389/fpubh.2018.00340.

Cornelius JB, Whitaker-Brown C, Neely T, Kennedy A, **Okoro F.** (2019). Mobile phone, social media usage, and perceptions of delivering a social media safer sex intervention for adolescents: Results from two countries. *Adolescent Health, Medicine and Therapeutics*, 10, 20-

Okoro, F. O. (2020). A group-based peer support program for low-income African Americans with type 2 diabetes: A descriptive phenomenological study. *Journal of Black Nursing Faculty*, 31(1), 12-18.

Okoro, F. O., Song, L., Auten, B., Whitaker-Brown, C., & Cornelius, J. (2020). African-American survivors of prostate cancer: A meta-synthesis of qualitative studies. *Journal of Cancer Survivorship,* 15:40-53. https://doi.org/10.1007/s11764-020-00909-4.

Cornelius JB, **Okoro, FO,** Whitaker-Brown C (2020). The HIV Prevention Needs of African American Transgender Women Living in the Southern Region of the United States. *Cogent Social Sciences.* https://doi.org/10.1080/23311886.2020.1724066.

Cornelius, J. B., **Okoro, F. O**., Piper, C. N. (2021). A comparison of the process and content of sexual communications among African American adolescent children living in parent and grandparent headed families. *Adolescent Health, Medicine and Therapeutics*, 12: 1-8.

Jyotsana Parajuli PhD, RN

Parajuli, J., Hupcey, J., Kitko, L., & Birriel, B. (2021). Oncology nurses' confidence in providing palliative care to patients with cancer. *Clinical Journal of Oncology Nursing.*

Parajuli, J. & Hupcey, J. (2021). Oncology nurses' identified educational needs for providing palliative care. *Western Journal of Nursing Research.*

Parajuli, J., Berish, D., Valenti, K, & Jao, Y-L. (2020). Prevalence and predictors of depressive symptoms in older adults with cancer. *Journal of Geriatric Oncology.*

Parajuli, J., & Hupcey, J. (2020). A systematic review on barriers to palliative care in oncology. *American Journal of Hospice and Palliative Medicine.*

Tark, A., Song, J., **Parajuli, J**., Chae, S., & Stone, P. W. (2020). Are We Getting What We Really Want? A Systematic Review of Concordance Between Physician Orders for Life-Sustaining Treatment (POLST) Documentation and Subsequent Care Delivered at End-of-Life. *American Journal of Hospice and Palliative Medicine.*

Jao, Y.L., Liu, W., Chaudhury, H., **Parajuli, J**., Holmes, S., & Galik, E. (2020). Function-Focused Person-Environment Fit for Long-Term Care Residents with Dementia: Impact on Apathy. *The Gerontologist.*

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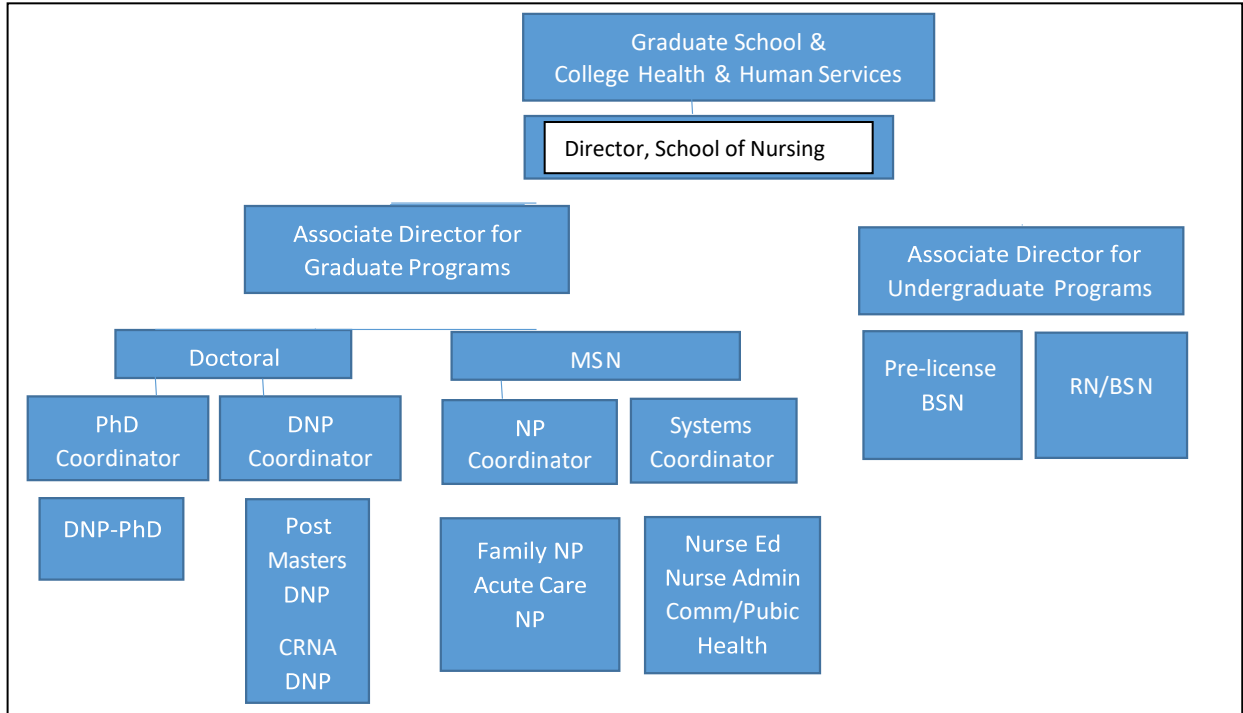
Meredith Troutman-Jordan PhD, RN

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Organizational Structure, and Instructional, Research and Library Support.
UNC Charlotte currently supports 24 doctoral programs and has created a supportive and collegial environment for doctoral work. The School of Nursing faculty participate in doctoral programs in health services research, public health, counseling, and health psychology.

The proposed PhD program will complement the existing structure of the School of Nursing. As depicted in Figure 1: Organizational Structure, the research-focused doctoral degree will provide students the opportunity to begin their education with UNC Charlotte in a traditional or post-licensure undergraduate program, and seamlessly progress into a PhD program.

Figure 1. *Organizational Structure*


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                    │        Graduate School &        │
                    │  College Health & Human Services│
                    └─────────────────────────────────┘
                         │ Director, School of Nursing │
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Graduate School &
College Health & Human Services

Director, School of Nursing

Associate Director for
Graduate Programs

Associate Director for
Undergraduate Programs

Doctoral

MSN

Pre-license BSN

RN/BSN

PhD Coordinator

DNP Coordinator

NP Coordinator

Systems Coordinator

DNP-PhD

Post Masters DNP

CRNA DNP

Family NP
Acute Care NP

Nurse Ed
Nurse Admin
Comm/Pubic Health

Research: The research infrastructure of the University and College of Health and Human Services is robust. In support of its existing 24 doctoral programs, the university supports research in many ways. First, the Office of Research Services and Outreach (ORSO) is the central administrative office for managing proposal submissions and reporting. ORSO provides support by reviewing and interpreting sponsor guidelines and regulations, preparing budget documents, reviewing proposal packages for conformity to sponsor requirements, and submitting and tracking proposals. The Office of Research Compliance (ORC) promotes ethical research practices by providing education, training and resources to faculty, staff, researchers and students. The ORC oversees research and research-related activities involving human subjects research (IRB), the care and use of laboratory animals (IACUC), the use of biological agents (IBC), export controls, and conflicts of interest. In addition, the College of Health and Human Services has an independent research division directed by an Associate Dean for Research and Graduate Studies and staff in pre- and post-award research administration who work with faculty and students as liaison to the campus-based services. It is through the college's Associate Dean for Research that faculty and students have access to Hanover Research Consulting through a contract with the University's Office of Research.

Next, the Office of Grants and Contracts Administration (GCA) provides support to college-based post-award staff and is responsible for overall sponsored program financial reporting and compliance. GCA also handles contract negotiation and issues sub-awards to other participating institutions. Research Commercialization and Development (ORCD) identifies, protects, and commercializes university research and intellectual property. ORCD works closely with faculty, students, and staff to help bring new technology and innovations to market and assists with the invention and patent process, confidentiality and non-disclosure agreements, and material transfer agreements.

Finally, the Institute for Social Capital supports and integrates UNC Charlotte social and human capital research and increases the community's capacity for data-based planning and evaluation. Through collaboration with nonprofit organizations, governmental agencies, and other relevant organizations in Charlotte and Mecklenburg County, the ISC has combined key sources of data into one community database. The Institute is a gathering place for researchers across UNC Charlotte interested in improving all aspects of community health and wellbeing.

The College of Health and Human Services is home to two PhD and one DNP program; therefore, the research infrastructure is already established and consists of pre- and post-award grant specialists and four research-focused academies. The Academies of the College of Health and Human Services are outlined in Table 4.

Table 4: *Research Academies in the College of Health and Human Services*

Academy / Sponsoring Dept	Focus
Academy for Clinical Research and Scholarship (ACRS). School of Nursing	ACRS is committed to promoting research and scholarship that enhances the health of clinical populations. The primary focus of ACRS is building capacity and interdisciplinary partnerships to develop and translate knowledge to affect health outcomes.
Academy for Population Health Innovation (APHI). Department of Public Health Sciences	APHI is a novel collaborative between UNC Charlotte and the Mecklenburg County Public Health Department designed to advance the health of our community. APHI's core is built around the application of data and best evidence to understand and address community health needs.
Academy for Research on Community Health, Engagement, and Services (ARCHES). Dean's Office	ARCHES is dedicated to improving health in vulnerable communities, and to advancing the scientific and social missions of the health and health-related sciences through collaborative, participatory, and multispecialty approaches.

Statistics: Within the College of Health and Human Services a Biostatistics Core has been developed that provides initial consultation for grant preparation. The faculty in the Biostatistics Core work with faculty to review quantitative study design and analysis plans (e.g., primary and secondary aims and hypotheses, power analyses and sample size calculations, and approaches to sampling). They can assist in drafting portions of the analysis section and in the statistical analysis plan (e.g., descriptive and inferential statistics, modeling, coding, handling missing data, etc.). Additionally, the School of Nursing also employs two individuals with backgrounds in statistics and has recently employed two additional faculty members, one of whom is a statistician and methodologist.

Instruction: The College of Health and Human Services holds 39 classrooms, 10 conference rooms, four skills laboratories, and a reception hall. Each area is equipped with the campus SMART room standard. A Faculty/Staff Technology Workroom is equipped with both Apple and Windows workstations and allows faculty to scan documents and images, manipulate files and print on a large format printer. Graduate students can create posters for presentation. Four video-teleconferencing portable units areavailable to enable calls from conference rooms and offices across the college. The college provides faculty and students with access to specialized research software not provided by the university, including EndNote bibliographic software; SPSS, MPlus, Stata/SE, SUDAAN (quantitative statistical analysis software); NVivo and ATLAS.ti (qualitative analysis software); Stat/Transfer data conversion software; and Prism scientific graphing package. Additionally, the University maintains a Qualtrics license for every faculty, staff, and student in CHHS and a REDCap cloud license available to all researchers and students.

REDCap is a secure web application for building and managing online surveysand databases. The main usage of REDCap in the college is the management of clinical data gathered through primary research. Maintaining REDCap in the cloud creates a scalable solution for students and faculty interested in growing their research projects as funding allows.

Library Resources: The J. Murrey Atkins Library is the largest academic library in the Southern Piedmont and is a member of the Association of Southeastern Research Libraries. It houses nearly 2 million volumes and has access to over 108,121 electronic journals and electric newspapers, and over 1 million electronic books. Atkins offers approximately 650 databases (most in full text). Available health science databases include CINAHL, PubMed, EBSCO's Health Source (Academic and Consumer editions), Web of Science, Cochrane Database of Systematic Reviews, and databases for specific departments such as Social Work (Social Work Abstracts and Social Services Abstracts) and Kinesiology (SPORTDiscus). Librarians assigned to each college provide support for teaching and research and are available to students as well as faculty. They offer instructional sessions about library research, databases, and resources. Atkins Library also has a Data Specialist Librarian that can assist faculty and graduate students with locating and accessing numeric, geospatial, and statistical data, and with managing andpreparing those data for analysis. They provide data management support, including curation and archiving research data.

Atkins Library's provides a comprehensive suite of technology spaces that includes a Visualization Lab, Gaming Lab, and Multimedia Lab. These spaces provide students and faculty access to specialized equipment that can support research and interdisciplinary collaboration, experimentation, and exploration. Library staff offer a variety of support for these spaces including workshops and one-on-oneconsultations. Atkins Library supports the publication of scholarly works including online journals, eBooks, and conference proceedings through their own robust publishing platforms that promote open knowledge exchange, wide scholarship discoverability, and innovative dissemination of scholarly communication.

    c. Method of financing the proposed new program (including extramural funding and other sources) and indicate the extent to which additional state funding, tuition differentials, or program-specific fees may be required.

Gifts: The School of Nursing is fortunate to have dedicated alumni who support its students and programs. In support of the establishment of a PhD program, the school has already received funding from alumni. For example, in 2018, Dr. Ann Mabe Newman, alumni and retired School of Nursing faculty member, established the RN Dreaming the Dream Endowed fund to support a PhD program in nursing, In 2019, Dr. Newman established the Ann Mabe Newman Research Support Fund to support research and grant-writing in the school.

Tuition Differential: Similar to other PhD programs across the UNC System, a tuition differential is requested. To ensure parity among other programs at UNC Charlotte, the proposed differential will be $267/credit hour during academic year and $290/credit hour during summer term.

Enrollment Growth: The proposed program is expected to generate enrollment growth for UNC Charlotte. Therefore, as enrollment increases, along with student credit hours, the allocation of tuition and fees to support the program will be anticipated within the context of the UNC System Office funding formula.

Tuition and Fees: The University's tuition distribution methodology will be used to determine the percent of revenue retained by the university, and what is then distributed to the College and the academic units; however, tuition and fees will serve as a source of funding for the program.

Federal Funding: Research-focused doctorates in nursing are in such short supply that students have the opportunity to seek support from external funding agencies such as the National Institute of Nursing Research (NINR) Graduate Partnerships Program (GPP) which provides financial and research support forup to three years while the student is enrolled.

Student Directed Research: Direct and indirect costs associated with research proposal budgets will be used to support faculty, graduate students assigned to the grant, and genuine costs of performing research that are not easily attributable to individual grants, all in support of the PhD program.

c. Describe specifically how the campus will spend the revenues generated.

Revenues generated will support fixed-term faculty, a part-time/full-time administrative coordinator, provide aid to students, support program advertising, research, and dissemination of research findings.

d. State the number and source of required clinical/practical placements, if applicable. Determine whether it is the students' or the institution's responsibility to secure clinical/practical placements and discuss how that expectation will be communicated to students and prospective students. Describe how the institution will ensure that proposed clinical/practical sites are appropriate.

The proposed program does not require clinical or practicum placements.

VI. **Signatures.** This Request for Preliminary Authorization Addendum has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor	*John Dubin*	11/15/21
Provost	*Joan F. Lorden*	11/15/21
~~**Chief Financial Officer**~~ N/A		

(Only complete below for partner institution if this is a joint degree program proposal)

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		

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Cost Category *	Cost Sub-Category	Start-up Costs **	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
Tenure/Tenure-Track Faculty (permanent cost, recurring)	New	$ 191,000	$ 344,647	$ 498,294	$ 498,294	$ 498,294	$ 498,294	$ 2,528,822
	Reallocated							$ -
Non Tenure-Track Faculty	New							$ -
	Reallocated							$ -
Graduate Student Support	New							$ -
	Reallocated							$ -
EHRA Non-Faculty Positions	New							$ -
	Reallocated							$ -
SHRA Non-Faculty Positions (permanent cost, recurring)	New	$ 76,000	$ 76,000	$ 76,000	$ 76,000	$ 76,000	$ 76,000	$ 456,000
	Reallocated							$ -
Student Support (Scholarships SBTI funded)			$ 5,750	$ 11,750	$ 17,000	$ 21,750	$ 23,750	$ 80,000
Libraries								$ -
Supplies and Materials			$ 4,000	$ 2,000	$ 2,000	$ 1,832	$ 1,000	$ 10,832
Travel, Communications, and Fixed Charges			$ -	$ -	$ -	$ 6,000	$ 6,000	$ 12,000
Equipment and Technology								$ -
Facility Repair and Renovation								$ -
Facility New Construction or Expansion								$ -
Other (Advertising and Research Support: statisticians, editor, survey tools, dissemination)			$ 17,250	$ 35,250	$ 51,000	$ 65,250	$ 71,250	$ 240,000
TOTALS		$ 267,000	$ 447,647	$ 623,294	$ 644,294	$ 669,126	$ 676,294	$ 3,327,654

* For personnel, include all salary and benefit expenses

** For start-up costs, include all costs incurred prior to the first year of student enrollments

$ 1,070,941   Amount of remaining revenue

Revenue Category	Year 0 (Start Up) **	1st Year**	2nd year**	3rd Year***	4th Year	5th Year	TOTALS
Enrollment Funding Formula Appropriation (FTE or SCH) (Student Enrollment: 5, 11, 18, 26, 29)				$ 642,432	$ 823,195	$ 898,027	$ 2,363,654
Regular Tuition		$ 29,000	$ 58,000	$ 83,000	$ 107,000	$ 117,000	$ 394,000
Tuition Differential							$ -
Reallocation of Existing Resources	267,000	$ 447,647	$ 623,294				$ 1,070,941
External Funding (In-Hand Only)							$ -
Special Fees							$ -
Other Fees (Identify): SBTI & General University Fees		$ 40,000	$ 80,000	$ 118,000	$ 153,000	$ 167,000	$ 558,000
Other Funding (Identify): $23,750 Donor Trust Fund for Research Support (i.e. Travel for Dissemination of Findings)					$ 6,000	$ 6,000	$ 12,000
TOTALS		$ 516,647	$ 761,294	$ 843,432	$1,089,195	$1,188,027	$ 4,398,595

* Enrollment growth funding appropriation should not be included in the first two years of the program.

** Funds identified to cover expenses prior to student enrollment funding in Year 3

*** Includes appropriations earned in Year 1 & 2 of $248,633 & $748,833, respectively.

![UNC Charlotte logo]

UNC CHARLOTTE

College of Health and Human Services

School of Nursing

9201 University City Blvd, Charlotte, NC 28223-0001

T704/687.7952 www.nursing.uncc.edu

MEMO

Date: 11-12-2021

To: Kimberly Van Noort, Vice President for Academic Programs and Instructional Strategy

From: Dena Evans, Director, School of Nursing

Cc: Joan Lorden, Provost and Vice Chancellor for Academic Affairs

          Leslie Zenk, Assistant Provost

          Catrine Tuder-Locke, Dean, College of Health and Human Services

Re: Response to Commentary, Letter of Intent – DNP to PhD

Mission Alignment
Comment: *Acceptable.*

Student Demand
Comment: *Not acceptable unless significant deficiencies are addressed. According to the AACN The Research-Focused Doctoral Program in Nursing: A sufficient pool of applicants for the program must be available so that selected students are highly qualified, diverse, committed, and motivated to develop a research career, with goals that are congruent with those of the faculty, school, and institution. The letter of intent does not specify how students will be targeted or recruited to meet this aim. The applicant's description of needs assessment does not specify how many respondents had an earned DNP, and of those respondents, how many were interested in pursuing a PhD in nursing. The needs survey targeted practicing nurses through the MSN degree, and 47% intended to get a PhD, (not the DNP). It is not clear from the letter of intent that this program is of great interest among nurses with a DNP degree.*

Response: The needs assessment survey for the proposed DNP to PhD Bridge program targeted those who did not currently hold any doctorate degree (DNP nor PhD), and 946 (47%; N = 1995) planned to pursue a PhD in nursing or would consider seeking the degree if offered by UNC Charlotte. This indicated an interest in a PhD degree in the region and a favorable consideration of UNC Charlotte. A recent national survey conducted in 2020 and presented at the AACN conference 2021 (Moore, T. A. et al.) found an 82% satisfaction for DNP/PhD programs and recommended the option of the "bridge program or a post-doctorate program." These findings align with our current proposal. The DNP

program is a relatively new program as many of these programs were started within the last 6 -8 years. Of the 2018 graduates from DNP programs, 60% (n = 4232) began full-time faculty positions (AACN). Thus, one important area for recruitment is within academic institutions. We are actively developing a pipeline to recruit DNP students. Examples of our strategies include: designated scholarships for those in DNP programs to pursue the PhD; working with the Graduate School to develop funding opportunities; developing collaborative relationships with area schools to freely participate in our webinars (e.g., we recently hosted a professor from Johns Hopkins Medical Center); offering CEUs for DNPs to attend courses to enhance grantsmanship skills; and other endeavors to discuss and advance our program. Finally, we plan to work with directors of area DNP programs to identify highly qualified, diverse students within their programs who may be interested in pursuing a PhD as a pipeline for our program. To this end, we recently hired a new endowed professor, Dr. Patricia Crane, who worked to develop the PhD program at UNC Greensboro and taught multiple courses in that program. Dr. Crane was previously the Associate Dean of Research and Scholarship at East Carolina University, overseeing the Director of the PhD Program. As part of her role at East Carolina, she helped revise their program to include the DNP to PhD. Dr. Crane has extensive experience teaching in doctoral programs and is a highly productive scholar. Her doctoral students, many of whom have federal grants, are Directors of Research of large medical centers, Vice Presidents of Advanced Practice of Health Systems, or are faculty who have successfully obtained promotion/tenure. One of her most recent doctoral students is a DNP to PhD graduate and has agreed to consult with our faculty. We believe we have evidence of a demand and have developed a strategic focus for recruitment.

Societal Demand
Comment: *Not acceptable unless significant deficiencies are addressed. The LOI focuses on the societal demand for nursing faculty to "admit and graduate more nurses" and not the critical need for nurse scientists to advance nursing knowledge and health care. The LOI indicated there were only 6 DNP to PhD programs in the nation; in a brief google search I found 10 programs in the Southern states and two were completely online. The LOI does not identify a local or state demand in Table 6. It is not clear if these are DNP completions or PhD completions. The applicant provides national and regional data that support the need for more PhD programs to expand nursing faculty capacity; however, the specific support for a DNP to PhD program is not provided. The data provided in tables 2 through 7, and 9 through 10, need more description. Please provide more meaningful and descriptive captions.*

Response: An external firm, Hanover Research, conducted a Labor Market Analysis (Addendum) to address societal demand. Table 2 is a bar graph representing the expected growth of nursing compared to other occupations with the benchmark of all occupations regionally (10.3%): medical scientists (including nurse scientists with PhD) projected employment is 19.10%, higher than RN (14.3%) or those with a postsecondary degree (11.2%). Tables 3 and 4 are bar graphs clarifying that while academia is the primary employer of PhDs in nursing, there are other opportunities for employment including health centers and industry both regionally and nationally. Table 5 reports the numbers of persons who completed their PhD in nursing that academic year in the region and clearly denotes an increase in completions. Table 6 (Regional – ranked highest market share to lowest) includes completions for 2014 (totals at that point) and the totals by the year 2018. Table 7 is the same table but for the national landscape. The narratives add meaningful context to each of the tables. Tables 8-10 do not relate to societal demand.

According to RegisteredNursing.org and NursingProcess.org, there are seven non-proprietary universities offering DNP to PhD programs in the nation. The online DNP to PhD program at ECU, is absent from either listing.

- Arizona State University [campus-based]
- Johns Hopkins [hybrid, APRNs only]
- Case Western [campus-based]
- University of Pittsburg [campus-based]
- University of Tennessee Health Science Center [campus-based]
- University of Utah [campus-based]

Relationship to Other Programs

Comment: *Not acceptable unless significant deficiencies are addressed. The LOI identified one DNP to PhD program in the state, at East Carolina University, that began in 2015. To date ECU has had 2 DNP to PhD graduates and 1 student currently in the program. The attrition rate is high for these students. Several have started the program and left after the first year.*

Response: Currently, ECU has had three DNP to PhD students graduate. The first was Dr. Candace Harrington. Two of the DNP students were faculty from ECU, Dr. Candace Harrington and Dr. Lori Sigmon, and one was from UNC Wilmington (UNCW), Dr. Tammy Armstrong. Dr. Candace Harrington was the first student (DNP to PhD) and is an Assistant Professor at the University of Louisville. Dr. Sigmon is now faculty at UNCW and just defended her dissertation March 2021. Dr. Armstrong graduated May 2020. She is an Associate Professor and has her first manuscript from her dissertation accepted and is working on her second. At ECU, a number of traditional MSN to PhD students have transferred to the DNP program and some from the BSN to PhD have transferred to the MSN program, but we not aware of DNP students who have progressed beyond the first year of the DNP to PhD who have not completed their PhD. A PhD program is rigorous and a variety of circumstances may interfere with PhD completion in any field.

Collaborative Opportunities

Comment: *Acceptable with some considerations. UNC-Charlotte already collaborates with Western Carolina for their DNP program. The need to hire two additional faculty at the associate or full professor level may be problematic. Is there an ability to share faculty resources from Western Carolina to meet faculty requirements?*

Response: At this time Western Carolina University (WCU) would not be an ideal resource for partnering with the DNP to PhD. The partnership between UNC Charlotte and WCU was dissolved in January 2021, after both universities acknowledged changes in the needs of vastly different communities of interest. Additionally, WCU currently has three doctoral programs – Post-Masters DNP, Nurse Anesthesia DNP, and the EdD. While students in their DNP programs would be a potential part of the applicant pool, the programs and faculty are WCU are not well-aligned with our proposed DNP to PhD.

Since UNC Charlotte submitted this Letter of Intent, the School of Nursing has hired additional faculty members New faculty members include an assistant professor with a certificate in statistics and a focus on aging research and data analyses of large data sets, a full professor who has had federal funding, 20 years teaching in doctoral programs, is a former president of the Southern Nursing Research Society, an associate professor with federal funding, an active program of research, and experience teaching and mentoring PhD students, and a highly awarded an associate professor with degrees in mathematics and psychology, who is a an expert statistician and methodologist. The School has expanded its collaborative opportunities for our faculty. Through its Academy for Clinical Research and Scholarship (ACRS) the School has developed collaborative interdisciplinary partnerships to facilitate research/scholarship affecting health outcomes in clinical populations. We believe this has further strengthened our faculty. Faculty at UNC Charlotte also actively collaborate with community agencies,

other internal academies, and external partners, including Atrium and Novant Health. Thus, the faculty at UNC Charlotte provides rich interdisciplinary resources for the proposed program and students. As listed in the Letter of Intent, faculty, and courses from Educational Research, Public Health, Health Services Research, and Health Psychology are also available to students in the proposed program.

Program Requirements and Curriculum
Comment: *Not acceptable unless significant deficiencies are addressed. The institution aims to establish an interdisciplinary scholarly program. Most interdisciplinary courses in the plan of study are courses in research methodology. Since the proposed degree is a nursing research degree, it is not clear why there are no nursing doctoral level course in quantitative methodologies or research design. It is not clear how the program will ensure that "students will expand nursing knowledge while engaging with students in other Ph.D. courses such as Psychology, Health Sciences, and Education" (p. 3). The letter of intent does not describe a process for awarding transfer credit or if transfer of credit from an applicant's DNP program will be allowed. Another concern is that the School of Nursing does not currently have a nursing PhD program. The LOI could be strengthened by describing that the faculty listed in the letter of intent have experience teaching in a nursing PhD program. Lessons learned in the education of DNP to PhD students include preparing students for the differences in the two approaches to nursing scholarship and managing expectations.*

Response: The DNP to PhD is being proposed as an "early entry" program using the criteria of UNC Charlotte's Graduate School. The total credit hours required for completion is 46, a reduction from the standard doctoral program. As an early entry program with reduced credit hours, there is no need to transfer credits; therefore, the PhD program only includes new research-related content. Completion of the DNP is a requirement for admission and because DNP programs are focused on clinical practice they are also accredited by Professional Nursing Organizations; therefore, making DNP programs more standardized across institutions than PhD programs. Preparation in biostatistics is recognized as an area in which DNP graduates may need additional assessment. Because some DNP programs do not require a dedicated statistics class, a graduate-level Introduction to Biostatistics or similar course will be required for admission to the DNP to PhD program. In addition, there will be a series of self-paced modules designed to refresh students' understanding and determine if a Biostatistics class should be added to the program of study.

The DNP to PhD program proposal is interdisciplinary and would include collaborations with the PhD programs in the Department of Public Health Sciences, the Department of Psychological Sciences within the College of Liberal Arts & Sciences, and the Cato College of Education's program in Research, Measurement, and Evaluation. This reduces the number of classes taught exclusively by School of Nursing faculty, promotes sharing of resources, and exposes students to a wider range of methods and design expertise. Inclusion of methods courses taught by other disciplines does not compromise the quality or focus on research in the discipline of Nursing. Rather, we see it as an advantage in meeting the future requirements of innovative and cross-disciplinary research. Research design and methods are guided by agreed upon measures of rigor. Built into courses that will be offered within the School of Nursing are courses that focus on unique disciplinary considerations in designing and conducting research in nursing. Those courses include, Clinical Research Conduct and Management, Critical Readings in Nursing Research, and Special Topics-Design and Data Analysis. We agree on the importance of a transition course for students as they move from the DNP role that translates research into practice and implements research-based practice into the PhD role of generating new knowledge. Therefore, in the first semester students will take a seminar titled "Transitioning from the Science of Practice to the Science of Discovery." To assist potential applicants, a table showing the differences in

DNP and PhD roles will be included on the program website, as will videos that provide student perspectives related to differences in roles and functions.

The School of Nursing (SON) does not have a Nursing PhD program, but there are two PhD programs in the College of Health and Human Services that many nursing faculty have participated in. In preparation for this proposal the School of Nursing has focused on hiring new faculty on to build a PhD program. Dr. Patricia Crane was hired in 2020 as the Carol G. Belk Endowed Chair and she comes to UNC Charlotte having built the PhD program at UNC Greensboro School of Nursing and previously was the Associate Dean of Research and Scholarship, Director of the PhD Program, and the Chair of the Nursing Science Department within East Carolina University's College of Nursing. Dr. Crane has mentored DNP to PhD students. Other faculty recently hired are Dr. McCoy who completed a Post-Doctoral Fellowship at Emory and Dr. Parijuli who earned a Certificate in Applied Statistics. The SON worked with a search firm to hire tenured faculty with PhD program experience. As a result of the search, the School hired its first non-nursing faculty member who brings a unique focus on the biopsychosocial-spiritual aspects of health and expertise as a methodologist, and a Clinical Nurse Specialist whose research focuses on adults with cardiovascular disease, specifically those with peripheral vascular deficiencies. Each new hire has experience mentoring PhD students. Faculty in the School of Nursing who will have responsibility for mentoring PhD students bring their experience teaching and mentoring in a Nursing PhD program from previous institutions or have taught and mentored in the College Interdisciplinary Health Services Research PhD, Public Health PhD, or other UNC Charlotte PhD programs. The table below identifies School of Nursing faculty with previous teaching and mentoring experience in PhD programs.

Nursing Faculty with Experience Teaching and Mentoring in PhD Programs

Nursing Faculty	PhD Program Experience
Maren Coffman PhD, RN Associate Professor Robert Wood Johnson Nurse Faculty Scholar	Taught courses in Public Health PhD and Health Services Research PhD programs. Chaired dissertation committee for public health sciences.
Patricia Crane PhD, RN Professor Carol G Belk Endowed Chair	Designed and taught multiple Nursing PhD courses (quantitative methods, grant writing, measurement and evaluation, philosophy, and synthesis) and chaired multiple dissertations in nursing. In addition, started PhD program at UNCG and directed revision of Nursing PhD at ECU. She also mentored multiple junior faculty on working with doctoral students and chairing committees.
Donna Kazemi PhD, RN Professor	Taught Health Services Research PhD seminar and served as committee member on multiple dissertation committees from the disciplines of Health Services Research and Counseling.
David Langford PhD, RN Associate Professor and Assoc Director Graduate Programs	Served as Interim Director of the Health Services Research PhD program and taught courses in that program on Evaluation. Served on Dissertation Committees in Health Services Research and Biology.
Stephanie Woods PhD, RN Professor	Taught courses in Nursing PhD and Health Services Research PhD programs. Chaired two Nursing PhD dissertations and served as committee member on dissertation committees in Nursing, Public Administration/Urban Studies, Psychology, Chemistry, and Health Services Research. Faculty in Nursing PhD program prior to coming to UNC Charlotte
Carol Horne, PhD, RN Associate Professor	Taught courses in nursing PhD program, and served as an advisor and committee member for multiple PhD dissertation

	committees in nursing.
Zuho Chen, PhD	Recognized as a Top 3 researcher by Clemson University and the recipient of multiple national and international research awards. Has chaired or served as a committee member on multiple dissertation committees. Dr. Chen has also taught doctoral level courses in statistical methods, scientific methods, advanced research, and structural equation modeling.

Finally, a structured faculty development program to prepare faculty to teach and mentor doctoral students will begin in fall 2021. One to two visiting scholars who have taught in DNP-PhD programs will be brought to the SON to work with faculty on using their research programs in mentoring PhD students. Additional mentoring of faculty in research and mentoring of PhD students has begun. The School of Nursing's Academy for Clinical Research and Scholarship has started a bimonthly webinar series. Recent topics include Student Engagement in Research and How Writing Accountability Groups can Increase your Scholarly Productivity.

Faculty sufficiency and student support
Comment: *Acceptable with some considerations. Most faculty are first authors or co-authors of peer-reviewed publications within the past five years. It is not clear from the information provided how much funding the institution is receiving or has received for faculty research versus funding for nursing workforce development (e.g., HRSA grant funding), or which faculty are receiving funding for their research. More details are needed in tables 9 and 10 to support faculty sufficiency.*

Response: Tables 1 and 2 below further define Tables 9 and 10 in the Letter of Intent related to faculty funding and faculty publications. Since 2016, Dr. Dena Evans, School of Nursing Director, and David Langford, Associate Director for Graduate Programs, have received over 4 million dollars in HRSA funding to support nursing workforce development.

Table 1: *Select Externally Funded Research by Faculty*

Faculty	Grant	Agency
Willie May Abel Associate Professor	Abel (PI), DeHaven (Mentor) *Title: An Interactive Technology Enhanced Coaching intervention for Black Women with Hypertension*, 1K01HL140288-01; $756,343	**National Heart, Lung and Blood Institute** (NIH) 02/15/2018-01/31/2023
Maren Coffman Associate Professor Robert Wood Johnson Nurse Faculty Scholar	**Coffman** (PI), Dulin (CI) Title: Data Across Sectors For Health (DASH). Community Impact Contracts – Strategic, Timely, Actionable, Replicable, Targeted. $25,000 Dulin (PI), Coffman (CI) Title: A Transdisciplinary Approach to the Evaluation of Social Determinants of Health (R01 MD006127-01) $1,250,000	**Robert Wood Johnson Foundation** 1/2019-7/2019 **National Center for Minority Health and Health** Disparities (NIH) 9/2010-9/2015
Patricia Crane Professor	Wallace (PI), **Crane (PI)**, Letvak, **Abel**, Gupta Title: Comparing risks of myocardial infarction reoccurrence in whites and blacks. 1P20MD002289. $447,750.	**National Institute on Minority Health and Health Disparities** (NIH) 10/1/2007-5/31/2012

	Recent R01 submission as Crane Co-I: : Surface-Meld Age and Reformulate CADENCE-Adults for Translation to Extend the Reach (SMARTER CADENCE-Adults Study) PI: Catrine Tudor-Locke	
Donna Kazemi Professor	Orchowski (PI), **Kazemi (multi PI)**, Berry-Cabán (multi PI), Borsari (CI) Title: Sexual Assault Prevention for Men in the Military. Psychological Health and Traumatic Brain Injury Research Program 2014, Award type: Psychological Health Research Award (W81XWH-15-2-0055) ($2,686,278, Sub-Award $500,000).	**Department of Defense (DOD) CDMRP** 9/2015-9/2019
	Kazemi (PI), Shehab (CI), Shaoyu (CI), Mayer (CI), Borsari (CI), Dooley (CI) Title: mHealth Delivery of a Motivational Intervention to address Heavy Drinking among College Students. (1R21 HS 23875-01) ($300,000).	**Agency for Healthcare Research and Quality** (AHRQ) 8/2015-07/2017
	Kazemi (Co-PI) Ge (PI) Title: Using Social Media to Understand and Address Substance Use and Addiction. (1R21 AA023975-01) ($275,000).	**NIH, National Institute of Alcohol Abuse and Alcoholism** (NIAAA) 09/2014-08/2917
	Kazemi (PI), Dmochowski (CI) Title: Enhancement of the Brief Alcohol Screening and Intervention for College Students (BASICS) to a BASICS Stepped Care Recovery M PI ($1.2 M)	**Substance Abuse and Mental Health Services Administration** (SAMHSA) 8/2008 – 11/2014
Katryna McCoy Assistant Professor	Baeten, (PI), **McCoy (Project Director)** Title: Stress, Cognition and Quality of Life in HIV-infected Women: The STRESSED Study Funding Source: P30 AI027757, (Administrative Supplement Award) Total Costs: $99,470	**National Institute of Allergy and Infectious Disease** (NIH); **University of Washington/Fred Hutch Center for AIDS Research** 08/09/2018 - 05/31/2019
	Rao,(PI), **McCoy (Co-Investigator)** Title: Reducing HIV Stigma to Improve Health Outcomes for African American Women: The UNITY Study Funding Source: ROl MH098675, Total Costs: $2,734,216	**National Institute of Mental Health** (NIH), 09/26/2012 - 06/30/2018
Florence Okoro Assistant Professor	**Okoro (PI);** Crane (Mentor) Title: The educational needs of African Americans with type 2 diabetes for reducing the risk of cardiovascular diseases and the barriers that prevent adherence to risk reduction strategies Funding Source: PRIDE-CVD	**National Heart Lung Blood Institute** (NIH) 2020-2021

	Total Costs: $12,700	

Table 2: *Select Peer-Reviewed Research Publications by Faculty 2020-2021*

Maren Coffman PhD, RN

Coffman, M. J., Scott, V., Schuch, J. C., Mele, C., *Balasubramanian, V., Stevens, A., Mayfield, C.,* & Dulin, M. (2020). Postpartum depression screening and referrals in Special Supplemental Nutrition Program for Women, Infants, and Children clinics. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 49*(1), 27-40.

Warren-Findlow, J., *Krinner, L. M. Thomas, E. V.,* **Coffman, M. J.,** Gordon, B., Howden, R., (2020). Relative and cumulative effects of hypertension self-care behaviors on blood pressure. *Western Journal of Nursing Research, 42*(3), 157-164.

Judy Cornelius PhD, RN

Cornelius, J., Okoro, F., Whitaker-Brown, C., & Conner, L. (2020). The HIV Prevention Needs of African American Transgender Women Living in North Carolina. Cogent Social Sciences 6(1), DOI: 10.1080/23311886.2020.1724066.

Okoro, F., Song, L., Auten, B., Whitaker-Brown, C & **Cornelius, J**. (2020). African American survivors of prostate cancer: a meta-synthesis of qualitative studies. *Journal of Cancer Survivorship*, (Online ahead of print). Doi10.1007/s11764-020-00909-4.

Cornelius, J. B., Okoro, F. O., Piper, C. N. (2021). A comparison of the process and content of sexual communications among African American adolescent children living in parent and grandparent headed families. *Adolescent Health, Medicine and Therapeutics*, 12: 1-8.

Patricia Crane PhD, RN

Ventura, A., Horne, C., **Crane, P. B**., & Sears, S. (2021). Living with an insertable cardiac monitor: Influences on self-management. *Western Journal of Nursing Research*. doi: 10117/0193952920942254.

Davis, S. P., Bolin, L. P., **Crane, P. B.,** & Crandell, J. (2020). Non-pharmacological Interventions for Anxiety and Depression in Adults with Inflammatory Bowel Disease: A Systematic Review and Meta-Analysis. *Frontiers in Psychology*, 11, 538741-538741. https://doi.org/10.3389/fpsyg.2020.538741.

Davis, S. P, Bolin, L. P., Wei, H., **Crane, P. B**. (2020). Non-pharmacological interventions to manage fatigue in adults with inflammatory bowel disease: A systematic review and meta-analysis. *Complementary Therapies in Clinical Practice*. 11(41), 101229-101229 https://doi.org/10.1016/j.ctcp.2020.101229.

Ventura, A., Horne, C. **Crane, P. B**., Mendes, M., & Sears., S. (2020). Exploring the experiences of individuals with an insertable cardiac monitor: Making the decision for device insertion. *Heart & Lung: The Journal of Cardiopulmonary & Acute Care, 49*(1), 86-91, doi.org/10.1016/hrtlng.2019.07.00.

Donna Kazemi PhD, RN

Berry-Caban C., Orchowski, L., Winstead, T., Metzger, E., C**., Kazemi, D. M**. (2020) Conceptualizations of Hooking Up among Male Soldiers: A Qualitative Analysis, *Military Medicine, Vol. 185,* January/February Supplement.

Berry-Caban C., Orchowski, L., **Kazemi, D. M.,** (2020) Perceived and Collective Norms Associated with Sexual Violence among Male Soldiers, *Journal of Family Violence (JOFV)*, *1-9*, 10.1007/s10896-019-00096-6.

Kazemi, D.M., Borsari, B., Levine, M.J., Li, S., Shehab, M., *Fang F., *Norona, J. (2020) Effectiveness of a Theory-Based Health Intervention for High-Risk Drinking in College Students, *Substance Use and Misuse, 55(10),*1667-1676. https://doi.org/10.1080/10826084.2020.1756851.

Katryna McCoy PhD, RN

McCoy, K., Lipira, L., Kemp, C. G., Nevins, P. E., Huh, D., Turan, J. M., Rao, D. (2020). Exploring HIV-related stigma as a determinant of engagement in HIV care by African American women. *Journal of the Association of Nurses in AIDS Care, 31*(2), 167-175. doi: 10.1097/JNC.0000000000000140. PMID: 31725104

Florence Okoro PhD, RN

Okoro, F. O, Veri, S & Davis, V. (2018). Culturally appropriate peer-led behavior support program for African Americans with type 2 diabetes. *Frontiers in Public Health*, 6:340. Doi: 10.3389/fpubh.2018.00340.

Cornelius JB, Whitaker-Brown C, Neely T, Kennedy A, **Okoro F.** (2019). Mobile phone, social media usage, and perceptions of delivering a social media safer sex intervention for adolescents: Results from two countries. *Adolescent Health, Medicine and Therapeutics*, 10, 20-

Okoro, F. O. (2020). A group-based peer support program for low-income African Americans with type 2 diabetes: A descriptive phenomenological study. *Journal of Black Nursing Faculty*, 31(1), 12-18.

Okoro, F. O., Song, L., Auten, B., Whitaker-Brown, C., & Cornelius, J. (2020). African-American survivors of prostate cancer: A meta-synthesis of qualitative studies. *Journal of Cancer Survivorship,* 15:40-53. https://doi.org/10.1007/s11764-020-00909-4.

Cornelius JB, **Okoro, FO,** Whitaker-Brown C (2020). The HIV Prevention Needs of African American Transgender Women Living in the Southern Region of the United States. *Cogent Social Sciences.* https://doi.org/10.1080/23311886.2020.1724066.

Cornelius, J. B., **Okoro, F. O**., Piper, C. N. (2021). A comparison of the process and content of sexual communications among African American adolescent children living in parent and grandparent headed families. *Adolescent Health, Medicine and Therapeutics*, 12: 1-8.

Jyotsana Parajuli PhD, RN

Parajuli, J., Hupcey, J., Kitko, L., & Birriel, B. (2021). Oncology nurses' confidence in providing palliative care to patients with cancer. *Clinical Journal of Oncology Nursing.*

Parajuli, J. & Hupcey, J. (2021). Oncology nurses' identified educational needs for providing palliative care. *Western Journal of Nursing Research.*

Parajuli, J., Berish, D., Valenti, K, & Jao, Y-L. (2020). Prevalence and predictors of depressive symptoms in older adults with cancer. *Journal of Geriatric Oncology.*

Parajuli, J., & Hupcey, J. (2020). A systematic review on barriers to palliative care in oncology. *American Journal of Hospice and Palliative Medicine.*

Tark, A., Song, J., **Parajuli, J**., Chae, S., & Stone, P. W. (2020). Are We Getting What We Really Want? A Systematic Review of Concordance Between Physician Orders for Life-Sustaining Treatment (POLST) Documentation and Subsequent Care Delivered at End-of-Life. *American Journal of Hospice and Palliative Medicine.*

Jao, Y.L., Liu, W., Chaudhury, H., **Parajuli, J**., Holmes, S., & Galik, E. (2020). Function-Focused Person-Environment Fit for Long-Term Care Residents with Dementia: Impact on Apathy. *The Gerontologist.*

Valenti, K.G., Jen, S., **Parajuli, J**., Arbogast, A., Jacobsen, A. L., & Kunkel, S. (2020). Experiences of Palliative and End-of-Life Care among Older LGBTQ Women: A Review of Current Literature. *Journal of Palliative Medicine*.

Kelly Powers PhD, RN

Powers, K. (2020). Bringing simulation to the classroom using an unfolding video patient scenario: A quasi-experimental study to examine student satisfaction, self-confidence, and perceptions of simulation design. *Nurse Education Today, 86*(March 2020), Article 104324. https://doi.org/10.1016/j.nedt.2019.104324

Kenny, L.T., Gaston, T., **Powers, K.**, & Isaac-Dockery, A. (2020). Anxiety in nursing students: The impact of using mobile technology with quick response codes. *Nurse Education Today, 89*(June 2020), Article 104382. https://doi.org/10.1016/j.nedt.2020.104382

Cheng, I., **Powers, K.**, Mange, D., Palmer, B., Chen, F., Perkins, B., & Patterson, S. (2020). Interprofessional education through healthcare hotspotting: Understanding social determinants of health and mastering complex care through teamwork. *Journal of Interprofessional Education and Practice*, *20*(September 2020), Article 100340. https://doi.org/10.1016/j.xjep.2020.100340

Powers, K., Pagel, J., & Herron, E.K. (2020). Nurse preceptors and new graduate success: Use these strategies to enhance new nurse clinical reasoning skills. *American Nurse Journal, 15*(7), 37-39. https://www.myamericannurse.com/nurse-preceptors-and-new-graduate-success/

Powers, K., Neustrup, W., Thomas, C., Saine, A., Sossoman, L.B., *Ferrante-Fusilli, F.A.*, *Ross, T.C., Clark, K.*, & *Dexter, A.* (2020). Baccalaureate nursing students' experiences with multi-patient, standardized patient simulations using telehealth to collaborate. *Journal of Professional Nursing*, *36*(5), 292-300. https://doi.org/10.1016/j.profnurs.2020.03.013.

Powers, K., & *Reeve, C.L.* (2020). Family presence during resuscitation: Medical-surgical nurses' perceptions, self-confidence, and use of invitations. *American Journal of Nursing, 120*(11), 28-38. https://doi.org/10.1097/01.naj.0000721244.16344.ee.

Austin, S., **Powers, K.**, *Florea, S.* & Gaston, T. (2020). Evaluation of a nurse practitioner-led project to improve communication and collaboration in the acute care setting. *Journal of the American Association of Nurse Practitioners*. https://doi.org/10.1097/JXX.0000000000000402

Powers, K., Neustrup, W., Sossoman, L.B., Dexter, A., Clark, K., Ferrante-Fusilli, F.A., Ross, T.C., Thomas, C., & Saine, A. (2020). Simulations using telehealth to collaborate with other healthcare professionals: Effect on nursing students' competencies and amount of collaboration in the clinical setting. *Journal of Interprofessional Care*. https://doi.org/10.1080/13561820.2020.1780203.

Meredith Troutman-Jordan PhD, RN

Troutman-Jordan, M., O'Brien, T., Blair, C., & Pena, T. (2020). Physical Activity, Cardiovascular Health, and Mood State in Older Adults, *Geriatric Nursing, 41(6): 846-851.*

Troutman-Jordan M, and Kazemi DM. (2020). COVID-19's impact on the mental health of older adults: Increase in isolation, depression, and suicide risk. An urgent call for action. *Public Health Nurs*. Sep;37(5):637-638.

Administrative, Instructive, Library, and Research Facilities
Comment: *Not acceptable unless significant deficiencies are addressed. The LOI does not provide an organizational chart that delineates how the proposed DNP to PhD program will fit within the current administrative structure. The LOI does not discuss instructional and research space or library resources to support the program.*

Response: Details of the organizational structure, instructional, research, and library resources are part of the Request to Establish document and are summarized here. UNC Charlotte currently supports 24 doctoral programs and has created a supportive and collegial environment for doctoral work. The School of Nursing faculty participate in doctoral programs in health services research, public health, counseling, and health psychology.

Organizational Structure. The organizational structure of how the PhD program fits into the School of Nursing is presented below.
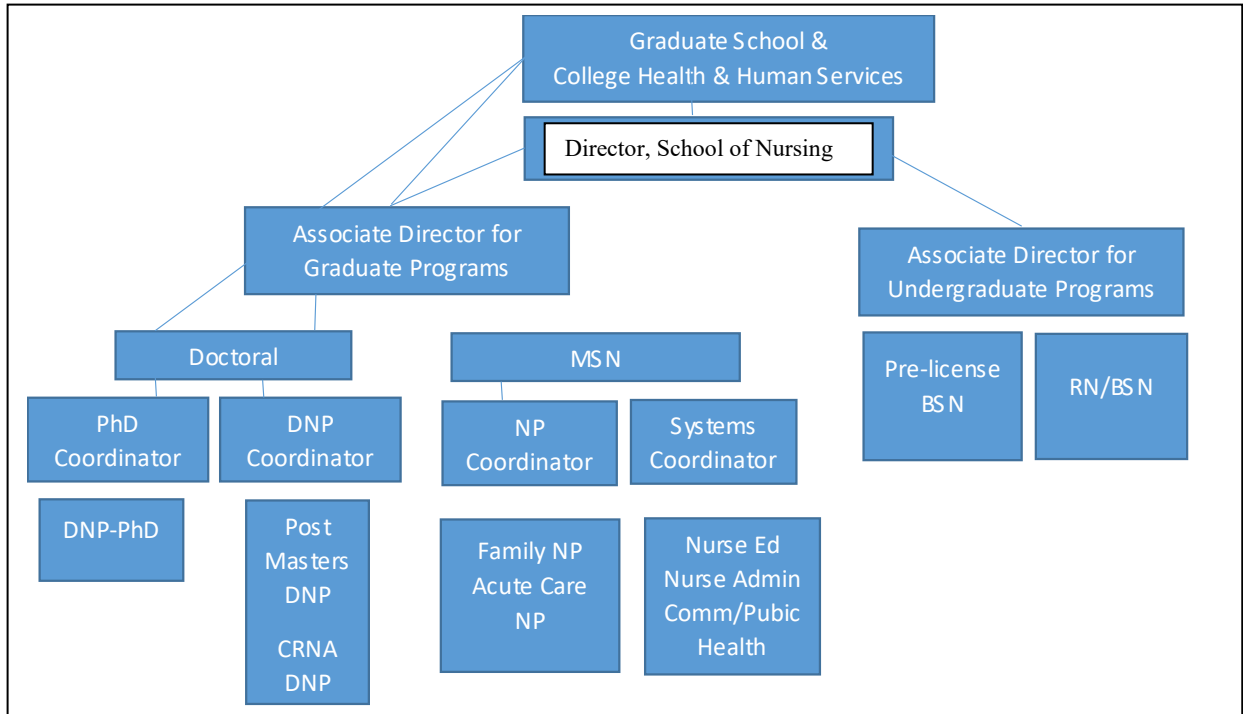
Research. The research infrastructure of the College already supports two PhD programs, one DNP program, and faculty research with pre- and post-award grant specialists and four research focused academies. Eligible PhD students are supported with assistantships. The college uses a model of hoteling (flex) space where PhD students working on faculty research have assigned office space. The academies of the College of Health and Human Services are;

Academy / Sponsoring Dept	Focus
Academy for Clinical Research and Scholarship (ACRS). School of Nursing	ACRS is committed to promoting research and scholarship that enhances the health of clinical populations. The primary focus of ACRS is building capacity and interdisciplinary partnerships to develop and translate knowledge to affect health outcomes.
Academy for Population Health Innovation (APHI). Dept Public Health Sciences	APHI is a novel collaborative between UNC Charlotte and the Mecklenburg County Public Health Department designed to advance the health of our community. APHI's core is built around the application of data and best evidence to understand and address community health needs
Academy for Research on Community Health, Engagement, and Services (ARCHES). Dean's Office	ARCHES is dedicated to improving health in vulnerable communities, and to advancing the scientific and social missions of the health and health-related sciences through collaborative, participatory, and multispecialty approaches.

Statistics. Within the College of Health and Human Services a Biostatistics Core has been developed that provides initial consultation for grant preparation. The faculty in the Biostatistics Core work with faculty to review quantitative study design and analysis plans (e.g., primary & secondary aims and hypotheses, power analyses and sample size calculations, and approaches to sampling). They can assist in drafting portions of the analysis section and in the statistical analysis plan (e.g., descriptive and inferential statistics, modeling, coding, handling missing data, etc.). Furthermore, since the Letter of Intent was initially submitted, strategic hires within the SON provide ample support for both faculty and students in methodology and statistical analyses.

Instructional. The College of Health and Human Services building has 39 classrooms, 10 conference rooms, 4 skills laboratories, and a reception hall that are all outfitted with the campus SMART room standard. A Faculty/Staff Technology Workroom is equipped with both Apple and Windows workstations and will allow faculty to scan documents and images, manipulate files and print on a large format printer. Graduate students can create posters for presentation. Four Video-Teleconferencing Portable Units are available to enable calls from conference rooms and offices across the College. The College of Health and Human Services provides faculty and students with access to specialized research software not provided by the University, including EndNote bibliographic software; SPSS, MPlus, Stata/SE, SUDAAN (quantitative statistical analysis software); NVivo and ATLAS.ti (qualitative analysis software); Stat/Transfer data conversion software; and Prism scientific graphing package. The College maintains a Qualtrics license for every faculty, staff, and student in CHHS. The College maintains a REDCap cloud license available to all researchers and students. REDCap is a secure web application for building and managing online surveys and databases. Its main usage in the College is the management of clinical data gathered through primary research. Maintaining REDCap in the Cloud creates a scalable solution for students and faculty interested in growing their research projects as funding allows.

Library Resources. The J. Murrey Atkins Library is the largest academic library in the Southern Piedmont and is a member of the Association of Southeastern Research Libraries. It houses nearly 2 million volumes and has access to over 108,121 electronic journals and electric newspapers, and over 1 million electronic 20 books. Atkins offers approximately 650 databases (most in full text). Available health science databases include CINAHL, PubMed, EBSCO's Health Source (Academic and Consumer

editions), Web of Science, Cochrane Database of Systematic Reviews, and databases for specific departments such as Social Work (Social Work Abstracts and Social Services Abstracts) and Kinesiology (SPORTDiscus). Librarians assigned to each College provide support for teaching and research and are available to students as well as faculty. They offer instructional sessions about library research, databases, and resources. Atkins Library also has a Data Specialist Librarian that can assist faculty and graduate students with locating and accessing numeric, geospatial, and statistical data, and with managing and preparing those data for analysis. They provide data management support, including curation and archiving research data.

Atkins Library's provides a comprehensive suite of technology spaces that includes a Visualization Lab, Gaming Lab, and Multimedia Lab. These spaces provide students and faculty access to specialized equipment that can support research and interdisciplinary collaboration, experimentation, and exploration. Library staff offer a variety of support for these spaces including workshops and one-on-one consultations. Atkins Library supports the publication of scholarly works including online journals, eBooks, and conference proceedings through their own robust publishing platforms that promote open knowledge exchange, wide scholarship discoverability, and innovative dissemination of scholarly communication.

Research Support. The University's Office of Research Services and Outreach (ORSO) is the central administrative office for managing proposal submissions and reporting. ORSO provides support by reviewing and interpreting sponsor guidelines and regulations, preparing budget documents, reviewing proposal packages for conformity to sponsor requirements, submitting and tracking proposals. The Office of Research Compliance (ORC) promotes ethical research practices by providing education, training and resources to faculty, staff, researchers and students. The ORC oversees research and research-related activities involving human subjects research (IRB), the care and use of laboratory animals (IACUC), the use of biological agents (IBC), export controls, and conflicts of interest. In addition, the College of Health and Human Services has an independent research division directed by an Associate Dean for Research and Graduate Studies who is supported by staff in pre- and post-award research administration who work with faculty and students as liaisons to the campus-based services. It is through the College Associate Dean for Research that faculty and students have access to Hanover Research Consulting through a contract with ORSO.

The Office of Grants and Contracts Administration (GCA) provides support to college-based post-award staff and is responsible for overall sponsored program financial reporting and compliance. GCA also handles contract negotiation and issues sub-awards to other participating institutions. Research Commercialization and Development (ORCD) identifies, protects, and commercializes university research and intellectual property. ORCD works closely with faculty, students, and staff to help bring new technology and innovation to market and assists with the invention and patent process, confidentiality and non-disclosure agreements, and material transfer agreements.

The Institute for Social Capital (ISC) supports and integrates UNC Charlotte social and human capital research to increase the community's capacity for data-based planning and evaluation. Through collaboration with nonprofit organizations, governmental agencies, and other relevant organizations in Charlotte and Mecklenburg County, the ISC has combined key data sources into an integrated community database. The Institute is a gathering place for researchers across UNC Charlotte interested in improving all aspects of community health and wellbeing.

Budget
Comment*: Not acceptable unless significant deficiencies are addressed. From the information provided it cannot be determined if the institution has a proposed budget for the program that is appropriate or*

reasonable. The only budget item mentioned is for two proposed faculty lines. The number of projected number of students, proposed tuition and fees, and proposed sources for student trainee-ship funding are not discussed, and therefore a determination about sustainability of the program cannot be concluded.

Response:

The School of Nursing proposes to enroll 5 students in year one of the program, and increase enrollment years 2-4 to reach a cap of eight new students per academic year beginning in the fall of 2025. These enrollment figures are comparable to those provided by the Deans and Directors of East Carolina University, the University of North Carolina at Greensboro. **Table 3** provides enrollment projections. Revenues and expenses based on enrollment projections, and current tuition and fees, are provided in the *UNC System Academic Program Planning Financial Worksheet,* attached to this document. A discussion related to sustainability is included in the Request for Preliminary Authorization Addendum.

Table 3: *Enrollment projections*

2022	2023	2024	2025	2026
5	6	7	8	8

Letter of Intent to Develop New Academic Degree Program

The following approvals must be obtained prior to sending the Letter of Intent to Develop a New Academic Degree Program to the UNC System Office.

Institution: The University of North Carolina at Charlotte

Degree Program Title (e.g. M.A. in Biology) Ph.D in Nursing

Reviewed and Approved By (Name and title only. No signature required in this section.)
Check box to indicate participation in review. (Provost is required.)

☒ **Provost: Joan Lorden, Provost and Vice Chancellor for Academic Affairs**
☒ **Faculty Senate Chair (as appropriate): Joel Avrin, President, Faculty Council**
☒ **Graduate Council (as appropriate): Concepcion Godev, President, Graduate Council**
☒ **Undergraduate or Graduate Dean (as appropriate): Tom Reynolds, Dean, Graduate School**
☒ **Academic College Dean: Catrine Tutor-Locke, Dean, College of Health and Human Services**
☒ **Department Chair: Dena Evans, Director, School of Nursing**
☒ **Program Director/Coordinator: David Langford, Associate Director, School of Nursing**

New Academic Proposal Process

New academic programs are initiated and developed by the faculty members. Approval of the Letter of Intent to Develop a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. Once the Letter of Intent to Develop is approved, the institution can begin work on the formal Request to Establish a New Degree Program.

Letter of Intent to Develop a New Academic Degree Program

Institution	The University of North Carolina at Charlotte
Joint Degree Program (Yes or No)? If so, list partner campus.	No
Degree Program Title (e.g. M.A. in Biology)	Ph.D in Nursing
CIP Code and CIP Title (May be found at National Center for Education Statistics)	51,3808
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	51% campus-based
Proposed Term to Enroll First Students (e.g. Spring 2019)	Fall 2022
List other programs in the UNC System (may be found at UNC System website)	East Carolina University UNC Chapel Hill UNC Greensboro

SACSCOC Liaison Statement: *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

This new program is a substantive change. A prospectus will be prepared and submitted for approval to SACSCOC and the USDOE.

Program Summary: (*Briefly describe the proposed program and summarize the overall rationale.*) Maximum of 1,000 words.

Include the following in your narrative:
- Ways in which the proposed program is distinct from others already offered in the UNC System (use the 4-digit CIP as a guide).
- How the program supports specific university and UNC System missions.
- Collaborative opportunities with other UNC institutions as appropriate

Program Description
The proposed program is distinct from others already offered in the UNC System

The Doctor of Nursing Practice (DNP) and the Doctor of Philosophy in Nursing Science (Ph.D.), are considered terminal degrees in nursing; however, the educational requirements are vastly different, with one focused on clinical practice and the other on in-depth research. The proposed interdisciplinary DNP to Ph.D. bridge program is designed to prepare clinical nurse scholars with the ability to build nursing science through a focus on holistic health, societal leadership, and transforming healthcare systems by leading interdisciplinary research initiatives. This pathway is distinct from others offered in the UNC System since it will allow students to leverage skills and education gained through their DNP program, with the unique knowledge, skills, and opportunities gained by completing a Ph.D. (CIP Code: 51,3808). Due to the unique nature of the proposed program, students will engage in a shortened curriculum, offered in a hybrid format, which easily accommodates professional schedules and academic needs. Using the University's Advanced Standing admissions option, the proposed part-time curriculum (**Table 1)** is 46 credit hours in length and will prepare nurse scholars in the art of scientific discovery and application.

Located in the state's largest city, UNC Charlotte has experienced a 29% increase in enrollment in 10 years. More than 50% of the total growth in the UNC system since 2009, is attributed to UNC Charlotte. Frequently recognized for contributions to higher education, and for outstanding faculty and the leadership role it plays in the region, UNC Charlotte is proud to offer many programs and services, on and off-campus, to support students by fostering a fundamental understanding of diversity and community. The campus, founded in 1946, sits on 1,000 acres with approximately 85 buildings just 9 miles from Uptown Charlotte. It is the largest institution of higher education in the Charlotte region and the third largest of 17 institutions in the UNC System. UNC Charlotte has 139 undergraduate majors, 78 of which lead to a Bachelor's degree. Sixty-three programs lead to Master's degrees, and 23 programs lead to an earned Doctorate. These majors are offered in the seven Colleges on the campus of UNC Charlotte: Liberal Arts and Sciences, Arts + Architecture, Business, Computing and Informatics, Education, Engineering, and Health & Human Services.

The School of Nursing, founded in 1964, is nationally ranked for its high-quality and affordable programs. Named an NLN National Center for Excellence in Nursing Education, the School is home to approximately 300 graduate and 330 undergraduate students. According to 2020 rankings by US News & World Report, the DNP program at UNC Charlotte is ranked in the top 30% nationally, as are the School's online master's programs. The DNP program, established in 2012, is accredited by the Commission on Collegiate Nursing Education (CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency, CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

Collaborative Opportunities
The DNP to Ph.D. program will leverage existing resources and complement existing programs in the School of Nursing, the College of Health and Human Services, and across the UNC Charlotte campus. The program's interdisciplinary design ensures that students will expand nursing knowledge while engaging with students in other Ph.D. courses such as Psychology, Health Sciences, and Education. With PhD-prepared nursing faculty in high demand, the proposed program will prepare nurses to fill the

multitude of vacant faculty roles in universities locally as well as nationally. At the time of this writing, only one university in the UNC System, East Carolina University, offers a pathway from the practice doctorate to a research-focused degree, establishing them as one of only six such programs in the nation. The UNC Charlotte School of Nursing seeks support in responding to the needs of our profession and becoming the 2nd program in the Southeastern region of the United States to offer a streamlined pathway from a practice doctorate to a research-focused degree program.

The proposed program supports specific university and UNC System missions
The University of North Carolina System is committed to the discovery, creation, transmission, and application of knowledge to address the needs of individuals and society. Moreover, it seeks to honor this commitment through research, scholarship, and creative activities which advance knowledge and enhance the educational process. Similarly, as North Carolina's urban research university, UNC Charlotte is committed to offering internationally competitive programs of research addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. The proposed Ph.D. program supports both missions and is designed to prepare nurse scholars to build nursing science through a focus on holistic health, societal leadership, and transforming healthcare systems by leading interdisciplinary research initiatives.

Student Demand: *(Provide evidence of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

In 2018, the School of Nursing conducted a needs assessment for the proposed DNP to Ph.D. bridge program. Email and mailing lists for practicing Registered Nurses, with a minimum of an MSN, were received from the Board of Nursing in North Carolina, South Carolina, Virginia, and Georgia. The School of Nursing successfully distributed 10,025 surveys. A response rate of 20% was obtained (n=1995). Mirroring the nursing profession, over 90% of respondents were female, with the majority reporting ethnicity as Caucasian (81.56%).

Despite sending the survey to multiple states, 87.89% of respondents reported North Carolina as their state of residence. Over 70% of respondents reported full-time employment; the majority are employed within an inpatient hospital environment (27.69), followed by schools, colleges, or universities (16.3%). Data reveal that 47.4% (n=946) of respondents plan to pursue a Ph.D. in nursing or would consider seeking the degree if offered by UNC Charlotte. The most important reason cited for pursuing a Ph.D. in nursing was personal growth, followed by contribution to the advancement of the nursing profession, and facilitation of career advancement.

Respondents were asked, *"If you were to complete the DNP to Ph.D. in nursing, what type of career opportunity would be of greatest interest to you?"* The majority of respondents (30%) reported that seeking employment as a faculty member in an academic setting would be of greatest interest. Therefore, providing opportunities to earn a Ph.D. in nursing would have a positive impact on the nursing faculty shortage as well as the lack of qualified faculty to support university research missions.

Table 1. **DNP-PhD Advanced Standing Plan of Study (Part-Time)**

Year 1		
Fall	**Spring**	**Summer**
HLTH 8201 Introduction to Health Services Research (3) NURS 8XXX Philosophy and State of Nursing Science (3) Grad 8990 Academic Integrity (0)	HSRD 8110 Statistical Methods Regression (3) Research Elective (Select **one** of the following) • HLTH 8221 Qualitative Research 1: Theory Generation in Behavioral Sciences (3) • HLTH 8282 Health Survey Design and Research (3)	NURS 8XXX Methods of Funding and Communicating Scholarly Work (3) NURS 8XXX Critical Readings on the Research Process in Nursing (2)
Semester Total 6	**Semester Total 6**	**Semester Total 5**
Year 2		
Fall	Spring	Summer
HSRD 8271 Applied Biostatistics: Multivariate Methods (3) Grad 8302 Responsible Conduct of Research (2) NURS 8XXX Application of Qualitative Research Methodologies (2)	NURS 8XXX Clinical Research Conduct and Management (3) Written Comprehensive Exam	NURS 9XXX Dissertation Research (3) credits NURS 8XXX Special Topics: Design and Data Analysis (1)
Semester Total 7	**Semester Total 3**	**Semester Total 4**
Year 3		
Fall	**Spring**	**Summer**
Nursing 9XXX Dissertation Research (3) Proposal Defense	NURS 9XXX Dissertation Research (3)	NURS 9XXX Dissertation Research (3)
Semester Total 3	**Semester Total 3**	**Semester Total 3**
Year 4		
Fall	**Spring**	**Summer**
NURS 9XXX Dissertation Research (3)	NURS 9XXX Dissertation Research (3) Final Dissertation Defense	
Semester Total 3	**Semester Total 3**	TOTAL HOURS: 46 Didactic 28 Dissertation Hours 18

Legend

	New Courses
	Existing Courses
	Candidacy Exam and Defenses

There is no shortage of students, not currently served by UNC Charlotte, to create a robust pipeline for the proposed DNP to Ph.D. bridge program. A 2014 American Association of Colleges of Nursing (AACN) survey revealed that while enrollment in practice-focused doctoral programs (DNP) grew 26% since 2010, enrollment in research-focused doctorates grew by only 3%. Excluding proprietary schools, in North Carolina alone, seven universities offer a DNP program. Although not an all-inclusive list, regionally, Gardner-Webb University, UNC Greensboro, and UNC-Chapel Hill all offer a DNP program.

Societal Demand: *(Provide evidence of societal demand and employability of graduates from each of the following source types. Maximum length 1,000 words)*

In 2010, the Institute of Medicine issued a special report titled *"The Future of Nursing: Leading Change, Advancing Health."* The report identified three (3) key recommendations for nursing; (1) nurses should practice to the full extent of their education and training, (2) nurses should be full partners with physicians and other health professionals, and (3) **nursing should achieve higher levels of education and training, through an improved education system that promotes seamless education.** To accomplish this final recommendation, the Institute recommended doubling the number of nurses with doctorates by 2020. This decision led to the proliferation of Doctor of Nursing practice degrees and, therefore, a tremendous increase in individuals with a clinical practice-focused doctorate. Subsequently, a study by Fang and Bednash (2017) found that roughly a third of DNP graduates planned to pursue a career in academia after graduation.

According to the Institute of Medicine Report, *The Future of Nursing: Leading Change, Advancing Health* (2011), there is a severe shortage of doctoral-prepared nurse educators prepared to advance the science of nursing education. A 2014 American Association of Colleges of Nursing (AACN) survey revealed that while enrollment in practice-focused doctoral programs (DNP) grew 26% since 2010, enrollment in research-focused doctorates grew by only 3%. The growth in DNP programs has had unintended consequences for academic institutions with a research mission such as UNC Charlotte; primarily, there has been a sharp decline in PhD-prepared nurses needed to sustain institutional research missions. The shortage of qualified research faculty is further highlighted in a *Special Survey on Vacant Faculty Positions* released by AACN in October 2018. The survey identified a total of 1,715 faculty vacancies within 872 nursing schools with baccalaureate and/or graduate programs across the country (85.8% response rate). The data demonstrate a national nurse faculty vacancy rate of 7.9%, with most vacancies (90.7%) requiring or preferring a doctoral degree.

Nationally, the shortage of Registered Nurses is expected to grow from 2.9 million in 2016 to 3.4 million by 2026. This represents a 15% increase based largely on the number of aging Baby Boomers and the demand this will place on an already strained healthcare system (AACN, 2019). According to a survey conducted by NSI Nursing Solutions, the national vacancy rate for nurses is 8%. Between 2018 and 2019, U.S. nursing schools turned away over 75,000 qualified applicants from baccalaureate and graduate programs. While one solution to address the shortage is to expand enrollment in nursing programs, there are simply not enough qualified faculty to do so. According to the survey *Enrollment and Graduations in Baccalaureate and Graduate Programs* (AACN, 2018), the number one reason that programs do not accept all qualified applicants is lack of faculty. With a faculty vacancy rate exceeding 7% (Rosseter, 2017), it is clear that more qualified faculty are needed to produce Registered Nurses in sufficient numbers to address the looming shortage. While securing qualified faculty is difficult for all

nursing programs, the educational requirements for tenure and tenure track faculty within universities with both teaching and research missions, compound the issue primarily due to the lack of nurses with research-focused doctoral degrees. The program outlined in this proposal will be instrumental in addressing this problem. Moreover, the proposed model supports the attainment of a Ph.D. in 3 years, an approach supported by the Robert Wood Johnson Foundation's Future of Nursing Scholars Program and other thought leaders in nursing (AACN, 2018).

Nursing practice is built on research. Academic leaders and the academy must maintain a pipeline for qualified nurse scientists capable of advancing evidence-based practice (AACN, 2016). Evidence that the current pipeline is in danger can be seen in the average age of PhD-prepared faculty, which is 56. As Ph.D. faculty continue to age, the next generation of nurse scientists needed to achieve the research mission of universities is also on the decline. For example, according to the National Institute for Nursing Research (NINR), there has been a marked decline in the number of F31 and T32 grant applications and less success among those who do apply.

A Labor Market Intelligence analysis completed by Hanover Research (2019) offers a favorable program outlook in the region and moderate program outlook in the nation. Regional employer demand trends for professionals with a Ph.D. in nursing suggests a high demand for program graduates. Relevant employer demand grew at an average rate of 1.49% per month from December 2016 to November 2019, while regional employer demand growth for all doctoral-level professionals increased at a slower average rate of 0.94% per month. Between December 2018 and November 2019, there were 2,368 regional job postings requiring a Ph.D. in nursing. Moreover, employment occupations relevant to doctoral-level nursing professionals is expected to grow faster than the employment of all occupations regionally (i.e., 10.3%). Emsi Analyst projects regional employment of "medical scientists, except epidemiologists" to grow 19.10% from 2018 to 2028 and employment of "medical and health services managers" to grow 18.30% over this same time period (**Table 2**). Nationally, employer demand trends for professionals with a Ph.D. in nursing suggests a moderate need for program graduates. Employer demand grew at a rate of 0.57% per month, on average, from December 2016 to November 2019. While academia presents the greatest need for doctoral-level nursing professionals, regionally and nationally, doctoral-level nurses are also needed in practice to generate new nursing knowledge, which may be applied at the bedside to improve the quality of care and patient outcomes. (**Tables 3 and 4**).

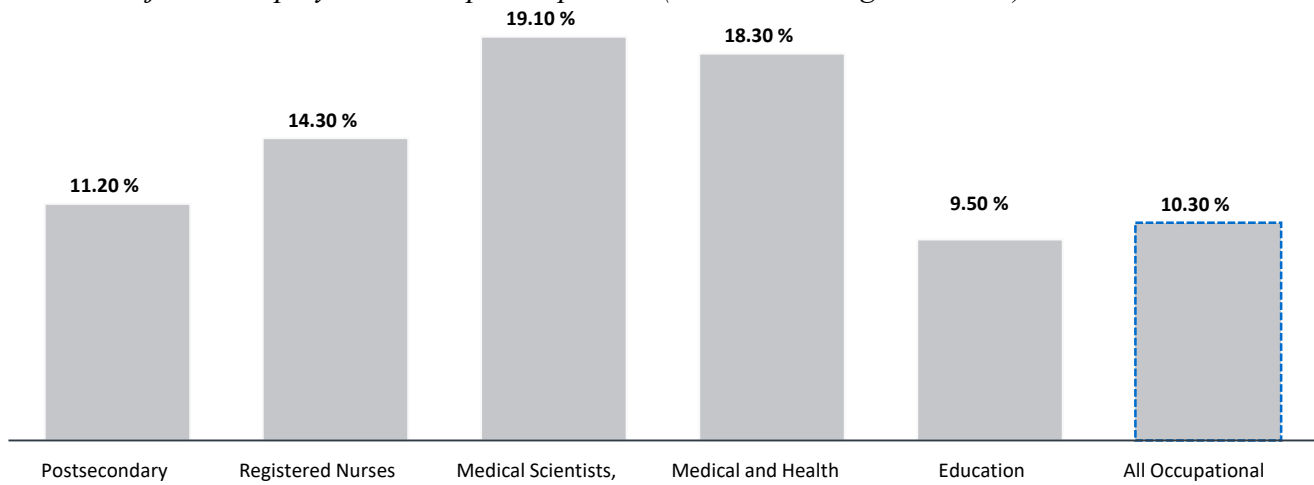Table 2. *Projected Employment in Top Occupations (2018-2019, Regional Data)*

Table 3: *Top Titles Regionally*
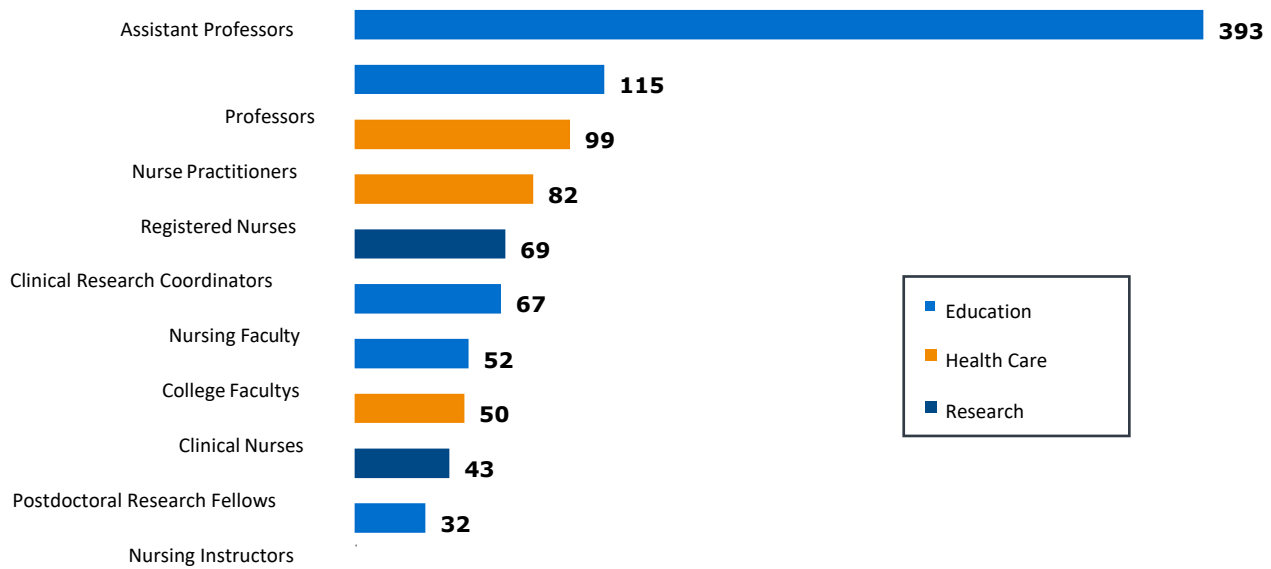
Table 4: *Top Titles Nationally*
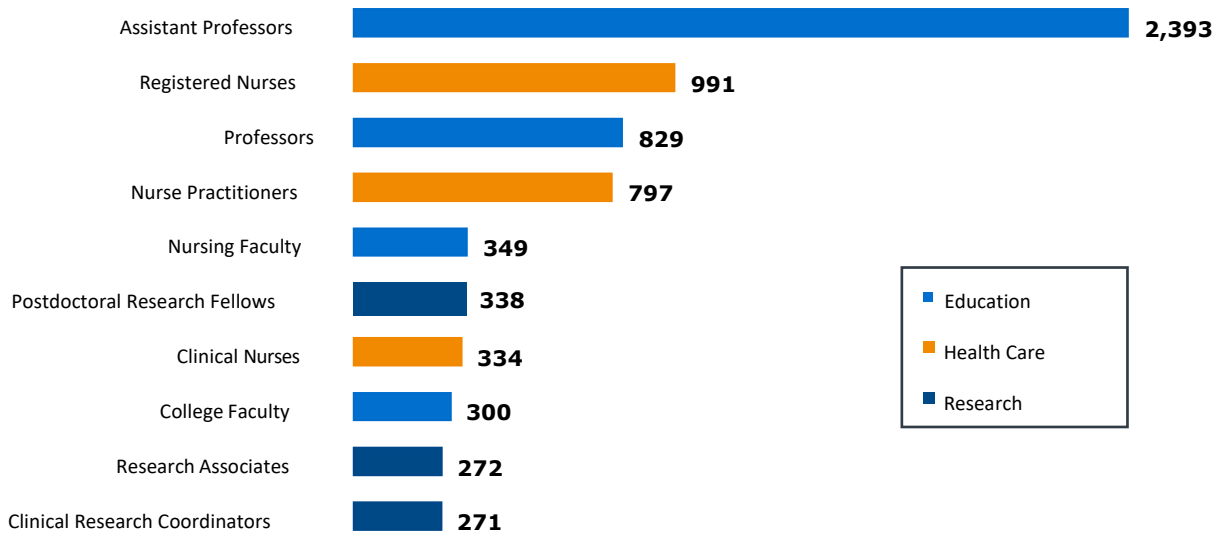
Title	Count	Category
Assistant Professors	2,393	Education
Registered Nurses	991	Health Care
Professors	829	Education
Nurse Practitioners	797	Health Care
Nursing Faculty	349	Education
Postdoctoral Research Fellows	338	Research
Clinical Nurses	334	Health Care
College Faculty	300	Education
Research Associates	272	Research
Clinical Research Coordinators	271	Research

Legend:
- Education
- Health Care
- Research

Reported regional doctoral-level nursing degree completions increased an average of 18 percent annually between 2013-2014 and 2017-2018 academic years (**Table 5**). This represents an 18% increase in annual completions growth.

Table 5: *Completions Over Time*

Year	Completions
2013-14	513
2014-15	553
2015-16	655
2016-17	812
2017-18	977
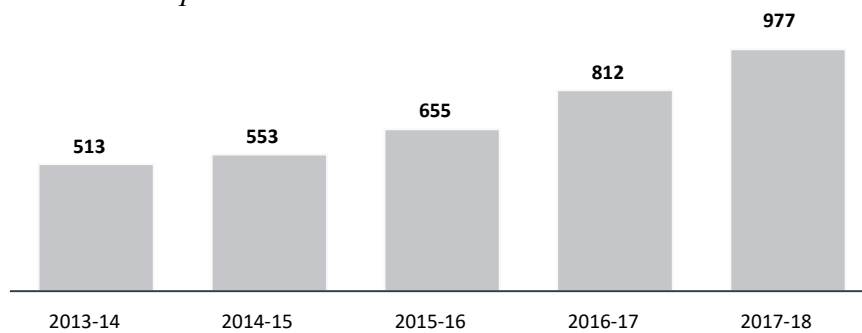
Regionally, during this same time period, Duke University reported the most doctoral-level nursing degree completions and maintained the most significant market share (**Table 6**). Nationally, Chamberlain University in Illinois reported the highest number of completions in 2018. **Table 7** provides information for nine additional institutions.

Table 6: *Institutions with Most Reported Completions 2013-2014 and 2017-2018 Academic Year (Regional Data)*

Institution	Reported Completions, 2014	Market Share, 2014	Reported Completions, 2018	Market Share, 2018
Duke University	49	9.6%	120	12.3%
The University of Tennessee-Health Sciences Center	0	0.0%	88	9.0%
Vanderbilt University	56	10.9%	78	8.0%
Virginia Commonwealth University	46	9.0%	66	6.8%
East Carolina University	4	0.8%	53	5.4%
Augusta University	22	4.3%	50	5.1%
Union University	16	3.1%	48	4.9%
University of North Carolina at Greensboro	6	1.2%	46	4.7%
University of North Carolina at chapel Hill	6	1.2%	39	4.0%
Medical University of South Carolina	66	12.9%	36	3.7%

Table 7: *Institutions with Most Reported Completions 2013-2014 and 2017-2018 Academic Year (National Data)*

Institution	Reported Completions, 2014	Market Share, 2014	Reported Completions, 2018	Market Share, 2018
Chamberlain University-Illinois	2	0.1%	245	3.1%
Walden University	46	1.2%	218	2.8%
University of South Alabama	63	1.6%	185	2.3%
Rush University	37	0.9%	177	2.2%
Grand Canyon University	0	0.0%	151	1.9%
Frontier Nursing University	48	1.2%	134	1.7%
Duke University	49	1.2%	120	1.5%
University of Minnesota-Twin Cities	104	2.6%	114	1.4%
University of Washington-Seattle Campus	51	1.3%	112	1.4%
Rutgers University New Brunswick	36	0.9%	109	1.4%

For Doctoral Programs Only:

 Describe the following (maximum length 2,000 words):
- The research and scholarly infrastructure in place (including faculty) to support the proposed program.
- Method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

The School of Nursing employs 38 full-time faculty members. This includes 3 Full Professors, eight Associate Professors, and two Assistant Professors who hold a Ph.D. or EdD as the terminal degree. Of the 38 faculty members at the rank of Clinical Assistant/Associate Professor, nine have

DNPs, and one has a Ph.D. in Nursing (**Table 8**). All clinical track faculty in the School of Nursing must meet scholarship guidelines for Reappointment, Promotion, and Tenure, which include grant funding and publications.

Funding, outlined in **Table 9,** includes awards from intramural and extramural funding sources. Sources of extramural funding include the Department of Defense (DoD) and Health Resources and Services Administration (HRSA). Among the School of Nursing faculty, we have HRSA, National Institutes of Health (NIH), and Centers for Disease Control and Prevention (CDC) grant reviewers. Moreover, in addition to the funding listed below, the School of Nursing has collaborated with the Department of Public Health, the School of Social Work, as well as the Psychology department on multiple, funded grant projects and publications.

The DNP to Ph.D. program proposal is interdisciplinary and would include collaborations with the Department of Public Health Sciences, with potential for additional collaboration with the Department of Psychological Sciences. This would reduce the number of classes taught exclusively by School of Nursing faculty and promoting a sharing of resources.

Table 8: *Faculty to Support DNP to Ph.D. Program within the Academic Unit*

Associate Professor	Willie Abel, PhD	Cardiovascular disease among African American women.
Clinical Assistant Professor	Tonya Anderson, PhD	Successful management of chronic diseases, specifically Type II Diabetes; factors impacting the nursing shortage.
Associate Professor	Allison Burfield, PhD	Promoting safe medication use, evaluating pharmacotherapeutics and economics; falls prevention and reduction; the assessment and management of chronic pain, and interdisciplinary care coordination
Associate Professor, Robert Wood Johnson Foundation Faculty Scholar	Maren Coffman, PhD	Population health; health promotion; access to health care.
Associate Professor	Judith Cornelius, PhD	HIV prevention in African American families; HIV prevention in older African American women
Associate Professor, Wharton Fellow	Dena Evans, EdD	Incivility; workplace violence; minority student retention
Professor, FIAAN	Donna Kazemi, PhD	Applied and clinical research on addictive behaviors among populations at high risk such as young adults, college students, military personnel, and underserved ethnic minority populations

Associate Professor	David Langford, PhD	Domestic violence; safety planning; danger assessment; bullying
Clinical Associate Professor	Susan Lynch, PhD	Compassion fatigue and burnout among caregivers
Associate Professor	Katryna McCoy, PhD	HIV prevention and management in older African Americans
Assistant Professor	Florence Okoro, PhD	Diabetes management and peer support among African Americans
Assistant Professor	Kelly Powers, PhD	Interventions to improve practice in order to promote quality and safety.
Professor	Lucille Travis, PhD	Cardiovascular disease; heart failure in women
Associate Professor	Meredith Troutman-Jordan, PhD	Successful aging; health promotion of older adults; arthritis management
Professor	Stephanie Woods, PhD	Domestic violence; traumatic brain injury

Table 9*: 5-year funding*

2015	2016	2017	2018	2019	Totals
$1,298,055.00	$860,302.00	$185,976.00	$281,589.00	$275,754.00	$2,901,676.00

In September of 2018, the School of Nursing established the Academy for Clinical Education and Scholarship (ACES). The purpose of establishing this Academy was to increase research capacity and interprofessional collaboration in the School of Nursing. In the six months since its inception, ACES has submitted $2,306,179.00 in grant proposals. To date, over $100,000 has been awarded, and the SON awaits decisions on several outstanding HRSA submissions. According to the CHHS strategic plan, faculty in the School of Nursing has consistently met publication goals. **Table 10** provides information on the number of publications in the School of Nursing since 2017.

Table 10*: 3-year publication data*

2017	2018	2019
28 publications	23 publications	37 publications
21 presentations	38 presentations	46 presentations

Excludes book chapters (6)

Admission criteria to the proposed Ph.D. program will include an earned DNP. Students enrolled in the proposed DNP to Ph.D. program may be eligible for graduate assistantships. However, we surmise that, based on their existing roles as Advanced Practice Registered Nurses (APRNs), most would be unable to retain the assistantship due to inability to comply with off-campus employment of 20 hours or less. Should the program be approved, in keeping with other Ph.D. programs on campus, the School of Nursing would request School-Based Tuition Increments (SBTI) to provide program support, 25% of funds would be provided to students in the form of scholarships. The proposal calls for two additional faculty lines during years 1 and 2 at the rank of either Associate or Full Professor (**Table 11**).

Table 11: *Additional Faculty Lines and Salary Projections Years 1-3*

		CUPA 75th percentile	AACN 75th percentile
Year 1	One (1) additional faculty line		
	• Full Professor	$178,819	$179,509
	• Associate Professor	$135,813	$130,000
Year 2	One (1) additional faculty line		
	• Full Professor	$178,819	$179,509
	• Associate Professor	$135,813	$130,000
Year 3	Requesting no additional faculty lines		
	Totals YRS 1-3	$629,264	$619,018

Contact: (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Director, SON	Dena Evans, EdD, RN	Devans37@uncc.edu	704-687-7974
Associate Director, Graduate Programs	David Langford, Ph.D	drlangfo@uncc.edu	704-687-7967
Distinguished Professor	Stephanie Woods, Ph.D	Swoods16@uncc.edu	704-687-7000
Associate Professor	Judith Cornelius, Ph.D	jbcornel@uncc.edu	704-678-7978
Clinical Assistant Professor/Coordinator DNP Programs	Katherine Shue-McGuffin, DNP	kdshue@uncc.edu	704-687-7958
Clinical Associate Professor	Charlene Whitaker-Brown, DNP	cdwhitak@uncc.edu	704-687-7964
Associate Professor	Willie Abel, Ph.D	wmabel@uncc.edu	704-687-7949
Associate Professor	Meredith Troutman-Jordan, Ph.D	meredithtroutman@uncc.edu	704-687-7973

This Letter of Intent to Plan a New Program has been reviewed and approved by the appropriate campus authorities.

Position Title	Signature	Date
Provost	*Joan F Lorden*	4/17/20
Provost (Joint Partner Campus)		

Market Pulsecheck

Analysis Includes:

- Job Posting Trends

- Top Titles

- Top Industries

- Degree Completion Trends

Options for Next Steps

Following this analysis, the requesting partner can:

- Choose to discontinue the research, if the leadership is able to make a decision between this analysis and other institutional research.

- Continue the analysis. A final report of the continued research will address credential design and curricular recommendations.

Analysis Suggests Favorable Program Potential in the Region

Preliminary Program Outlook

Based on analysis of job postings and reported degree completions, a Ph.D. in nursing program offers a favorable program outlook in the region and moderate program outlook in the nation.

Employer demand trends and employment projections suggest moderate need for graduates of a Ph.D. in nursing program. Relevant employer demand increased 1.49 percent regionally, higher than overall employer demand growth for all doctoral-level professionals (i.e., 0.94 percent). However, national employer demand for professionals with a Ph.D. in nursing increased 0.57 percent nationally per month on average, lower than overall employer demand growth for all doctoral-level professionals (i.e., 1.02 percent). Projected regional and national employment growth for top doctoral-level nursing occupations exceeds the average projected employment growth across all occupations from 2018 to 2028.

Additionally, reported regional degree completions for doctoral-level nursing programs increased at a rate of 18 percent per year on average from 2014 to 2018, and nationally reported degree completions for relevant programs increased 19 percent per year on average over this time period. The number of institutions which reported doctoral-level nursing programs also increased seven percent per year on average in the region and eight percent per year on average in the nation from 2014 to 2018. Chamberlain University-Illinois reports the most doctoral-level nursing degree completions nationally, representing 3.1 percent of market share in 2018 (i.e., 245 of 7,919 degree completions). Duke University represents the top competitor in the region, reporting 120 completions and composing 12.3 percent of regional market share.

Research Limitations

Administrators should note that the top occupations discussed in this report are the most common occupations appearing in job postings for professionals with a Ph.D. in nursing. However, the projected employment growth considers all jobs within an occupation and not just those directly requiring a Ph.D. in nursing. For example, projected employment for "postsecondary teachers" includes employment of professors in multiple disciplines, such as economics, philosophy, and nursing.

Additionally, the Forum analyzed doctoral-level degree conferrals reported under CIP code 51.38 (Registered Nursing, Nursing Administration, Nursing Research, and Clinical Nursing). This CIP code is not specific to Ph.D. in nursing programs, and as such analyzed degree completions include those reported by all doctoral-level nursing programs. While assessed as competitors in this analysis, a Doctor of Nursing Practice (DNP) program will not directly compete with a traditional Ph.D. program for students but graduates may compete for job opportunities.

Analysis of Job Postings and Employment for Professionals with a Ph.D. in Nursing in the Region

Regional employer demand trends for professionals with a Ph.D. in nursing suggest high demand for program graduates. Relevant employer demand grew at a rate of 1.49 percent per month on average from December 2016 to November 2019, while regional employer demand growth for all doctoral-level professionals increased at a slower rate of 0.94 percent on average per month.

+1.49%

Average Monthly Demand Growth

December 2016-November 2019, Regional Data

- Average net monthly growth of four job postings
- During the same period, regional demand for all doctoral-level professionals grew 0.94 percent

458 job postings

Average Monthly Demand

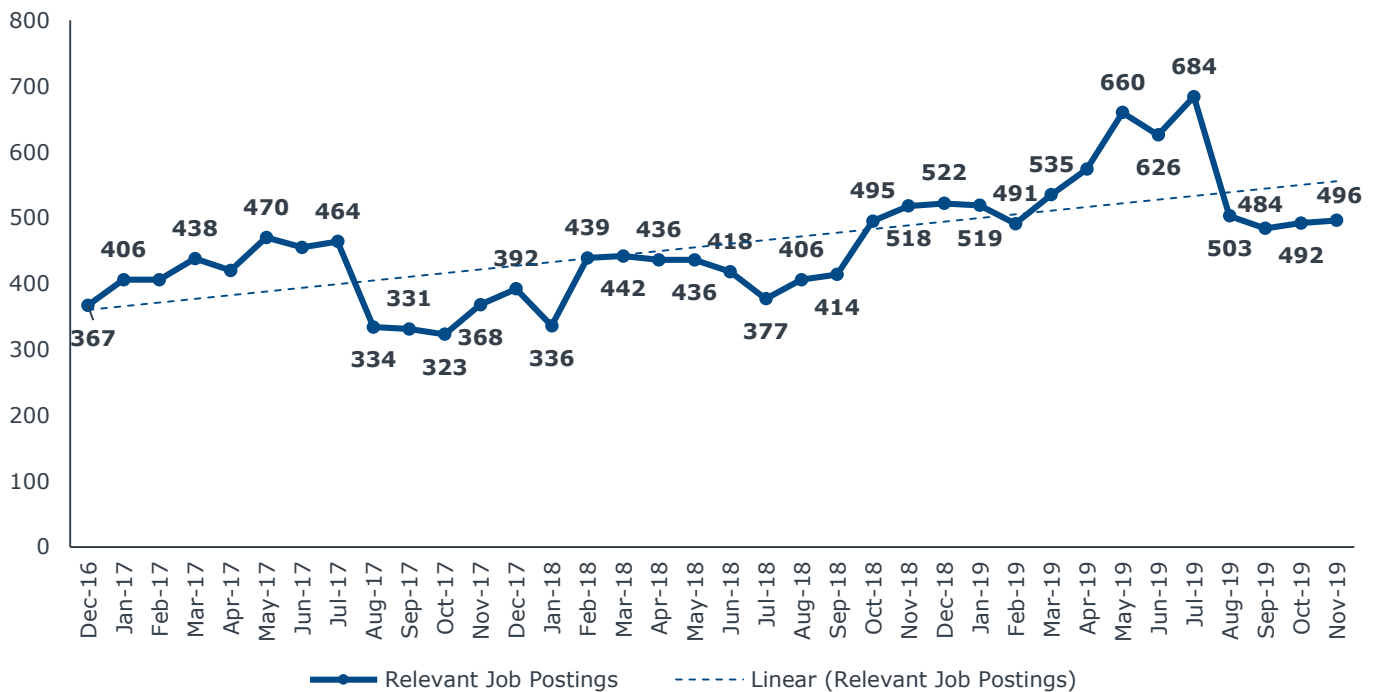*December 2016-November 2019, Regional Data*

2,368 job postings

Employer Demand Over Last 12 Months

December 2018-November 2019, Regional Data

Job Postings over Time

December 2016-November 2019, Regional Data

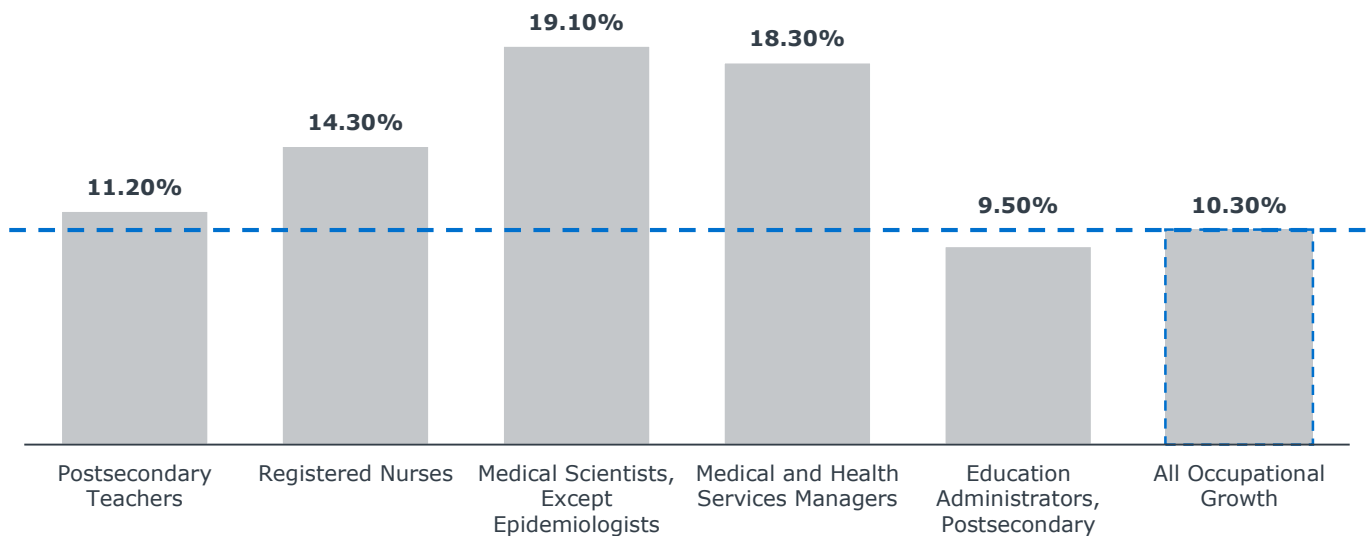

Source: EAB analysis. Emsi Analyst.

Analysis of Job Postings and Employment for Professionals with a Ph.D. in Nursing in the Region

Employment of occupations relevant to doctoral-level nursing professionals is expected to grow faster than employment of all occupations regionally (i.e., 10.30 percent). Emsi Analyst projects regional employment of "medical scientists, except epidemiologists" to grow 19.10 percent from 2018 to 2028 and employment of "medical and health services managers" to grow 18.30 percent over this time period, in particular. "Education administrators, postsecondary" represents the only top occupation for doctoral-level nursing professionals which is not expected to grow as quickly as all regional employer demand.

Projected Employment in Top Occupations

2018-2028, Regional Data

Postsecondary Teachers	Registered Nurses	Medical Scientists, Except Epidemiologists	Medical and Health Services Managers	Education Administrators, Postsecondary	All Occupational Growth
11.20%	14.30%	19.10%	18.30%	9.50%	10.30%

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Source: EAB analysis. Emsi Analyst.

eab.com

Analysis of Job Postings and Employment for Professionals with a Ph.D. in Nursing Nationally

Employer demand trends for professionals with a Ph.D. in nursing in the United States suggest moderate need for program graduates. Relevant employer demand grew at a rate of 0.57 percent per month on average from December 2016 to November 2019, while national employer demand for all doctoral-level professionals increased at a faster rate of 1.02 percent per month on average.

+0.57%

Average Monthly Demand Growth

December 2016-November 2019, National Data

- Average net monthly growth of seven job postings
- During the same period, national demand for all doctoral-level professionals grew 1.02 percent

3,648 job postings

Average Monthly Demand

December 2016-November 2019, National Data
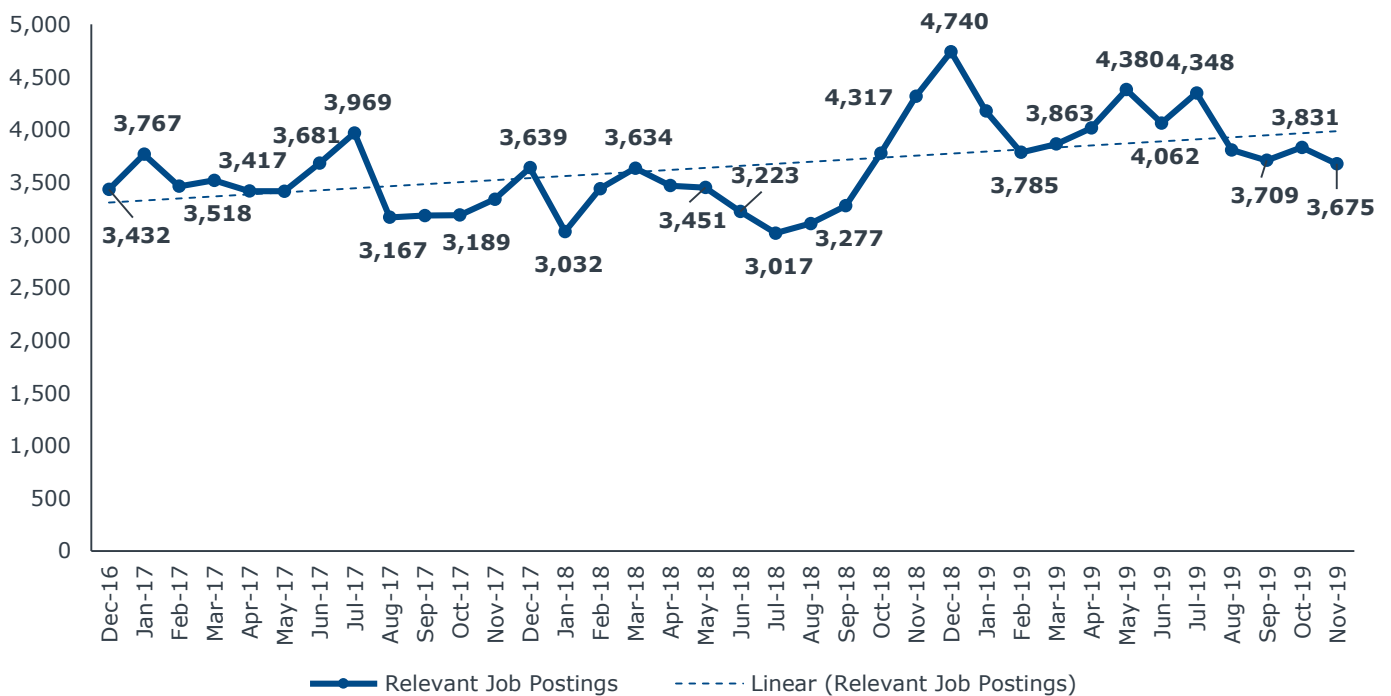
17,789 job postings

Employer Demand Over Last 12 Months

December 2018-November 2019, National Data

Job Postings over Time

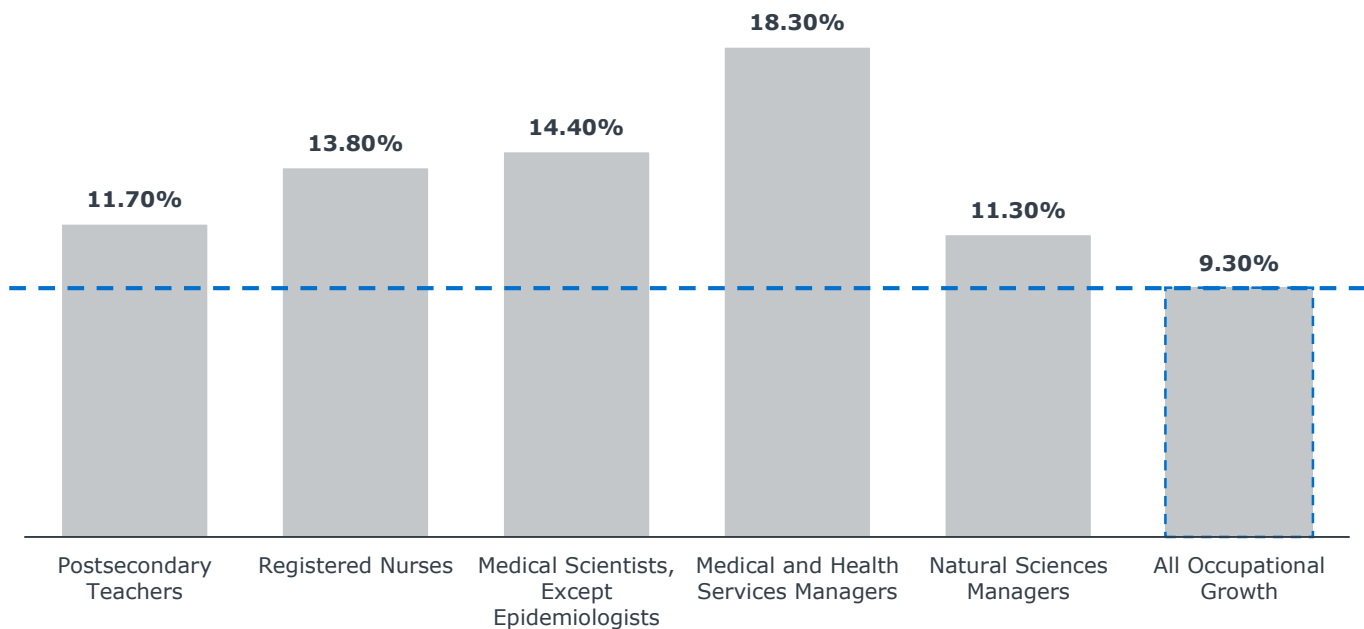*December 2016-November 2019, National Data*

Source: EAB analysis. Emsi Analyst.

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Analysis of Job Postings and Employment for Professionals with a Ph.D. in Nursing Nationally

Employment of all top occupations relevant to doctoral-level nursing professionals are expected to grow faster than employment of all occupations nationally. Emsi Analyst projects national employment of "medical and health services managers" to grow 18.30 percent from 2018 to 2028 and employment of "medical scientists, except epidemiologists" to grow 14.40 percent over this time period, faster than the average growth for all occupations nationally (i.e., 9.30 percent).

Projected Employment in Top Occupations

2018-2028, National Data

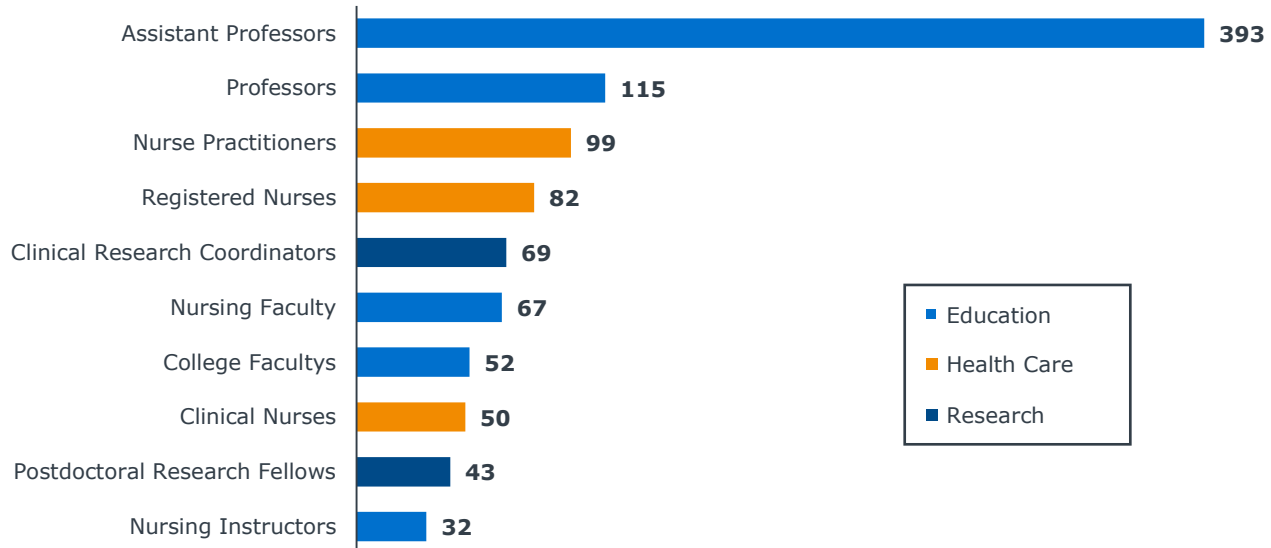|					
11.70%	13.80%	14.40%	18.30%	11.30%	9.30%
Postsecondary Teachers	Registered Nurses	Medical Scientists, Except Epidemiologists	Medical and Health Services Managers	Natural Sciences Managers	All Occupational Growth

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

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Top Titles for Postings Seeking Professionals with a Ph.D. in Nursing

December 2018-November 2019, Regional Data

n=2,368 job postings

Title	Value
Assistant Professors	393
Professors	115
Nurse Practitioners	99
Registered Nurses	82
Clinical Research Coordinators	69
Nursing Faculty	67
College Facultys	52
Clinical Nurses	50
Postdoctoral Research Fellows	43
Nursing Instructors	32

Legend:
- Education
- Health Care
- Research

Top Titles for Postings Seeking Professionals with a Ph.D. in Nursing

December 2018-November 2019, National Data

n=17,789 job postings

Title	Value
Assistant Professors	2,393
Registered Nurses	991
Professors	829
Nurse Practitioners	797
Nursing Faculty	349
Postdoctoral Research Fellows	338
Clinical Nurses	334
College Facultys	300
Research Associates	272
Clinical Research Coordinators	271

Legend:
- Education
- Health Care
- Research

Source: EAB analysis. Emsi Analyst.

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Top Industries Advertising Job Postings for Professionals with a Ph.D. in Nursing

December 2018-November 2019, Regional Data

n=2,368 job postings

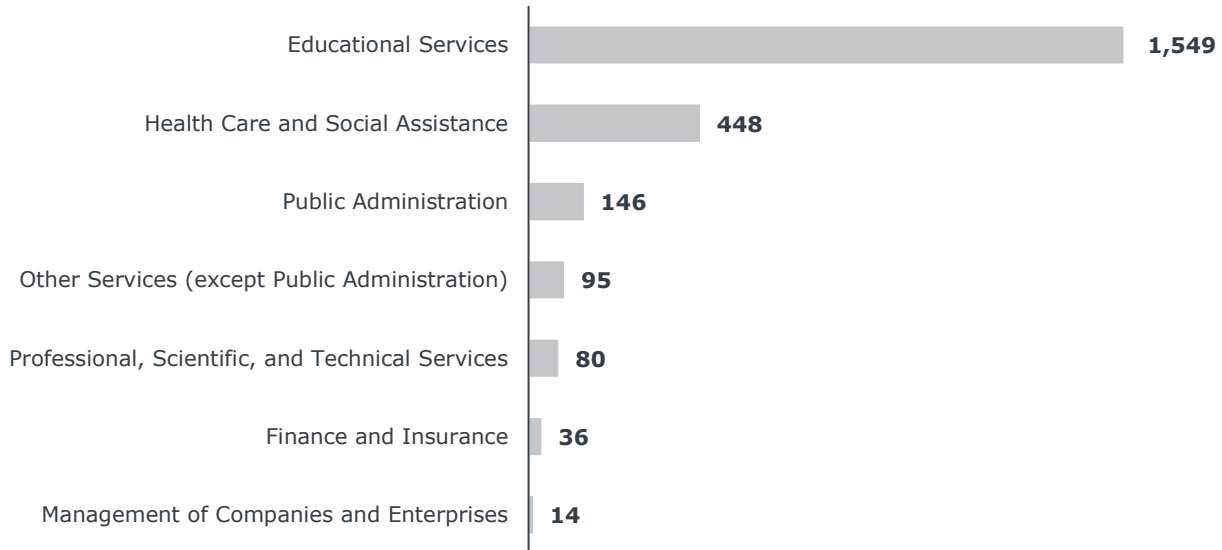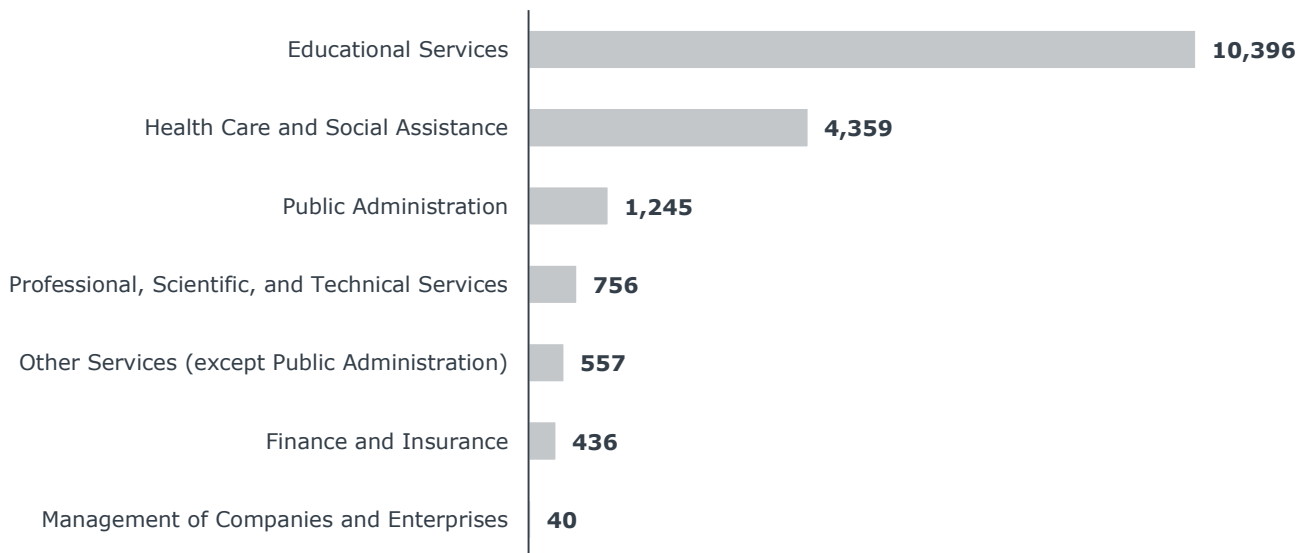| Industry	Postings
Educational Services	1,549
Health Care and Social Assistance	448
Public Administration	146
Other Services (except Public Administration)	95
Professional, Scientific, and Technical Services	80
Finance and Insurance	36
Management of Companies and Enterprises	14

Top Industries Advertising Job Postings for Professionals with a Ph.D. in Nursing

December 2018-November 2019, National Data

n=17,789 job postings

Industry	Postings
Educational Services	10,396
Health Care and Social Assistance	4,359
Public Administration	1,245
Professional, Scientific, and Technical Services	756
Other Services (except Public Administration)	557
Finance and Insurance	436
Management of Companies and Enterprises	40

Source: EAB analysis. Emsi Analyst.

Analysis of CIP Code 51.38 ("Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing") in the Region

Reported regional doctoral-level nursing degree completions increased an average of 18 percent annually between the 2013-2014 and 2017-2018 academic years. Additionally, the number of institutions which reported degree completions for doctoral-level nursing programs grew seven percent per year on average over this time period. From the 2013-2014 academic year to the 2017-2018 academic year, institutions reported a higher average and median number of completions per institution.
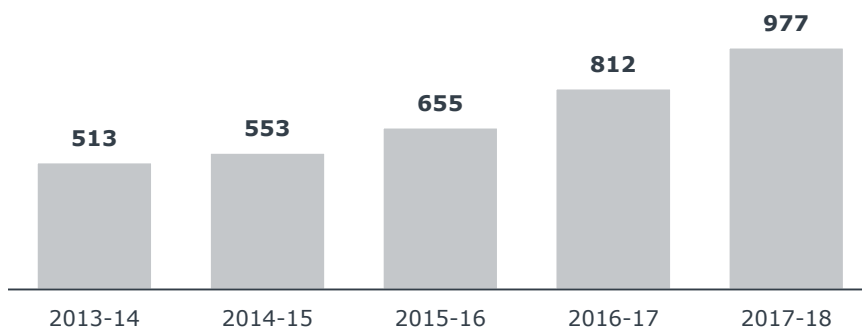
Completions Reported over Time

2014-2018, Regional Data

**+18%**

Average Annual Completions Growth

2014-2018, Regional Data

- Average annual seven percent growth in number of institutions in the same period

Year	Completions
2013-14	513
2014-15	553
2015-16	655
2016-17	812
2017-18	977

Institutions Reporting Completions over Time

2014-2018, Regional Data

Year	Institutions
2013-14	36
2014-15	40
2015-16	40
2016-17	46
2017-18	47

21

Average Completions per Institution Reporting

2017-2018 Academic Year, Regional Data

- An increase from 14 mean completions per institution reporting in the 2013-2014 academic year

10
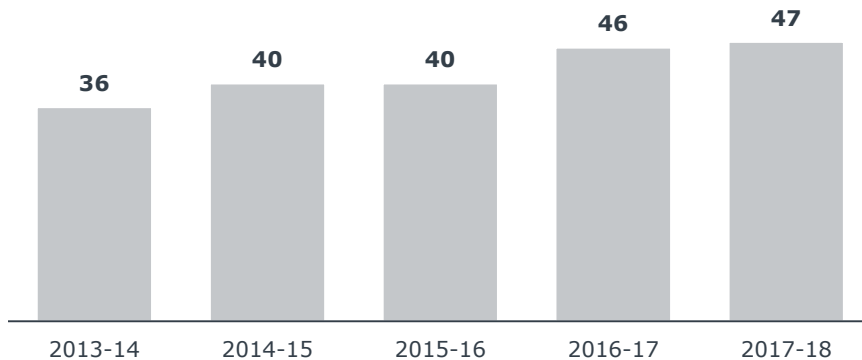
Median Completions per Institution Reporting

2017-2018 Academic Year, Regional Data

- An increase from six median completions per institution reporting in the 2013-2014 academic year

Source: EAB analysis. National Center for Education Statistics.

Analysis of CIP Code 51.38 ("Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing") in the Region

In the 2017-2018 academic year, Duke University reported the most doctoral-level nursing degree completions and maintained the greatest market share in the region. Additionally, the number of completions reported by Duke University increased from 49 to 120 over this time period. The growth of doctoral-level nursing programs at institutions such as the University of Tennessee-Health Sciences Center and East Carolina University decreased the market share for other institution in the region, including Virginia Commonwealth University and the Medical University of South Carolina.

Institutions with Most Reported Completions

2013-2014 and 2017-2018 Academic Year, Regional Data

Institution	Reported Completions, 2014	Market Share, 2014	Reported Completions, 2018	Market Share, 2018
Duke University	49	9.6%	120	12.3%
The University of Tennessee-Health Sciences Center	0	0.0%	88	9.0%
Vanderbilt University	56	10.9%	78	8.0%
Virginia Commonwealth University	46	9.0%	66	6.8%
East Carolina University	4	0.8%	53	5.4%
Augusta University	22	4.3%	50	5.1%
Union University	16	3.1%	48	4.9%
University of North Carolina at Greensboro	6	1.2%	46	4.7%
University of North Carolina at chapel Hill	6	1.2%	39	4.0%
Medical University of South Carolina	66	12.9%	36	3.7%

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Analysis of CIP Code 51.38 ("Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing") Nationally

Reported nationwide doctoral-level nursing degree completions increased an average of 19 percent annually between the 2013-2014 and 2017-2018 academic years. Additionally, the number of institutions which reported degree completions for doctoral-level nursing programs grew eight percent per year on average over this time period. From the 2013-2014 academic year to the 2017-2018 academic year, institutions reported a higher average and median number of completions per institution.
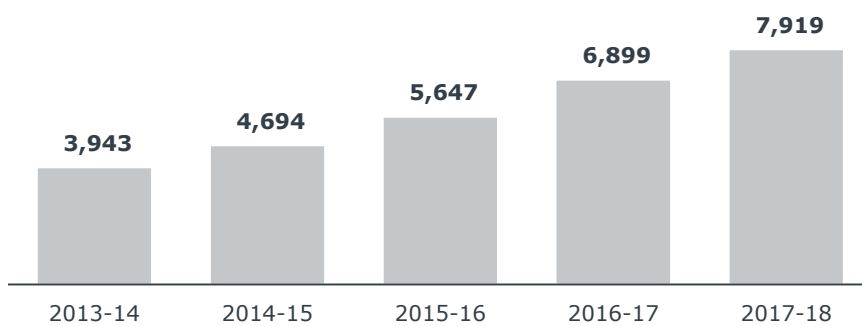
Completions Reported over Time

2014-2018, National Data

Year	Completions
2013-14	3,943
2014-15	4,694
2015-16	5,647
2016-17	6,899
2017-18	7,919

+19%
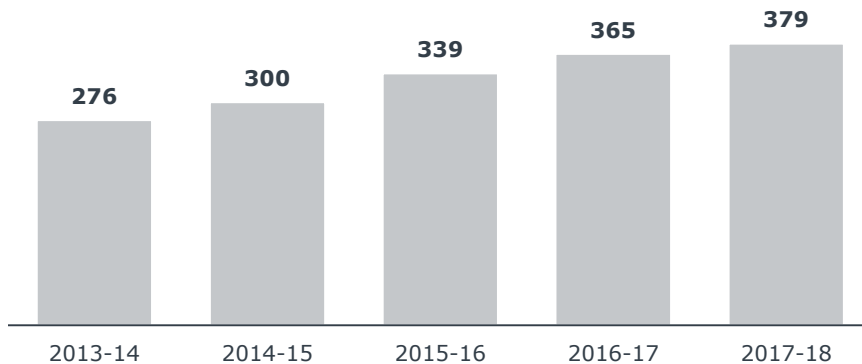
Average Annual Completions Growth

2014-2018, National Data

- Average annual eight percent growth in number of institutions in the same period

Institutions Reporting Completions over Time

2014-2018, National Data

Year	Institutions
2013-14	276
2014-15	300
2015-16	339
2016-17	365
2017-18	379

21

Average Completions per Institution Reporting

2017-2018 Academic Year, National Data

- An increase from 14 mean completions per institution reporting in the 2013-2014 academic year

10

Median Completions per Institution Reporting

2017-2018 Academic Year, National Data

- An increase from eight median completions per institution reporting in the 2013-2014 academic year

Source: EAB analysis. National Center for Education Statistics.

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Analysis of CIP Code 51.38 ("Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing") Nationally

The 10 institutions which reported the most doctoral-level nursing degree completions in 2018 all experienced growth in reported completions from the 2013-2014 academic year to the 2017-2018 academic year. However, while many institutions, such as Frontier Nursing College and the University of Minnesota-Twin Cities, reported more degree completions over this time, they experienced a decline in market share due to higher growth at other institutions and new institutions establishing relevant programs (e.g., Grand Canyon University).

Institutions with Most Reported Completions

2013-2014 and 2017-2018 Academic Year, National Data

Institution	Reported Completions, 2014	Market Share, 2014	Reported Completions, 2018	Market Share, 2018
Chamberlain University-Illinois	2	0.1%	245	3.1%
Walden University	46	1.2%	218	2.8%
University of South Alabama	63	1.6%	185	2.3%
Rush University	37	0.9%	177	2.2%
Grand Canyon University	0	0.0%	151	1.9%
Frontier Nursing University	48	1.2%	134	1.7%
Duke University	49	1.2%	120	1.5%
University of Minnesota-Twin Cities	104	2.6%	114	1.4%
University of Washington-Seattle Campus	51	1.3%	112	1.4%
Rutgers University-New Brunswick	36	0.9%	109	1.4%

Appendix: Research Parameters and Sources

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from December 1, 2018 to November 30, 2019. To best estimate employer demand for doctoral-level nursing professionals, the Forum analyzed job postings for professionals which required or preferred applicants with a Ph.D. in nursing.

Definitions

"Region" and "regional" refer to the following states: Georgia, North Carolina, South Carolina, Tennessee, and Virginia.

Research Questions

The requesting partner asked:

- In which industries should the proposed program prepare students to work?
- In what positions do employers demonstrate the greatest need for graduates?
- How are similar programs structured (e.g., credential awarded, cost)?
- How are similar programs delivered (e.g., modality, schedule)?

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- http://www.economicmodeling.com/analyst/
- https://www.economicmodeling.com/alumni-insight/

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.