A Focused Ethnography of the Experiences of New Tenure-Track Nursing Faculty

by

Winnifred Elizabeth Savard

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Abstract

Background: Ongoing faculty shortages in nursing education has illuminated the need to better understand the experiences of PhD prepared new tenure track faculty. In the limited research available when I began this study, the initial tenure-track experience was reported to be an extremely stressful time for new faculty as they adjusted to the roles and responsibilities of a faculty member. Previous research indicated that new faculty desired mentoring for research development and teaching at the academic level, supportive institutional practices such as teaching release, start-up research funding, and work/life balance. However, limited research in this area focused on the Canadian nursing academic context.

Purpose: The purpose of this research was to understand more deeply the experiences of new PhD-prepared tenure-track nursing faculty in English-speaking Canada.

Methods: The primary research question guiding this study was: what is it like to be a new (defined as pre-tenured or within the first two years of tenure) tenure-track nursing faculty in Canada? To answer this question, a focused ethnography research design was employed. Seventeen participants from academic institutions across Canada were interviewed. Transcripts of the interviews were analyzed to identify patterns and themes and public documents were used to corroborate participants' perceptions of the initial tenure experience.

Findings: The findings of this study provide a deeper understanding of new tenure-track nursing faculty participants' experiences. This period of time is reported as stressful, all consuming, often insufficiently supported, and isolating. New tenure-track faculty participants indicated that the academic culture is seen as extremely competitive and uncivil despite institutional efforts to provide mentorship, teaching release time, and initial funds for research development.

Conclusion: New tenure-track nursing faculty need to be supported through the initial years of a tenure-track role. Multiple approaches including mentoring, teaching release time, research funds, and a positive work environment to be successful on the tenure-track journey. Recommendations are offered to enhance the support of new faculty such as standardized faculty orientation, research and teaching mentors, and addressing the uncivil culture.

Keywords: tenure-track, nursing academic culture, mentoring, work/life balance, incivility, competition

Preface

This dissertation is an original work by Winnifred Savard. The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name “Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study”, Pro00108151, March 24, 2021.

The papers in this manuscript-based dissertation are formatted in APA 7. I wrote the three papers that were included in this dissertation as well as conducted the research and analysis with guidance from my supervisor, Dr. Pauline Paul. She provided the initial review of each paper. Dr. Joanne Olson, Dr. Christy Raymond, and Dr. Solina Richter , provided additional feedback. My supervisors and committee members all agreed with the final draft of the manuscripts submitted for publication.

Dedication

I dedicate this dissertation first to my family: my husband, Rick; daughters, Alyze and Carter; and grandson, Linkin. Your encouragement, support, understanding, and love gave me the strength to endure when the going was overwhelming, and to fulfil my lifetime dream.
Words cannot express my profound gratitude for each and every one of you.
I love you with all my heart.

To my parents, Don and Clare, who engrained in me a love of learning, compassion, and social justice. Thank you for your unfailing love, guidance, and support of pursuing my goals and dreams for life.

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To my youngest brother, Graham, who I lost during this work. You demonstrated such grace during your road-less-taken journey with cancer. You made me a better person with your love, generosity, dignity, and joy of life each day.
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I would also like to thank other faculty members at the University of Alberta who contributed to my development as a nursing scholar and took interest in my work development over the years.

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Finally, I want to thank all of the participants who were part of this research study. Without their participation and candid conversations, none of this would have been possible.

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Chapter One

This dissertation research is a focused ethnography about the experiences of new tenure-track nursing faculty in Canadian universities. An ethnographic study fits well with my worldviews of relativism and constructivism (Creswell & Creswell, 2018). In this dissertation, a new tenure-track nursing faculty member was defined as a PhD prepared nursing educator who was pre-tenured or within the first two years of tenure. This dissertation includes five chapters. In the first chapter, I provide a discussion regarding the shortage of tenured nursing faculty, the challenges this shortage poses for the discipline of nursing and outline how a study that focused on the experiences of new tenure-track faculty can provide insight and strategies to addressing this faculty shortage. In addition, I identify the purpose of the proposed study, the research questions, and the significance of this research. Subsequently, I present a literature review focusing on the experiences of new tenure-track faculty across disciplines and a brief description of professional identity formation. Furthermore, I discuss the method of focused ethnography and how I utilized this method in this study. Finally, I describe the dissertation format.

Background

A challenge to educating undergraduate and graduate nursing students is the shortage of nursing faculty (Canadian Association of Schools of Nursing, 2015). When I embarked in this project enrolment in doctoral programs was static according to the Canadian Association of Schools of Nursing (CASN) (Canadian Association of Schools of Nursing, 2015, 2019; Singh et al., 2016) yet there was a deficit of 155 full time nursing faculty (CASN, 2019). Full time faculty are considered to be those educators with a full-time contract who have tenure or are tenurable and all are teaching at a university or teaching at a college (CASN, 2019). The CASN report (2019) compared the numbers of permanent faculty between the 2015 and 2019 report. Although

the statistics reflected an increase of more than 700 total faculty numbers in Canada there was a decrease in permanent faculty from 25.4% to 18.7% (CASN, 2019). Based on this evidence, CASN (2015, 2019) indicated that more PhD prepared nurses were needed to educate future generations of nurses and nursing scholars. As stated earlier, the same reports showed that the enrolment in doctoral programs was static with an average enrolment of 85 persons per year over the past decade. The professoriate was aging, and an increasing number of professors were reaching the age of retirement (Singh et al., 2016). According to CASN (2019), approximately 54% of permanent faculty were aged 50 years old or more and 20% of these were aged 60 years or more in 2018. CASN (2019) indicated three key issues that influenced recruitment of new faculty: 1) a shortage of masters and PhD prepared nurses desiring academic positions; 2) lower salaries and reduced benefits in academia versus clinical practice; and 3) low attraction to northern or rural settings and high cost of living in metropolitan areas.

Furthermore, the CASN (2019) report indicated 78 permanent faculty had retired in 2018 with 20 percent of these being under the age of 60 years, and another 53 permanent faculty left for other reasons. A compounding factor was the percentage of permanent faculty who were on approved leave of absence (i.e., maternity leave, illness, sabbaticals), which was reported at 8.8 percent nationally, but Alberta reported 12.8 percent and Manitoba reported 18.5 percent (CASN, 2019). This created further strain and workload on the remaining permanent faculty to support the mentoring and development of novice faculty members. I wondered how the profession of nursing could advance nursing knowledge and evidenced based practice if there were not enough scholars conducting research and theory development. Were the profession and discipline of nursing becoming endangered?

This study did not focus on what motivates individuals to engage in doctoral education, but rather examined the experiences of new faculty. I considered that this work would be of value, as it would provide insight into what it is like to be a new tenure-track faculty, at this point in history. Understanding this experience was critical to ensuring that new faculty members were nurtured and stayed in their new role as faculty in the current competitive academic context. The reasons for new faculty leaving are not known but the first step is to understand more fully the experiences of new faculty. Subsequent research could be undertaken to study the reasons why some faculty leave academia.

Data collection occurred during the COVID-19 pandemic. The pandemic changed how people engaged in social activities or gathered in large numbers, and even, how the world functioned (Alberta Health Services, 2020; Heart & Stroke Foundation, 2020; Moreno et al, 2020; Shaw et al., 2020). Academic studies and research programs were altered to primarily virtual delivery as faculty and students struggled to minimize the effects of a contagious virus that the world had not previously encountered; continuous masking had become the new way of being in public spaces. It was my assumption that this phenomenon would increase the sense of isolation from colleagues, mentors, and students for new faculty. Therefore, the retention of new faculty members, already an issue, might become increasingly so in these times of a pandemic.

The identified topic of this research was of personal and professional interest to me as I intended to become an academic. I recognized the institutional narrative of competition for promotion, publication, and grants. I understood this competition would continue and potentially increase as I became an academic and would be required to write for publication and grants and pursue promotion and tenure. The concept of competition created tensions with my personal narrative in relation to work/life balance and family commitments (Editor, 2007; Mills, 1983;

Risling & Ferguson, 2013). In developing this research project, I hoped to alleviate some of these personal tensions through a more in-depth understanding of the experiences of pursuing promotion and tenure so that I and others could balance work and life more effectively. I also felt tensions between this institutional narrative and my personal narrative of collaboration, humanistic viewpoint, support of community and social justice. Nevertheless, I believed I had something important to contribute to the profession of nursing as an academic and I looked forward to better understanding the experiences of new tenure-track faculty members.

Definitions

Tenure

Although there is a consensus regarding the tripartite roles of academia, criteria for the granting of tenure and the duration of the tenure-track vary from institution to institution, and even among faculties in the same institution (Ableser, 2009; Acker et al., 2012; Singh et al, 2016). Cangelosi (2006) contends that tenure criteria are based on the mission statement and focus of the institution. Acker et al. (2012) state, "tenure in Canadian universities is awarded after an initial probationary ('tenure-track') period of about four to six years, depending upon the institution" (p. 745). Tenure has been defined as a secure or permanent academic position for life, based upon a peer evaluation of the academic's tripartite contributions, and has been highly valued by academics (Acker et al., 2012; Singh et al., 2016). Singh et al. (2016) contend that universities in Canada individually determine the criteria for granting tenure as well as the duration of the tenure-track or probationary period, which causes inconsistencies in understanding the requirements for tenure. The preferred degree for tenured faculty in Canada is a Doctor of Philosophy or PhD (Singh et al., 2016). Herrmann (2012), emphasizing the

importance placed on tenure, states “failure, says academic culture, is anything other than achieving the ultimate goal of a tenure-track professorship” (p. 247).

According to Austin et al. (2007), new faculty are described as those within the first seven years of appointment to a faculty position or those who have not yet achieved tenure. For the purposes of this study, a pre-tenured faculty was defined as someone with zero to six years of experience in an academic role, leading to tenure and usually at the rank of Assistant Professor (Anderson, 2009; Garand et al., 2010; Lewallen et al., 2003; Neese, 2003, Poronsky et al., 2012; Wilson et al., 2010). New tenure-track faculty for this study had to be PhD prepared nursing faculty who were pre-tenured or within the first one to two years of tenure. Faculty who were within the first two years of tenure were included as it was assumed they could still recall what it was like to be a new academic and could potentially add to the limited numbers of anticipated participants.

Culture

As this research study is a focused ethnography, it is important to understand and define the concept of culture. Ethnography is a research method historically based in the field of anthropology. Ethnography is defined as the study and systematic recording of human cultures or a descriptive work produced from such research (Merriam-Webster, n. d.-b). Further details about this method are presented later in the chapter.

The word “culture” is argued to have more than one meaning (Baldwin et al., 2006; Jahoda, 2012; Kroeber & Kluckhohn, 1952). Culture is derived from the word “cultivation” as pertaining to agricultural activities and was framed as a culture of something, i.e., a culture of bacteria until the 18th century when France reduced the phrase to one word, “culture” (Baldwin et al., 2006; Jahoda, 2012; Kroeber & Kluckhohn, 1952). From that point, culture

has been referred to as a training of the mind or taste and soon thereafter to the qualities of an educated person (Baldwin et al., 2006; Jahoda, 2012; Kroeber & Kluckhohn, 1952).

In 1952, Kroeber and Kluckhohn authored their seminal book regarding the multiple meanings of the word culture. Although Kroeber and Kluckhohn (1952) discussed culture based on several perspectives, their adamant contention was that culture was an anthropologic term. Kroeber and Kluckhohn (1952) synthesized the multiple meanings of culture into the following definition:

> Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action (p. 181).

Ableser (2009) contends that it is essential but difficult to learn about the culture and the politics of an institution as a new academic. This knowledge is key in determining those who can guide and support new faculty and those who can undermine, bully, and blame new faculty (Ableser, 2009). Ableser (2009) claims this determination is critical to the success of new faculty.

According to Merriam-Webster (Merriam-Webster, n.d.-a), culture is defined as:

> a: the customary beliefs, social forms, and material traits of a racial, religious, or social group *also*: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time,

b: the set of shared attitudes, values, goals, and practices that characterizes an institution or organization,

c: the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic, and

d: the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.

For the purposes of this study, culture was defined as the customary beliefs and behaviors of a group (nursing academics) as well as the shared attitudes, practices, and values of the faculty/ school and institution (university) where they work.

Aim of the Study

In this study, I wanted to understand the experiences of new tenure-track nursing faculty more deeply. The center of this understanding was to articulate how academic culture influenced this experience. A focused ethnography was deemed a suitable research method since the focus of the research was a specific issue or sub-culture of the broader community and was well suited for new tenure-track nursing faculty, who were a sub-set of the larger new academic faculty population (Cruz & Higginbottom, 2013: Knoblauch, 2005; Wall, 2015). This deeper understanding of new tenure-track nursing faculty experiences during the tenure process allowed for the recommendation of strategies to improve the experience of new faculty .

Research Questions

This research focused on one over-arching question: “What is it like to be a new (new being defined as pre-tenured or within the first two years of tenure) tenure-track nursing faculty in Canada?” As well, this research probed into several underlying questions:

- What motivates new tenure-track nursing faculty to pursue an academic career?
- How do new tenure-track nursing faculty balance teaching, research, and service, and also find balance in their life?
- How do new tenure-track nursing faculty deal with the competition that was inherent in being an academic?
- What are the factors that affect the experiences of new tenure-track nursing faculty?

Literature Review

At the onset of this study a broad literature review (with the assistance of a health sciences librarian) was undertaken to explore the literature regarding the tenure-track experience of new PhD prepared nursing faculty. Databases searched included EBSCO host, ERIC, WEB of SCIENCE, SCOPUS, Sociology Abstracts, ProQuest Thesis and Dissertations, and Google Scholar. No language filters were applied, and the date filter was set between 1941 and 2020. Other grey literature such as Academic Affairs were investigated for pertinent documents. Key words searched were various combinations of the text words: tenure-track, pretenure, new or novice, academic* or faculty or professor*, transition* or career*, experiences, and nurs*. Although nursing was included in the key words, the review was not limited only to the discipline of nursing but was directed at tenure-track experiences for new faculty across disciplines.

The literature search yielded a couple thousand possibilities. The search was done over a one-year period and monthly updates of the literature search were included. As the focus of this study was PhD prepared faculty entering tenure-track appointments, work that focused on other types of faculty appointments was eliminated. This resulted in over half of the potential references being removed and de-duplication removed approximately another half of the

potential references. The remaining hundreds of papers were initially assessed for inclusion by review of the title. Then the abstracts of the included studies were retrieved and assessed for applicability to this research proposal. Finally, if the article was considered relevant to the research proposal, the full text of the article was retrieved. This process resulted in the retrieval and assessment of over four hundred articles.

Most of the identified literature were articles, editorials, or opinion pieces. There were some books and dissertations identified. Literature for this review included research studies, discussion papers, dissertations, editorials, and anecdotal works. Many of the retrieved references were American references with some Asian, Australian, Canadian and United Kingdom documents. Only six retrieved references were in languages other than English, and these were excluded. There was a notable paucity of Canadian literature retrieved from the search criteria and fewer Canadian nursing works. One other Canadian nursing article was found by hand searching and eleven documents were retrieved by snowballing from reference lists of articles. A significant challenge was the misleading literature (over 200 of the full articles reviewed) that pertained to adjunct or contract faculty, but this discovery required review of the full article to determine who the sample was pertaining to, and this was not evident in the title or abstracts.

The final result yielded 143 works for the background literature review. Discussions, editorials, orientation information, and theoretical works contributed 103, including 35 references that are specifically related to tenure-track nurses. Forty references were research works (including four dissertations) and of these references, 16 were related specifically to tenure-track nursing faculty. A total of eight were Canadian tenure-track faculty research and only two of these were the results of a mixed methods, nursing faculty research study. These

findings illuminated the gap in Canadian research and supported the need for additional Canadian research and Canadian nursing research of the experiences of tenure-track faculty.

Literature Themes

The literature retrieved from the search was sorted into six thematic groupings. These groupings were determined by the frequency of discussion of the theme. The six identified themes are: 1) support of new faculty, 2) balancing of academic responsibilities, 3) balancing work and life, 4) challenges of tenure-track, 5) identity formation, and 6) gender and minority considerations. Although these themes are interrelated, I discuss each theme separately for the purpose of this review.

Support of New Faculty

Mentoring

Mentoring of new faculty is one support mechanism that is deemed crucial to the success of new nursing faculty, particularly in American literature (Jacelon et al., 2003; Karanovick et al., 2009; Mentoring Planning Committee, 2014; National League for Nursing, 2008; Nick et al., 2012; Smith & Zshoar, 2007). Indeed, in 2006, the National League for Nursing (NLN) proposed that all new faculty required a mentor when hired into an academic position to formalize mentoring support.

Compton (2002) conducted a narrative inquiry into the meanings of mentorship between junior and senior academics as her dissertation. In this Canadian study, 18 participants from the Education, Arts, Health Sciences, and Engineering faculties provided the data. Compton's (2002) findings provided a description of the mentor/mentee relationships and challenges of these relationships, a description of the institutional influences on these mentoring relationships, and a

discussion of the influence of individual personalities on the relationships. Formalized mentoring relationships were requested by 11 of the novice faculty, either through the university mentoring program or through the department chair and then matched with a senior faculty mentor (Compton, 2002). Furthermore, Compton (2002) found that novice faculty requested formalized mentoring for the following reasons: 1) to improve teaching strategies and course facilitation, 2) to obtain guidance for understanding and preparing for the tenure process, 3) to understand university politics, 4) to increase networking and meeting other academics, and 5) to understand academic roles and responsibilities. The remaining seven novice faculty were engaged in informal mentoring relationships (Compton, 2002). Interestingly, four of these informal relationships were initiated by the mentor, who took an interest in the new faculty, and the remaining three novices initiated informal relationships with mentors who were prominent figures at the university (Compton, 2002). Compton (2002) further found that the formalized mentoring relationships evolved into friendships and mentoring continued on as required on an infrequent basis or ended after 6-18 months or even after two or three meetings whereas the informal mentoring relationships endured. Compton (2002) argued that the social aspect of the relationship was the factor that influenced the continuation of the relationship, and it was the behaviors of the pair that had the most influence on the relationship rather than if the relationship was formal/informal or cross-discipline. The limitation of this study was that it occurred at only one university setting .

Singh et al. (2014, 2016) conducted a Canadian mixed methods study. The results of the quantitative component of the project discussed empowerment and mentoring in nursing academia (Singh et al., 2014). Singh et al. (2014) conducted a national on-line survey of nurse educators. The statistical results from a sample of 60 respondents of whom 47 percent were

tenured and 70 percent were female, identified a need to create formalized mentoring programs for nurse educators (Singh et al, 2014). Singh et al. stated the dominant Canadian institutional culture was one of competitiveness, but that faculty expressed the desire for a culture of support and collaboration. Singh et al. contend that a supportive work environment increases recruitment and retention of faculty. Singh et al. identified three limitations to the quantitative study: 1) 60 percent response rate, 2) self-selection of respondents could lead to self-bias in reporting, and 3) small sample size limited generalizability of the results.

Subsequently, the qualitative component of the study by Singh and authors (2014) was conducted using the NVivo 7 program for analysis. Ten participants (who had volunteered from the quantitative respondents) were interviewed by telephone using pre-determined questions (Singh et al., 2016). Singh et al. (2016) found the following: empowerment in the workplace led to increased job satisfaction and retention of faculty; faculty identified a need for resources such as research time release, support with grant writing and management of grant funds and information from administrators; and high levels of role strain and stress were reported as nurse faculty usually came from a highly structured clinical setting to the unstructured academic setting. Singh et al. (2016) indicated that various PhD programs do not prepare novice academics for the teaching role and responsibilities or the researcher role depending upon the focus of the program. They also found that support varied from site to site despite similar expectations for tenure being identified. Furthermore, Singh et al. (2016) contended that formal and informal mentoring were found to be expectations of new faculty on tenure-track to aid in their socialization, to increase the learning of new faculty regarding their various roles in academia, and to aid in recruitment and retention of new faculty. Singh et al. (2016) also acknowledged the

limitations of their qualitative study as being telephone interviews that did not permit free dialogue and a small sample size even in the context of a qualitative project.

Mentoring is not a new phenomenon in academic disciplines including nursing (Greene et al., 2008; Sweitzer, 2003; Trower, 2012; Trower & Gallaher, 2008). In 2008, Greene et al. reported on a mixed methods study regarding building supports for tenure-track education faculty. Ninety-six participants responded to their survey (Greene et al., 2008). Their findings demonstrated the need for a mentor to guide new faculty through the journey towards tenure including having a specific research mentor, access to a research development center, and obtaining clear guidance about the expectations and responsibilities associated with the tenure-track pathway (Greene et al., 2008). Greene et al. (2008) identified their 50 percent response rate as a limitation of their study.

Many authors identified that the disciplines of medicine and education utilize the mentoring system for new faculty (Hanover Research, 2014; Mentoring Planning Committee, 2014; Lewallen et al., 2003; Trower, 2012; Karanovick et al., 2009) and one study indicated mentoring was offered in the discipline of psychology (McCormick & Barnes, 2007). Schrodt et al. (2003) conducted a quantitative survey of 214 communication faculty. Ninety-eight percent of these faculty had a doctorate and approximately 70 percent were in tenure-track positions. The results of this study indicated that faculty who had a mentor were more satisfied about socialization and information regarding the tenure process. A limitation of their study was that a comparison between formal and informal mentoring was not undertaken due to low reporting of formalized mentoring. In addition, they considered that cross-cultural and cross-gendered mentoring was not investigated and thus could constitute a limitation.

Mentoring was a strategy that was identified in 70 of the discussion papers, white papers, or anecdotal pieces identified in this literature review as necessary or required for the success of new academic faculty. Seven discussion or white paper documents claimed mentoring in academia occurred in many different formats: formal, informal, peer, reverse, team, e-mentoring, one-to-one, or group mentoring (Hanover Research, 2014) and included more than one format simultaneously (Jacelon et al., 2003; Karanovick et al., 2009; NLN, 2008; Nies & Trouman-Jordan, 2012; Records & Emerson, 2003; Risling & Ferguson, 2013).

Anderson-Miner (2017) completed a qualitative study for her dissertation that described positive transition experiences of new nursing academics. Eight novice nurse academics participated in this project (Anderson-Miner, 2017). Several findings resulted from this American study: 1) mentoring was a positive strategy for transition and socialization to academia, 2) new academics focused on course management rather than course development, 3) collaboration and camaraderie were identified as positive strategies for overcoming negative aspects of transition, and 4) flexibility of schedules was a positive aspect of academia (Anderson-Miner, 2017). Anderson-Miner (2017) identified several limitations to the study including personal bias and assumptions, personal recent experience in the academic setting where the research was conducted, small sample size, and the limiting criteria of positive experiences.

Nevertheless, mentoring was not always a positive experience. Ableser (2009) purported that a new academic in the education discipline needed to recognize who would be effective mentors for them as soon as they commenced their position and who would support them throughout their career. Ableser (2009) argued that in any organization one would find those who are supportive, welcoming, and facilitating while others are intimidators, gossipers, and

blockers of innovative ideas. According to Ableser (2009), as one strategy for success, a new academic needed to recognize these persons and work with everyone but create stronger relationships with those who would support the new academic's growth and the overall growth of the university.

Specht (2013) conducted a quantitative descriptive comparative design study of 244 novice nursing academics exploring the relationship between mentoring and levels of role conflict and role ambiguity. This American research study found that mentored faculty had significantly reduced levels of both role conflict and role ambiguity as compared with faculty who were not mentored (Specht, 2013). Specht identified two limitations to this study: 1) half of the initial questionnaires were incomplete, which reduced the sample size to 244, and 2) an intermediary e-mailed the questionnaires to faculty so the reliability of distribution could not be ensured. The mentoring reported was formal or informal mentoring for this group of novice nurse academics.

Likewise, Peters (2014) conducted a qualitative hermeneutical phenomenology study exploring the experiences of faculty incivility for new faculty. Eight American nursing faculty participated in this study. Peters (2014) discussed several themes: feeling rejected by colleagues, fear of intimidation in future interactions, and fear of being belittled or treated like a child. Peters (2014) further identified other themes: coping strategies that new faculty utilized such as avoidance of the uncivil colleague; territorial possessiveness of senior faculty; lack of mentorship; power struggles; disbelief of lack of professionalism; and that colleagues wanted the novice to fail. No limitations were identified (Peters, 2014).

A different perspective was articulated in Ponjuan et al.'s (2011) quantitative, multiple regression model study regarding career stage and the effects on pre-tenured faculty's perception of professional and personal relationships with academic colleagues. Ponjuan et al. (2011) surveyed 6822 pre-tenured faculty from all disciplines in the United States of America. Key findings were that early (less than 3 years) pre-tenured staff reported greater collegial relationships with senior faculty than later pre-tenured staff, early (less than 2 years) pre-tenured faculty reported greater peer relationship satisfaction than later pre-tenured faculty, and pre-tenured faculty with a clear understanding of the tenure role reported greater collegial satisfaction than those who were unclear about the role and expectations of the role (Ponjuan et al., 2011).

Kawalilak and Groen (2010) undertook a qualitative narrative inquiry of their experience of co-mentoring. This Canadian research study examined two education faculty experiences of co-mentoring. Kawalilak & Groen (2010) detailed four themes that arose from their narrative inquiry: self and soul; empowerment; inclusive community; and mentors and gurus. A further discovery was that policies and procedures related to tenure were influenced by human interactions and interpretations (Kawalilak & Groen, 2010). Kawalilak & Groen (2010) indicated that a limitation of their study was that they focused on the positive and healthy organizational cultural aspects that supported faculty on the tenure-track.

An American autoethnography was conducted by Jones et al. (2013). Three higher education faculty discussed their perceptions of race and institutional support for the tenure-track. Findings from this study included the importance of institutional support and both formal and informal mentoring, the need for standardized tenure-track packages with decreased teaching load and supported research development, and experiences of racism or privilege based upon

color (Jones et al., 2013). No limitations were noted by Jones et al. (2013) but a limitation was that all participants were female and thus the findings could be gender biased.

Formal mentoring was described as a matching of mentors with mentees by the institution and could include mentoring about the process of being an academic or mentoring by an academic with expertise in a different area of expertise than the new academic (Singh et al., 2016). Wanat and Garey (2013) articulated the need for a scholarship mentor and a teaching mentor although they acknowledged there was not a standardized approach for mentoring new pharmacy academics. In their Canadian study, Singh et al. (2016) contended that mentoring was required from a formal matching on a peer-to-peer level but also from the faculty administration level. Formal mentoring programs had been created and developed in faculties such as medicine, nursing, and pharmacy (Singh et al., 2016) and were deemed essential to the success of new faculty. Nies & Trouman-Jordan (2012) claimed assigned mentoring with an endowed research chair would benefit the development of new faculty's research through role modeling, assisting with research development and writing, and demonstrating grant reviewer and manuscript reviewer roles.

Informal mentoring was considered the panacea for transitioning to the role of academic and was mentioned in most of the literature including published research studies (Gourlay, 2011; Heinrich & Oberleitner, 2012; Krause-Parello et al., 2013; Reed, 1988; Reid et al., 2013; Sculley, 2015; Snelson et al., 2002; Wilson et al., 2010). Informal mentoring is mentoring that occurs between more experienced colleagues and junior colleagues (Greene et al., 2008; Hanover Research, 2014; Karanovick et al., 2009; McLaughlin, 2010; NLN, 2008; Nick et al., 2012; Poronsky et al., 2012.; Specht, 2013). Similarly, informal mentorship has been endorsed for decades as the answer to transition challenges for registered nurses entering or changing clinical

practice settings (Allan, 2010; Beecroft et al., 2006; Clauson et al., 2011; MacDonald & Gallant, 2007; Reid et al., 2013).

Poronsky et al. (2012) described the transition experience of nurse faculty with young children to a tenure-track role within their American qualitative case study research. Three participants provided data for the case study (Poronsky et al., 2012). Poronsky et al. (2012) asserted three key themes from the new tenure-track faculty members' experiences: adaptation to the academic role, negotiating work/life balance, and mentoring benefits. Poronsky et al. (2012) recommended family friendly workplace policies and mentoring to retain new faculty. Poronsky et al. (2012) articulated two limitations for their study: 1) case study method, and 2) extraordinary personal demands on the participants that would not be common for all faculty.

Siler and Kleiner (2001) undertook a hermeneutical phenomenology qualitative study regarding expectations of novice nursing faculty in American academia. Siler and Kleiner (2001) discussed the importance of informal mentoring but indicated that senior academics often were not able to articulate how to teach in language that is in terms a novice can understand. Siler and Kleiner (2001) found that experienced academics assisted novice faculty with syllabus or test development but not with the practicalities of basic rules or more advanced aspects of the academic role, similar to the experiences of novice nurses as purported by Benner (1984).

Although informal mentoring is identified as a key support for new or novice faculty, all mentors are not equal or beneficial for the new academic's growth and time can be wasted by new academics seeking answers and support from one mentor to the next (Bogler & Kremer-Hayon, 1999; Boice, 2000; Feldman et al., 2015; Grady, 2008; Greene et al., 2008; Murphy, 1985;. Siler & Kleiner, 2001; Singh et al., 2014). Murphy (1985) conducted a descriptive study

of nursing faculty tenure in the United States of America. Murphy (1985) found a lack of consistent requirement of terminal degree of PhD across schools of nursing, tenure-track was described as a probationary period between one to seven years in length, and mentoring was suggested for new faculty to embrace the teaching, research, and service components of academia.

Peer mentoring is another format for mentoring (Singh et al., 2016, 2014). Peer mentoring is recognized as informal mentorship (Boice, 1992; National League for Nursing, 2006, 2008; Singh et al., 2014). Jacelon et al. (2003) described their experiences of peer mentoring. In this format, newly graduated PhD faculty mentored each other as a group. The mentoring group met on a regular basis to discuss teaching issues, research program development challenges, writing and publication deadlines. As a group they challenged each other to write for publication and then critiqued each other's work prior to submission. (Jacelon et al., 2003). The focus for the group was to enhance career development, professional development, develop and increase professional networks and increase competence and self-esteem in the roles of new academics (Jacelon et al., 2003). Also, Lehna et al. (2016) discussed peer-to-peer mentoring in their American qualitative case study. Lehna et al. (2016) described a peer-to-peer scholarship model that three novice nurse academics and a senior mentor employed to increase publications and scholarship development. No limitations were articulated but the results would be difficult to generalize to other faculties or even other nursing academics.

Although mentoring is strongly recommended as a strategy for recruitment and retention of novice faculty, given the current shortage of permanent faculty and the projection of an increase in that shortage, I wonder how sustainable formalized mentoring or even, informal mentoring, can be as current faculty are required to work more with less resources (Potter, 2015;

Ross et al., 2020). Despite the mandating of formal mentoring support for novice faculty by the NLN (2006), a single anecdotal experience of a formal mentoring program and the challenges of measuring the success of this program was found in the literature review (Cangelosi, 2006). Cangelosi (2006) described her mentoring experience as a novice academic. The mentoring program included a formally assigned mentor for a one-year period, an informal mentor relationship that became a prolonged collegial relationship, and a formally assigned senior faculty mentor for the duration of the tenure-track period (Cangelosi, 2006). Cangelosi (2006) commented that these mentoring relationships provided guidance on the process and requirements for tenure and as well successful guidance for publication and research development. The limitation of one school's experience was indicated (Cangelosi, 2006).

Guides

New faculty support was identified as a support mechanism in the literature I reviewed and included professors' use of guides for success on the tenure-track. Robert Boice (a frequently referenced author) wrote two guidebooks, based upon his observations over a 30-year career, which provided suggestions for the novice academic regarding the tripartite commitments of an academic career and how to manage these commitments (Boice, 1992, 2000). Rockquemore and Laszloffy (2008) wrote a guide for African American academics, which addressed common issues of time management, organization strategies such as file organization and functional office space, publications, and development of strategies for success. The issues of stereotyping, and power in relation to being African American and an academic were addressed in the introductory chapters (Rockquemore & Laszloffy, 2008). Similarly, Kelsky (2015) developed a guide for doctorally prepared academics which discussed how to procure a job after graduation.

Wanat and Garey (2013) conducted a review of the literature concerning the transition of new pharmacists into academia. As the results of the review highlighted the absence of literature regarding pharmacists' transition to the academic role, the authors developed guidelines for new pharmacists based upon information from other faculties (Wanat & Garey, 2013). In this review, Wanat and Garey (2013) argued that the nursing faculties are encountering a severe shortage of faculty in general and identified similar suggestions to attract new academics to the nursing faculty as are demonstrated in the nursing literature. Therefore, based upon ideas from other disciplines, Wanat and Garey (2013) provided guidelines for pharmacists who were new to the academic role.

Formalized Orientation Programs

Formalized orientation programs have been identified as a support measure for new faculty (Hand, 2008; Siler & Kleiner, 2001). Hand (2008) argued that a formalized orientation program was a requisite not a luxury for all new faculty. Formal faculty orientation programs were available in Canadian universities for example, University of Alberta (2018); University of British Colombia (2018); and the University of Toronto (2018) as well as supports for faculty. These supports included teaching and learning centers, research centers, tuition waiver for continuing education, and coaching and mentoring support (Canadian Association for University Teachers, 2002; University of Alberta, 2018; University of British Colombia, 2018; University of Toronto, 2018). Accreditation standards addressed the orientation, mentoring, and supervision of all faculty, both full-time and part-time (Tanner, 2012). Tanner (2012) argued that the National League for Nursing Accrediting Commission (NLNAC) standards required that new faculty be provided with educational opportunities for evidence-based teaching strategies and formal/informal mentoring.

A comprehensive faculty development program was argued to be necessary for novice faculty and experienced faculty to maintain current, competent nursing faculty (Barksdale et al., 2011). Barksdale et al. (2011) contended that novice academics required mentoring and formal educational development in curricula development, teaching, assessment, and supporting students. Their program depicted voluntary mentoring, educational development sessions, and professional development opportunities (Barksdale et al., 2011).

Wyllie et al. (2020) evaluated an Australian formalized, structured program of support for new career nurse academics using a qualitative descriptive design. Nine early career nurse academics were purposefully selected and interviewed using semi-structured interviews during and following completion of the Program for Early Career Academic Nurses (PECAN). Wyllie et al. (2020) stated the PECAN program was developed to reduce feelings of isolation and to promote the organizational and academic responsibilities for the career development of new faculty. As a result of participating in this support program, new career nurse academics became more resilient through fostering connections, strengthening their expertise, and clarifying directions about the expectations of an academic career (Wyllie et al, 2020). Limitations of the program were identified as the cost of providing a program but the potential outcome of such a program could reduce attrition rates and thereby also reduce recruitment costs. Two limitations of the study were identified as the purposeful sampling of the participants which may not reflect the viewpoints of all new career academics and limited generalizability to other disciplines (Wyllie et al., 2020).

Balancing Academic Responsibilities

Boice (1992) and Boyden (2000) claimed the three fundamental issues for new faculty were teaching, writing for publication, and collegiality. Tanner (1999) argued that nurses need to

develop and advance research in nursing educational strategies not only research of nursing science. Educational research would advance evidenced-based education in nursing rather than continuing to teach with minimal pedagogical theoretical grounding and lack of utilization of alternative methods to teaching from the traditional lecture. Similarly, McLeod and Badenhorst (2014), in their Canadian qualitative study, articulated the increasing demand for productivity or publication. McLeod & Badenhorst (2014) conducted a narrative inquiry of eight new Education faculty and identified that new academics must create a researcher identity as well as a professional educator identity. However, despite this demand for increasing publications, new education academics struggled with writing for publication and writing for grants (McLeod & Badenhorst, 2014). McLeod & Badenhorst (2014) contended new education academics were still in the phase of becoming confident in their research development after four years of work. No limitations were identified for this study (McLeod & Badenhorst, 2014).

Expectations or the basic rules were identified as a challenge in Siler and Kleiner's (2001) phenomenological study of novice faculty's experiences in academia. According to Siler and Kleiner (2001), new faculty sought a guide for and about academic expectations like those novice nurses expected as articulated in Benner's (1984) seminal work. However, the experiences portrayed in their study revealed the lack of ability for experienced academics to articulate expectations just as Benner's description illustrated expert nurses' inability to articulate nursing practice in basic language (Benner, 1984; Siler & Kleiner, 2001).

Furthermore, expectations or unspoken rules caused confusion, complexity, and contradiction to the academic role (Sutherland & Taylor, 2011). Sutherland and Taylor (2011) suggested that new academics refrain from asking for support due to a perceived culture of self-sufficiency and conflicting messages despite the articulated need for mentoring and formal

orientations to academia. Sutherland and Taylor (2011) contended academic developers should reflect upon the culture of each department, not globally as a university, to ensure the successful survival of new faculty.

Hawkins and Fontenot (2009) commented that new faculty balance the demands of academia, which were described as four jobs in one. The argument was presented from a novice academic but an expert clinician perspective (Hawkins & Fontenot, 2009). Hawkins & Fontenot (2009) added an additional role to the academic balancing act: coordinating clinical placements and preceptors for Nurse Practitioner students. Hawkins & Fontenot (2009) contended the maintenance of clinical competence as a Nurse Practitioner (NP) was another complication of balancing the academic requirements of teaching, research, service, and practice. Mentoring was proposed to be the principal factor in successful transitioning to an expert academic in the realm of clinical placement and preceptor coordination (Hawkins & Fontenot, 2009).

Similarly, Toews and Yazedjian (2007) referred to the balancing of the tripartite academic roles as a three-ringed circus. In their discussion, these authors noted that new academics may know that teaching, research, and service are required but that they do not know how to balance these three areas to achieve tenure and promotion. To successfully balance these obligations, Toews & Yazedjian (2007) recommended that new academics review the guidelines for their institution regarding the time commitment recommended for each area. As well, new academics should seek guidance from senior faculty and department chairs to ensure they understand tenure criteria , clarify expectations with senior faculty when they are not clearly stated, and review the criteria for tenure regularly to ensure they are on track for achieving the requirements (Toews & Yazedjian, 2007).

Bice et al. (2019) reported on a qualitative pilot study of doctorally prepared nursing faculty in America. Nineteen participants (seven were Doctorate of Nursing Practice [DNPs]) provided the data (Bice et al., 2019). Bice et al. (2019) suggested the overarching concept of needfulness from five identified categories: 1) meaningful partnerships, 2) the necessity to balance responsibilities, 3) destructive criticism is real, 4) I have value in academia, and 5) multifaceted coaching is needed to produce achievement. Bice et al. (2019) identified several limitations of their study: pilot study; limited portion of the state's universities were included; not all universities were research intensive; and different criteria regarding the terminal degree required for tenure-track depending upon the research or educational focus of the institution. Although this study was a qualitative study, the type of qualitative study was not articulated.

Klocke (2009) conducted a qualitative phenomenology study of 16 nursing academics. Klocke's (2009) dissertation findings were that American faculty emphasized the teaching role but acknowledged the research and service components of the academic role. Furthermore, challenges with time to conduct research and scholarship activities were reported (Klocke, 2009). Klocke (2009) indicated limitations to the study were inability to generalize due to small sample size and a qualitative method, but these features are the nature of qualitative research. In contrast, Jackson et al. (2010) argued that academic research was emphasized as the most important role of the tripartite roles of academia. Jackson et al. (2010) performed a mixed methods study using SPSS 14 and NVivo 7 as analysis tools. Eighty-four faculty from Nursing, Allied Health, and Social Work in the United Kingdom (UK) responded to the survey questionnaire (Jackson et al., 2010). Jackson et al. (2010) reported other that high levels of supervision were expected for research program development, but this was non-existent; that strong support from life partners was important for both male and female faculty; that hard work and long hours were crucial to

success; that support networks from peers and the institution were key to survival; and that female academics did not take time off after pregnancy so as to avoid penalization to their progression on the tenure-track. Limitations to the study were a low response rate of 27.8 percent to the survey questionnaire format (Jackson et al., 2010).

Mobily (1991) also examined role strain of nursing faculty in a quantitative study. One hundred and two faculty responded to the survey (Mobily, 1991). The results of this study were that most faculty reported role strain and many reported moderate-to-high levels of role strain; workload balance was a significant factor to the experience of role strain; and orientation and socialization to the academic role were important (Mobily, 1991). A limitation to this American study was the 69.9 percent response rate, according to Mobily (1991).

Balancing of Work and Life

Work and life balance were identified as another difficulty for novice academics (American Association of Univeristy Professors, 2011; Editor, 2007; Norbeck, 1998; Poronsky et al., 2012; Toews & Yazedjian, 2007). Novice academics who fast-tracked to a terminal doctoral degree faced complex decisions regarding family life (Editor, 2007; Poronsky et al., 2012.; Wolfinger et al., 2009). Some academics interrupted or delayed pursuing tenure-track positions during childbearing years, which created stress and pressure from the institution to make choices regarding the stability of their employment (Editor, 2007; Poronsky et al., 2012; Wolfinger et al., 2009). Other novice academics sacrificed time with family to meet the demands for publication by writing on the weekends and leaving their family to fend for themselves (Ableser, 2009; Bogler & Kremer-Hayon, 1999; Toews & Yazedjian, 2007).

Academic families also experienced challenges with work and life balance. Women returned to work early after having a child to maintain momentum in their career trajectory (Kennelly & Spalter-Roth, 2006). In families where both parents are academics, the woman was more likely to defer her career when children were involved (Kennelly & Spalter-Roth, 2006). However, the practice of delaying the tenure-track review or "stopping the clock" to have a child appeared to be undesirable and the pursuit of academic advancement seemed to occur even at the cost of the family (Flaherty Manchester et al., 2013). Flaherty Manchester et al. (2013) conducted an American quantitative study of academics from all disciplines regarding the consequences of stopping the tenure clock. The results from the 383 participants surveyed demonstrated lower salaries were a result for both female and male faculty who stopped the tenure clock for family reasons (to have a child), but publications increased for those who stopped the clock after having a child (Flaherty Manchester et al., 2013). An identified limitation to this study was a challenge of evaluating the impact of publication due to the variance in publication status of journal articles or books (Flaherty Manchester et al., 2013).

Relatedly, Gatta and Roos (2004) conducted a qualitative gender equity study concerning work/life balance. In this American study, 20 full professors were interviewed of which only four were male faculty. Gatta & Roos (2004) found women took little or no leave for childbearing to demonstrate commitment to academia and childcare was considered "women's work". A limitation to this study was the limited male faculty who were willing to participate in this study (Gatta & Roos, 2004).

Likewise, Schultz (2007) researched American tenure-track women's perceptions and experiences of work/family issues and how these issues affected their job satisfaction. Schultz (2007) conducted a mixed methods study of 203 female faculty, who were caregivers either for

children or parents. The sample was composed of female academics from all faculties. Schultz (2007) found that being able to discuss family issues and challenges at work increased faculty' job satisfaction but that new faculty did not discuss these issues due to a fear of isolation or loss of promotion or other opportunities. Schultz (2007) acknowledged a limited response rate of 5.3 percent to the survey and different institutional work/family policies as limitations of the study, and weak correlations between the identified factors.

Wyllie et al. (2019) conducted an Australian qualitative study of the experiences of new nurse academics. Eleven early career nurse academics (with a doctorate or nearing completion of a doctorate and within the first seven years of a full-time academic position) were interviewed using in-depth, semi-structured interviews (Wyllie et al., 2019). The results of their study described the experiences of these developing academics in a metaphor of a journey. Wyllie et al. (2019) contended skills required for the academic role depended upon previous experience such as research and writing but that basic skills of negotiating the academic role were not readily shared. Furthermore, work/life balance was a significant challenge and required much hard work and learning how to set boundaries to care for themselves. Finally, the participants acknowledged a high sense of loneliness or of being alone and desired and required collegial support or mentors to aid in the transition to an academic career but that this support was often missing due to the limited numbers of senior faculty (Wyllie et al., 2019). Wyllie et al. (2019) acknowledged limitations to their study of being one Faculty as the setting and that generalizability to other academics might be limited as only nurse academics were included in this study.

Challenges of Tenure-Track Positions

Inadequate or minimal required education courses that focus on teaching and learning theory, pedagogy, adaptation of technology such as simulation, innovation in teaching, or nursing education research were identified as challenges of PhD prepared nursing faculty (Dreifuerst et al., 2016). Novice academics in nursing, pharmacy, psychology, and medicine faculties identified lack of formal educational training in educational theory and application as a significant barrier to successful transition to the teaching role of new academics (Jones et al., 2013; McCormick & Barnes, 2007; Mobily, 1991; Singh et al., 2016, 2014; Solomon, 2011; Wanat & Garey, 2013). Nursing academics, who come as clinical experts, are noted to have a lack of formalized educational theory and pedagogy in their educational programs (Anderson, 2009; Gilbert & Womack, 2012; McDonald, 2010).

Confusion regarding the expectations of the tenure-track process or requirements for tenure has been identified as a challenge (Toews & Yazedjian, 2007; Sutherland, 2011; Siler & Kleiner, 2001). Hardé and Cox (2009) performed a qualitative document analysis using a process similar to grounded theory to explore expectations and standards for faculty in research universities. Sixty-two documents were reviewed and analyzed from all faculties in American universities (Hardé & Cox, 2009). Hardé and Cox (2009) found that tenure expectations varied from institution to institution and between faculties within the same institution, and standard criteria for evaluation of work was not evident. Hardé and Cox (2009) recommended that clear written expectations of performance criteria and career trajectories be provided consistently to faculty. Limitations of the study were 50 percent voluntary response rate of universities, and multiple documents from the same instituion were included so the sample was not completely an independent sample (Hardé & Cox, 2009).

Identity Formation

An essential component of becoming an academic is identity formation (Cruess et al., 2014). Cruess et al. (2014) discussed the need for medical education to include support of professional identity formation. Cruess et al. (2014) claimed that professionalism should be taught explicitly as it aided in the development of identity. Cruess et al. (2014) stated that developing a professional identity was not included in medical curricula but needed to be included as the fledgling physician must be socialized to the professional role. This socialization led to the development of a professional identity, which included an academic identity (Cruess et al., 2014). Cruess et al. (2014) concurred with Erickson's developmental theory stage of identity formation, which also included subsuming portions of existing identities as the new identity developed (Erikson, 1982).

Similarly, orientation or socialization to the academic role overlapped with mentoring support and formal orientation to the institutions but arguably, began as anticipatory socialization during graduate studies (Wulff et al., 2004).

Austin et al. (2007) proposed:

> Socialization is a process through which individuals become part of a society as they internalize standards, expectations, and norms. More specifically, socialization consists of 'the processes through which [a person] develops [a sense of] professional self, with its characteristic values, attitudes, knowledge and skills…which govern [his or her] behavior in a wide variety of professional (and extraprofessional) situations' (Merton, Reader, & Kendal, 1957, p. 287). Austin and McDaniels (2006) examined in detail how graduate education functions as a socialization process for faculty roles. For example,

> Clark and Corcoran (1986) offered a stage model that highlights the place of graduate education in preparing future faculty. …The second stage of occupational entry and induction occurs as they purse their graduate education, participating in classes and internships, working with and being mentored by advisors, taking examinations and writing dissertations, beginning to publish and attending conferences, and seeking jobs. The third stage of socialization begins in this model, when scholars assume faculty positions (pp. 43-44).

Nevertheless, doctoral students expressed significant concerns about academic careers, even before entering the tenure-track (Austin, 2002; Austin et al., 2007). Those who had commitments to meaningful personal relationships wondered how to manage the balance between personal and professional responsibilities (Austin, 2002; Austin et al., 2007). Students also worried that professorial life was more about competition and isolation than about collegiality and community (Aitken, 2010; Austin, 2002; Austin et al., 2007).

Despite this anticipatory socialization during graduate studies, new academics have been found to continue to struggle with expectations, role transition, and balancing the demands of the academic role as stated in two research studies that occurred approximately 15 years apart (Mobily, 1991; Singh et al., 2016, 2014). Solomon (2011) discussed assistant professors' work/life balance in a qualitative American study of 37 Social Sciences faculty. Solomon (2011) found participants (male or female) who were not in a personal relationship reported working all the time and sacrificing the development of a personal relationship to gain tenure. In contrast, Solomon (2011) stated that participants who were in a stable personal relationship reported sacrifices to gain tenure but that these academics focused on both work and family. Solomon (2011) declared the following limitations to the study: many participants were either married or

in a stable relationship, only research-intensive university faculty were included, and the participants had very young children, either infants or toddlers. Similar challenges were reported by Schrodt et al. (2003). Schrodt et al. (2003) contended that although senior faculty should provide mentoring, guidance, collegiality, and even friendship, this frequently was not the experience of new faculty. New faculty feel isolated, elevated levels of stress, lack of role clarity, and collegial incivility as discussed in these two discussion pieces and research study (Bogler & Krener-Hayon, 1999; Gazza & Shellenbarger, 2005; Schrodt et al., 2003).

Sutherland and Taylor (2011) state that new academics that enter the academic role from the clinical or professional role required socialization to the traditional tripartite academic role. Their professional identity was congruent with that of a teacher but not as a researcher or a contributor to the wider university context and development (Sutherland & Taylor, 2011). Gazza and Shellenbarger (2005) indicate novice academics require enculturation to academia. They emphasized activities such as mentoring, faculty development opportunities, scholarship support, tenure and promotion, and research support were required to retain novice academics in academia.

McAlpine et al. (2014) conducted a longitudinal qualitative research study of how individual experiences, rather than institutional socialization, influenced the development of an academic identity for new or early career academics in the United Kingdom (UK). Twenty-two post PhD researchers from sociology, education, human geography, environmental studies, management studies, kinesiology, and math departments participated. Their participants reported smaller teaching loads, and networking were essential to identity formation, and that institutional policies were difficult to find or access. McAlpine et al.'s (2014) research illuminated that personal intention and previous experiences provided a positive development of

an academic identity as opposed to the accounts of negative or gender limiting experiences of the academic experience for new career academics. McAlpine et al. (2014) contended that although new academics reported similar challenges of balancing work and life demands, writing for publication, and learning the context of their new role, these academics actively worked at balancing their lives and commitments, developed support networks beyond their local institution, and read research regularly, which enhanced their ability to write for publication. No limitations for this study were identified.

Furthermore, McLeod and Badenhorst (2014) describe their qualitative research regarding the process of developing a researcher identity in the setting of a smaller Canadian university. The argument presented was that tenure and promotion focus on the product of research but the process of becoming a researcher was not well understood (McLeod & Badenhorst, 2014). McLeod and Badenhorst's (2014) work demonstrated that collegiality and collaboration were essential to developing a researcher identity, which occurred and changed over the progression of time.

In an American qualitative meta-synthesis, Murray et al. (2014) synthesized seven studies concerning the transition to academia of nursing, physiotherapy, health, and social care faculty members. The results of their study identified a central theme of shifting identities from clinician to academic over one to three years (Murray et al., 2014). Murray et al. (2014) suggested this shifting of identity involved four stages: feeling new and vulnerable, encountering the unexpected, doing things differently, and evolving into an academic. Murray et al. (2014) also contended there was a lack of understanding or knowledge of the tacit expectations and culture in academia.

Gender and Minority Considerations

Minority and gender issues have been examined in the literature. Minority issues are not exclusive to female academics (Jones et al., 2013; Warde, 2009). In the American literature, both male and female academics of color have reported experiencing racism and prejudice when seeking academic positions (Jones et al., 2013; Warde, 2009). Warde (2009) performed a qualitative exploratory phenomenological study into the tenure experience of African American tenured male faculty. Twelve male faculty from African American studies, English, engineering, social work, history, and sociology departments were purposefully sampled for this study (Warde, 2009). Warde (2009) identified five interrelated themes resulting from this study: mentorship, organizational supports, culture/background, collegiality, and networking. A unique finding not previously discussed in the literature was the cross-racial mentoring that these faculty enjoyed (Warde, 2009). Warde (2009) cited the following limitations to the study: purposeful sample, results from a specific place (institution) and time, and the results could not be generalized to all African American professors.

Bridgeforth (2014) conducted a quantitative study of American faculty from all Faculties. The 528 sample was a mixed sample of pre-tenured and tenured faculty (Bridgeforth, 2014). The results of the ANOVA and MANOVA analyses were: 1) mentoring was indicated to be crucial to achieving tenure or promotions but most respondents did not have a mentor during their first academic year and females had less access to mentors than males, 2) African American faculty scored significantly lower on collegiality and collaboration but Caucasian women and men were equally socialized to academia, and 3) research productivity showed no significant difference between race and gender criteria although African American faculty reported decreased time on research as compare to other faculty (Bridgeforth, 2014). Bridgeforth (2014) stated the following

limitations to his dissertation: identification of a racially diverse sample, low response rate, and under-representation of faculty of color returned the instrument.

Similarly, Garrison-Wade et al. (2012) studied four education faculty of color in terms of their experiences as tenure-track faculty. This American qualitative counter-narrative focus group revealed three key themes: 1) frustrations, 2) confronting diversity, and 3) coping strategies (Garrison-Wade et al., 2012). Garrison-Wade et al. (2012) identified that although peer support eased feelings of isolation, more work was needed to embrace diversity and inclusion as opposed to the historical white majority and that the culture of academia would need to change from the historical perspective. A limitation of this study articulated the need for all faculty to act inclusively and not just talk about inclusivity (Garrison-Wade et al., 2012) but this could be a recommendation rather than a limitation

Acker and Feuerverger (1996) conducted a qualitative narrative inquiry into the work of 27 Canadian women university teachers from education, arts, health sciences and engineering faculties. The main findings were a sense of disillusionment and despair despite positive academic outcomes such as tenure. Female academics felt they worked too hard and were not recognized for their service to the university. They contended there was inequality between male and female faculty, and they did not like the rigidity of the tenure process (Acker & Feuerverger, 1996). Acker & Feuerverger (1996) remarked that limitations to this study were that male faculty were not the focus of this study and that generalizations were made about female faculty although the authors recognized not all women are the same. A limitation identified by me was it was unclear if all participants were pre-tenure or if some were tenured.

Historically, universities have been male dominated. I wonder how this affects a faculty, such as nursing, which is still predominately female. Female faculty frequently were compensated at a significantly lower salary than their male counterparts and were often in contract positions rather than tenured positions (Acker et al., 2012; Rockquemore & Laszloffy, 2008; Wolfinger et al., 2009). Acker et al. (2012) discussed tenure issues in Canadian universities and argued there was not acknowledged inequity for female faculty in a qualitative study of 30 education senior academics. However, this finding contradicted previous research conducted by Acker and evidence reported in Canadian Association of University Teachers document, which has demonstrated lower salaries and decreased permanent positions for female academics (Acker et al., 2012). Acker et al. recommended that the tenure process needed to be reviewed as there is an increasing cultural diversity of Canadian faculty. Acker et al. (2012) identified the participants being senior academics in management positions as a limitation to the study,

This inequity between male and female salaries and work also created tensions for American nursing academics, who desired stability and compensation that was equitable. Klocke's dissertation (2009) identified nurses with graduate degrees were pursuing careers in positions outside of the academic setting at an increasing rate due to the lower salaries in the university. Furthermore, the American Association of University Professors (2011) indicated a reported imbalance of research focus and service commitment between male and female faculty. Male faculty spent 12 percent more time on research than female faculty but 7 percent less time on service commitments to the university although both sexes reported similar hours of work per week (American Association of University Professors, 2011).

Stepan-Norris and Kerrisey (2016) discussed their case study using secondary data analysis concerning the implementation of an American project to increase gender equity in academia. Stepan-Norris & Kerrisey (2016) reviewed primary data collected from eight campuses and across all faculties to explore the outcomes of the ADVANCE program. The main findings were that increased hiring of female academics occurred following the program implementation, but this hiring program did not enhance the retention of female academics (Stepan-Norris & Kerrisey, 2016). The reported limitation of the study was the small sample size.

Summary of the Literature Review

Although the supports and challenges identified in the literature seem consistent across academic disciplines, many of the research pieces and more anecdotal articles focused on the challenges or negative aspects of the tenure-track journey. Anderson-Miner's dissertation (2019) was focused purposefully on positive experiences of new faculty. Overwhelmingly, mentoring was suggested as a necessity to successful transition to academia and navigation of the tenure-track process in the research and discussion pieces. However, only two studies that I found evaluated the implementation of support programs or formal mentorship (Anderson et al., 2009; Wyllie et al., 2020).

The underlying influence of culture on the tenure-track journey are not explicitly articulated nor is there evidence of exploration of this influence on the experiences of novice academics from this literature review. Anderson-Miner (2019) suggested further study into cultural influences needed to be undertaken. The literature review made me wonder about the underlying culture in academia and, specifically, in academic nursing. I aimed to address this gap in the literature with this study, and to illuminate the covert cultural influences that create or add to these challenges for new academics and make them explicit through a focused ethnography of

new and PhD prepared Canadian tenure-track nursing faculty. My assumptions were that this hidden culture of academia impacts the journey of the tenure-track but also the development of the academic identity as opposed to the professional identity of being a nurse. As well, since this was a traditional literature review, it was decided that a scoping review would be undertaken after succeeding in the candidacy examination to explore and indicate the current state of research literature.

Although being an academic contains a tripartite mandate, there was limited discussion in relation to the research role or supporting the development of a research program in many articles. Similarly, the service component was mentioned but there were not discussions regarding how to manage this commitment, how much time should be delegated to the service component or even how to choose which activities are essential to advancing on the tenure-track. In the following section I present how my study was conducted.

World Views, Design and Method

Worldview

Worldviews or paradigms describe researchers' theoretical perspectives. They influence the type of questions being asked as well as the selection of research designs (Giuliano et al., 2005). Guba and Lincoln (1994) claimed a paradigm is a set of basic beliefs which are based on ontological, epistemological, and methodological assumptions. Other writers have stated that inquiry or research paradigms define for the researcher what they believe regarding reality or truth, their theory of knowledge, and what methods are appropriate for developing knowledge (Dahnke & Dreher, 2011; Houghton et al., 2012: Munhall, 2012).

My worldview includes a belief that each person experiences reality through their own lens, which was developed through experiential learning. Therefore, I subscribe to the ontology of relativism or that there are multiple realities or truths, not a single truth (Creswell, 2009; O'Leary, 2017; Richards & Morse, 2013: Speziale & Carpenter, 2011). I believe culture influences and directs the learning and incorporation of values, beliefs, and behaviors that are acceptable in specific settings, institutions, and the world. This construction of knowledge is congruent with the theory of constructivism or social constructivism that proposes that reality is constructed through human actions, that knowledge is produced by meaning that is constructed both socially and culturally, and that learning occurs through interaction and collaboration with others (Amineh & Asl, 2015: Creswell & Creswell, 2018; O'Leary, 2017). I inherently believe in equality for all and social justice, so I am a humanist but also influenced by the feminist perspective (Dahnke & Dreher, 2011).

Therefore, I am a humanist, relativist, and constructivist with feminist leanings. As I subscribe to the constructivist perspective, I concur that knowledge is socially constructed through interaction with others and our environment. Consequently, I endorse qualitative methods, which support the viewpoints of the participants as the central data, develop understanding of the data through inductive methods, and present the results in a narrative format rather than a numerical format.

Study Design and Method

I utilized a focused ethnography design to address the purpose of this study: understanding what it is like to be a new tenure-track nursing faculty. Focused ethnography was derived from ethnography, a method that originated in anthropology (Higginbottom et al., 2013; Richards & Morse, 2013; Wall, 2015). Ethnography is a method primarily concerned with the

science of describing a culture or group (Fetterman, 1998, 2010). I provided definitions of tenure and culture earlier in this chapter.

Qualitative methodologies allow for a rich, diverse approach to knowledge development that are not based upon empirical observation but from the *emic* or insider perspective (Guba & Lincoln, 1994; Munhall, 2012). Speziale & Carpenter (2011) contend qualitative researchers focus upon six central characteristics during their research: 1) multiple realities; 2) identifying an appropriate approach to understand the phenomenon of interest; 3) emphasizing the participant's viewpoint; 4) conducting the research with minimal effect upon the natural context of the phenomenon; 5) acknowledgement of the effect of the researcher in the research; and 6) reporting the findings with frequent participants' illustrations. Likewise, Creswell and Creswell (2018) and Creswell (2009) proposed that qualitative research allows for exploration and understanding of the meaning individuals or groups assign to human or social issues. Qualitative research is inductive, based upon data collected from the participant's setting (or field), and interpreted by the researcher, who is considered the instrument of the research (Creswell, 2009; Richards & Morse, 2013; Speziale & Carpenter, 2011).

Ethnography is one type of qualitative research. Richards and Morse (2013) indicate ethnography as being both descriptive and interpretive research. Richards and Morse (2013) argue that descriptive research records what is going on in as much detail as possible or "thick description" while interpretive methods illuminate perceptions, values, beliefs, and meanings of phenomenon. Historically, ethnography was based in anthropology, but it has evolved (Cruz & Higgenbottom, 2013; Higginbottom et al., 2013; Knoblauch, 2005). Fetterman (2010) states an ethnographer focuses on "the predictable, daily patterns of human thought and behavior" (p. 1). Ethnographers must keep an open mind regarding the group or culture under study while

explicitly acknowledging their personal biases to minimize the effects these biases (Fetterman, 2010). Ethnographic research enables multiple interpretations of reality and understanding of the culture from an emic or insider perspective (Fetterman, 1989, 1998, 2010; Roper & Shapira, 2000). However, the ethnographer makes sense of the emic data from a holistic but etic or scientific, outsider perspective (Fetterman, 2010). Fetterman (2010) argues that analysis precedes and occurs concurrently with data collection. Similarly, Pelto (2013) and Roper and Shapira (2000) contend that in focused ethnographies or short-term research projects, data analysis commences at the beginning of the research and continues throughout the data collection.

Focused ethnography is a form of ethnography that is undertaken to study a smaller group/culture rather than the whole cultural group (Morse, 1994). Creswell and Creswell (2018) and Creswell (2009) suggest that an ethnographic study seeks to understand the shared cultural patterns of the phenomenon of interest of a group of participants in a setting. Alternatively, Knoblauch (2005) asserts that focused ethnography is based in sociology rather than anthropology and this type of ethnography focuses on a specific issue of one's society. Knoblauch (2005) argues that sociological ethnographers, as members of the society under study, have "vast implicit and explicit background knowledge of any field they are studying" (p. 2). Therefore, Knoblauch (2005) suggests that it is a matter of alterity rather than strangeness when considering the "Other" and their culture. I concurred with Creswell and Creswell's (2018) understanding of an ethnographic study as I sought to understand the shared culture of new academics and, as I was not yet a faculty member of a university, I was an outsider to the participants of this study and provided an etic or scientific view of the data and field.

As this research was to understand the experiences of new (pre-tenured or in the first two years of tenure), tenure-track nursing faculty, focused ethnography was an appropriate method to

describe these experiences as opposed to the experiences of all tenure-track faculty. I had strongly considered conducting a narrative inquiry but decided the most appropriate method to address this research question and explore a potentially "invisible" culture in nursing academia would be a focused ethnography. A focused ethnography allowed me to emphasize the narratives of the participants, which might confirm or refute my assumption that the voices of the new faculty are being lost in the pursuit of tenure (Pelto, 2013). This method aided my understanding of the institutional narrative of academia more fully and increased my understanding of the shared values and behaviors or "culture" of academic faculty.

Multiple types of data are collected in ethnographic research but typically these include observation of participants (or field work), interviews of participants, and review of relevant documents. These data collection methods allow for triangulation or the gathering of confirming data regarding the phenomenon from multiple sources (Creswell, 2009; Cruz & Higgenbottom, 2013; Holloway & Wheeler, 2010; Knoblauch, 2005; Roper & Shapira, 2000; Wall, 2015). Higginbottom et al. (2013) suggested that a question such as "what is it like to be…" in a specific context would be an appropriate question for a focused ethnography. Other questions that are best suited to a focused ethnographic approach could relate to the shared beliefs, values, and behaviors of a sub-culture in a particular context (Higginbottom et al., 2013). In focused ethnographies, observation is often limited or not included. Pelto (2013) argued that in the 21st century, short-term ethnographic research such as focused ethnographies create less opportunities for participant observation but increased the emphasis on the "voices" of the participants. In this study, I did not observe faculty other than during the interviews I conducted.

Sample

This focused ethnography was undertaken at random, English-speaking Canadian universities where the primary delivery of nursing education is face to face instruction. However, the during my data collection instruction became virtual due to COVID-19. A convenience sample of new tenure-track faculty (defined as new faculty on the tenure-track or within the first two years of tenure) was sought. A convenience sample was composed of participants who were invited to participate because they were available to the researcher (Richards & Morse, 2013). For the purposes of this study, a pre-tenured faculty was defined as someone with zero to six years of experience in an academic role, leading to tenure or during the first two years post-tenure, doctoral prepared, and usually at the rank of Assistant Professor (Anderson, 2009; Garand et al., 2010; Lewallen et al., 2003; Neese, 2003; Poronsky et al., 2012; Wilson et al., 2010). All new tenure-track nursing faculty were provided with the introductory flyer by the administrative support person to the Deans of Nursing at the respective universities approached in the recruitment phase. To achieve maximum variation in the sample or to be as representative as possible of novice nursing faculty, newly tenured nursing faculty within the first two years of tenure (who could most likely still remember their experiences on the tenure-track) were included in the sample. Sample sizes in qualitative research are generally small and one method suggested for focused ethnography is to continue interviewing until no new data was obtained during analysis or the point of data ‘saturation’ (Brikci & Green, 2007; Maple & Edwards, 2010; Riessman, 1993).

Data saturation was originally developed for grounded theory studies but is applicable to all qualitative research that utilize interviews as the primary data source (Marshall et al., 2013). I continued to collect data until I had an in-depth understanding of culture on the experiences of

new nursing faculty on the tenure-track and was able to provide a rich description of this phenomenon. In other words, I stopped interviewing when data became saturated. Based on information that could be found on Canadian university websites, I could have potentially interviewed up to 61 faculty, who met the inclusion criteria, but I anticipated the sample size would be 20-25 participants based upon other focused ethnographies sample sizes (Cruz & Higginbottom, 2013; Wall, 2015). My final sample size was 17 participants.

Inclusion Criteria

The inclusion criteria for this study included new tenure-track nursing faculty in Canadian universities, defined as faculty members whose appointments started no more than six years prior to data collection. The universities were randomly selected across Canada and represented a sampling from English-speaking provinces and regions. As well, participants were sampled from Canadian universities that primarily offered in-person classroom education and graduate or baccalaureate nursing education.

Exclusion Criteria

New nursing faculty without a terminal degree of PhD were excluded. Canadian universities that prior to COVID-19 offered exclusively on-line education were also excluded.

Assumptions

Earlier in this chapter, I discussed my worldview and how this view fits with an ethnography method and qualitative research methods. I believe culture (beliefs, values, rituals, and behaviors of a group) is learned through social interaction with others and the environment but may not always be overt or discussed. I have discussed the literature pertaining to the transition of tenure-track faculty. From my investigation into the literature and personal

conversations with nursing faculty, I had certain assumptions regarding the transition of tenure-track faculty. I suspected and assumed that Canadian tenure-track faculty experience challenges with teaching and research, stress, feelings of isolation or loneliness, confusion regarding expectations, and difficulties balancing the responsibilities of academic life and personal life as reported in the literature. However, I also assumed that tenure-track faculty experience positive relationships, have success in publication and research development as well as the successful development of an academic identity. As I had these pre-conceived assumptions, I needed to be attentive during the interviews to pose probing questions in a manner that would not influence or lead the participants' responses.

Other assumptions I had were that the participants would be willing to share their truth about their experience and that I would represent their truth accurately in my analysis. Reflection on these assumptions occurred during data analysis so that I did not influence the development of codes and themes by my biases but rather allowed the data to present the themes from the voice of the participants. It was essential to decrease researcher bias, and this was addressed through reflexivity and documenting in a reflexive journal (Creswell & Creswell, 2018: Fetterman, 2010; Guba, 1981; O'Leary, 2017, Pelto, 2013; Speziale & Carpenter, 2011).

Ethnographies involve data collection and analysis from both an emic or insider view and an etic or outsider view. I had some personal emic perspectives regarding the culture of academia from my literature review and having had two Graduate Teaching Assistantships and one Graduate Research Assistantship during my doctoral studies. I gained an emic perspective from the participants' stories, realities, and the underlying culture of academia that their stories revealed. However, during analysis, the emic view was translated to an etic or outsider, scientific view as the researcher translated the raw data into categories and themes (Fetterman, 2010). I

was still an outsider to the academic setting and underlying culture as I was not in a tenure track position at a university.

Data Collection and Data Analysis

Entry into the Field

The initial step in an ethnographic study is to gain access to the field or the participants who are the people of interest to be studied (Creswell & Creswell, 2018: Fetterman, 1998, 2010; O'Leary, 2017, Pelto, 2013; Speziale & Carpenter, 2011). After receiving Research Ethics Board (REB) at the University of Alberta for this study: Project Name "Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study", Pro00108151, March 24, 2021 (Appendix A) and other REBs for the other universities as required, I sent an e-mail letter to the administrative assistants to the Deans of Nursing of 18 universities in Canada that introduced me and the study. I asked the Deans' permission and assistance via their administrative assistant to distribute, an electronic flyer (Appendix B) that advertised this study to their faculty mailing list and requested possible participants to contact me by e-mail for more information. Subsequently, after being contacted by the potential participants, I sent an email to the potential participant (Appendix C) and the information and consent document was attached for review only as verbal consent was obtained from the participants (Appendix D). Demographical information was sought using the questionnaire template (Appendix E) and this documentation was completed at the beginning of the interview, after verbal consent was obtained for participation in the study.

Data Collection

Data collection involved in-depth, recorded, virtual, semi-structured interviews with new tenure-track nursing faculty via the Zoom platform and I gathered demographic information via a

questionnaire (Archibald et al., 2019). Although questions were developed with prompts or probes (Appendix F), these were only used as triggers for the researcher as needed as the participants were asked to share their experiences about their tenure-track journey with an open-ended query method so as to obtain their experience from their viewpoint, the insider or emic view (Denzin & Lincoln, 2011; Fetterman, 2010; Knoblauch, 2005; Munhall, 2012; Richards & Morse, 2013; Speziale & Carpenter, 2011). Richards and Morse (2013) have suggested that semi-structured interviews are an appropriate tool when the researcher has some knowledge of the topic of interest in advance of the data collection but not enough knowledge to predict the responses. Although the same questions were used for all participants, the order of the questions or the additional probing questions varied depending upon the participant's responses (Richards & Morse, 2013). Furthermore, Richards and Morse (2013) contend semi-structured interviews provide some reassurance for the researcher that all participants have the opportunity to provide answers to key questions pertaining to the overall research question. A document analysis of organizational policies and other documents that provided insight into the organizational culture and expectations of tenure-track nursing faculty in Canadian universities was conducted to provide triangulation of data (Creswell & Creswell, 2018; Fetterman, 1998, 2010; O'Leary, 2017; Pelto, 2013; Speziale & Carpenter, 2011). For example, policies regarding the tenure process and criteria for tenure evaluation which could be found on websites were examined. Participants were asked to provide any pertinent documents from their university regarding the tenure process and criteria for tenure that they were willing to share at the end of the interview.

Each interview took approximately one hour to complete. I wrote field notes immediately after the interview. I did not conduct follow-up interviews with participants but conducted

member checks with participants during new interviews as categories or themes emerged as suggested by Morse (2015).

Data Analysis

Richards and Morse (2013) state the first goal of an ethnographer is to understand "what is going on" in the setting or field, (p. 186). Thus, a description of the setting and participants including demographic information was completed initially and written narratively. Richards & Morse (2013) indicated the next step is to proceed with data analysis to achieve the thick description of the culture under study. Likewise, Roper and Shapira (2000) contended an ethnographer makes sense of a large volume of notes about what people said and did, their own personal reflections , and data from documents. I followed Roper and Shapira's (2000) process for data analysis.

Roper and Shapira (2000) argue that ethnography analysis is performed using an inductive method. According to the inductive method this involves learning from the data and requires immersion in the data, which occurs by reading and re-reading the written records of participants' actions and comments as well as the ethnographer's reflections. Roper & Shapira (2000) identified the followings steps in data analysis: "*coding* field notes and interviews, *sorting* to identify patterns, *generalizing* constructs and theories and *memoing* to note personal reflections and insights" (p.93). These steps are not linear, but the ethnographer moves back and forth throughout these steps for the entirety of the research (Roper & Shapira, 2000).

As focused ethnography data was analyzed using an inductive method, the semi-structured interviews were transcribed verbatim as soon as possible after the interview. I chose not to use a transcriptionist but transcribed the interviews myself so as to fully immerse myself in

the data. Field notes, which were observations of initial impressions, conversations, or preliminary analysis, were also written by me as soon as possible to accurately capture the data (Fetterman, 2010). Then the transcribed interview was read in full as an overview (Richards & Morse, 2013). Subsequently, the interview was read line by line and coding of the data began. Coding included a process of reducing the large amount of raw data into a smaller volume of information that allowed the researcher to move from descriptions to topics, then categories, and finally, themes from the data (Richards & Morse, 2013).

The inductive method included reading and re-reading of transcripts and then comparing the topics, categories, and emerging themes as each new interview data was transcribed, read, and coded (Richards & Morse, 2013). This constant comparison method, which initially was used in grounded theory, has been used in many qualitative methods (Creswell & Creswell, 2018; Pelto, 2013; Richards & Morse, 2013). Color coding the topics and mapping the categories or themes are two strategies suggested for managing the emerging concepts or theory (Creswell & Creswell, 2018; Richards & Morse, 2013).

Roper & Shapira (2000) posited first-level coding, or the initial coding, allows for reduction of volumes of data into a manageable amount of information. According to Roper & Shapira (2000), codes are description labels that the researcher applies to "segments of words, sentences or paragraphs" (p.94). Roper and Shapira (2000) provided the following descriptive labels to guide the coding of the data: "setting, activities, events, relationships and social structure, general perspectives, specific perspectives related to the research topic, strategies, process, meanings, and repeated phrases" (p. 95). I chose to use the qualitative software, *Quirkos©,* to aid with color coding and managing the evolving descriptive codes or topics, patterns or categories, and themes as well as managing the participants data in one repository.

Roper and Shapira (2002) stated memos are a form of coding that tracks insights or ideas the researcher has about the data such as questions to further explore or connections between pieces of the data. I wrote memos to document how I determined the codes and categories as well as other thoughts or reflections during the data analysis and kept these memos attached to each transcript within the software program.

The next step in the data analysis was to group the codes or descriptive labels into smaller sets or patterns (Roper & Shapira, 2000). Roper and Shapira (2000) suggested sorting the codes into groups or piles of regularly occurring items that are similar or different, which are the patterns of the data. Outliers or "negative cases" are those cases or items that do not fit with the rest of the data and are used as comparators when new data is obtained and questioned (Roper & Shapira, 2000). Subsequently, Roper and Shapira suggested that the researcher connects the interrelated concepts that emerge from the data and make a generalization based upon the data, which is referred to as abstraction. Likewise, Richards and Morse (2013) explained that the outcome of abstraction in ethnography is to identify themes and patterns that explain a cultural phenomenon. I used this method during my data analysis.

Similarly, the document analysis was conducted using a constant comparison method and patterns or themes were developed. The themes from the document analysis were compared with the themes that were evident from the interview data as part of the triangulation of data.

Quality in Qualitative Research

The criteria for evaluation for the naturalistic paradigm as proposed by Lincoln and Guba (1985) continues to be utilized by qualitative researchers (Morse, 2015: Munhall, 2012). Guba (1981) emphasized the naturalistic paradigm is a paradigm (not a method) and he argued,

although there are numerous paradigms that could allow one to arrive at “the truth”, the main paradigms for scientific inquiry were the rationalistic and the naturalistic paradigms. In rationalistic paradigms, the gold standard of quality was rigor whereas in the naturalistic paradigm, the gold standard of quality was relevance (Guba, 1981).

Lincoln and Guba (1985) proposed the expression, *trustworthiness*, to refer to the quality of research report (Guba, 1981; Munhall, 2012). Trustworthiness consists of four key criteria: credibility, transferability, dependability, and confirmability (Munhall, 2012). Guba (1981) compared four aspects of trustworthiness with the terminology of the rationalistic paradigm and the naturalistic paradigm. These four aspects were “truth value, applicability, consistency, and neutrality” p. 80 (Guba, 1981).

The first aspect of trustworthiness was the truth value or *credibility*. According to Guba (1981), the scientific term or rationalistic paradigm term for truth value is internal validity. Guba (1981) states internal validity is determined by illustrating *verisimilitude* or “the appearance or semblance of truth; likelihood; probability” (“Verisimiltude,” n.d.). Guba (1981) argues that since truth as an absolute cannot be confirmed, rationalists aim to discount all other plausible explanations from their hypothesized truth. Naturalists, in contrast, seek credibility as their truth value and therefore, aim to test their findings with members of the data source group for credibility of the interpretation (this is called member checking) (Guba, 1981).

The second aspect of trustworthiness is applicability or *transferability*. In scientific terms, this is referred to as external validity or generalizability (Guba, 1981). Generalizability requires that inquiries be conducted so that contextual and chronological factors are extraneous to the outcomes of the research and therefore the findings are relevant to any context or time (Guba,

1981). Guba (1981) states the term for applicability in naturalistic inquiries is transferability. Transferability is dependent upon the similarities (or fittingness) of the contexts of the two different contexts (the transferring context and the receiving context) (Guba, 1981). Guba remarked that it was Geertz in 1973 who introduced "thick description" which illuminates the similarities between the two contexts.

Guba (1981) posited the third aspect of trustworthiness is consistency or *confirmability*. Reliability is the scientific term associated with consistency and Guba (1981) claimed that validity is a function of reliability. Therefore, this aspect is related to how well the data presents comparable results from the participants.

The fourth and final aspect of trustworthiness is *dependability* (Guba, 1981). Dependability of the data can be illustrated through a detailed audit trail or accounting of the processes of data collection, analysis, and interpretation (Guba, 1981; Shenton, 2004). This allows the readers to follow the process of the research and interpretation in a manner that can be replicated.

Although these criteria as outlined by Guba (1981) have been used for decades and are still in use by many researchers, Morse (2015) critiqued these criteria and suggested alternatives to these criteria that are more palatable for quantitative and qualitative researchers. Morse (2015) recommends a return to the terms: rigor, reliability, validity, and generalizability as the criteria suggested by Guba and Lincoln have not changed over time but the methods for achieving these criteria have changed over time. Morse (2015) questioned whether these criteria truly make qualitative research more rigorous or if applying these criteria makes no difference at all to the truth of the study. Morse's critique included how to utilize these terms in qualitative research and

Morse argued that rigor, validity, and reliability were achieved by thick description, attending to researcher bias, negative cases, coding processes and inter-rater reliability (Morse, 2015). Morse (2015) maintained that validity and reliability were interrelated in qualitative research. Validity refers to the extent that the research describes in detail the culture and expressed the themes that the researcher discovered through the data (Morse, 2015). Morse (2015) contended reliability pertains to the ability to replicate the same results if the study was re-conducted. Furthermore, Morse (2015) stated generalizability or being able to apply the findings of the study to other populations is attained by abstraction of the concepts and theories in qualitative research. Morse (2015) argued that generalizability should be used more frequently in qualitative research to demonstrate rigor. However, I decided to use Guba's (1981) criteria for demonstrating the quality or rigor in my study as they are still predominantly used by qualitative researchers.

Darawsheh (2014) argued that the increasingly recognized value of qualitative research requires increased criteria and tools for evaluation of qualitative studies to promote quality and rigor. Strategies that promote rigor are peer debriefing, audit trails, member checking, and reflexivity (Darawsheh, 2014; Houghton et al., 2012). Darawsheh (2014) posited reflexivity can establish rigor, which increases the congruency and credibility of the research findings. Reflexivity allows researchers to acknowledge their thoughts, actions and assumptions that influence the meaning and context of the phenomenon during the research process (Darawsheh, 2014; Horsburgh, 2003). Through reflexivity, the researcher provides rationale for decisions made during the research process (Darawsheh, 2014). Horsburgh (2003) proposed that use of the 'first person' when describing the effects of the researcher illuminates the researcher's influence on the research. Horsburgh (2003) and Guba and Lincoln (1995) argued that theory development or the findings of research are constructed from an interaction between the participants, data, and

the researcher and these findings are contextually and temporally situated. Similarly, Sandelowski (2000) asserted two qualitative researchers can produce distinctly different findings based upon their philosophical and theoretical assumptions.

I employed multiple strategies to enhance rigor during the data collection and analysis phases of my study. For example, during data collection I made a conscious effort to develop participant-researcher relationships that were characterized by relationality, respect, and collaboration. These aspects fostered trust, supported open sharing of experiences, and encouraged participants to question the researcher's understanding of the data analysis. I assigned participants a pseudonym to increase the preservation of anonymity (Maple & Edwards, 2010). I maintained a detailed audit trail regarding the process of data collection, analysis, and interpretation to provide a road map, which illustrated the reliability and validity of this research (Roper & Shapira, 2000). My supervisor also read my data transcripts in order to verify the quality of my interviews.

Other strategies, such as triangulation of information, supported the construction of a rich database and thereby enhanced rigor in data analysis. These strategies included detailed documentation of reflections; transcribed per verbatim transcripts of the recorded virtual interviews; attention to inconsistencies between the data and negative cases; seeking verification of the analysis by member checking; and a document analysis of written institutional policies and documents concerning the tenure-track expectations (Brikci & Green, 2007; Roper & Shapira, 2000). During data analysis, a reflexive stance (a strategy central to informing an inductive analysis process) was consciously employed by me to reflect upon why certain texts were emphasized over others (Brikci & Green, 2007; Maple & Edwards, 2010; Marshall et al., 2013; Riessman, 1993).

During this study, I documented my practice of reflexivity in a journal with assumptions and preliminary analysis as I coded the data and organized it into themes. As stated earlier all interviews were recorded and transcribed verbatim to ensure consistency of data collection. As COVID-19 had curtailed the ability to meet participants in person, I conducted the interviews via a virtual platform, Zoom (Archibald et al., 2019). The capability to record virtual meetings allowed me to engage in face-to-face meetings but also enhanced the ability to protect the anonymity of the participants. Reliability of the coding and thematic development were established by my supervisor independently coding my first couple of interviews or providing inter-rater reliability (Morse, 2015). Following that my supervisor and I met every second week to discuss my analysis and to further ensure that the themes I was generating reflected the data. Furthermore, themes were verified or further developed through interviews with future participants or member checking of analysis as the data approached saturation levels, which reflected Guba's (1981) naturalist approach previously discussed and Morse's interpretation of member checking (Morse, 2015).

Ethical Considerations

In addition to obtaining ethics approval and administrative approval, several procedures were used during the research project to ensure the protection of the rights of the study participants (which were outlined in the information sheet and consent form) including: ensuring potential participants were clearly informed about the purpose of the study, what participating in the study involved, the potential benefits and risks of participating, and the voluntary nature of participation (Appendix D). In addition, it was made clear in all verbal and written communications that participants would have the right to withdraw from the study at any time without giving a reason.

Participant confidentiality was maintained through rigorous methods to protect the participants' identities in data collection, analysis, and storage of study materials. Confidential identifying information was stored separately from the transcripts. I assigned pseudonyms to represent each participant and the corresponding data. Virtual interviews increased the ability of participants to remain anonymous as the possibility of the researcher being viewed by others on campus was eliminated. All efforts were taken to protect participants' identities and identifying data will be destroyed as soon as possible. Data is to be kept for five years by Research Ethics Board requirements. Diligent handling of data to reduce the possibility of identifying participants in reports, presentations, or publications of the study results and/or storage of identifying or contact information separately from the data, as the nursing faculty community is small and the possibility of identifying a participant needed to be protected with upmost diligence and caution. Despite these measures to protect confidentiality, I could not guarantee that another nursing academic might recognize a participant from their modified statements. Field notes were always in my possession , until they were safely stored in a locked filing cabinet. The only other person who had access to my data was my supervisor. Finally. I had received ethics training and receiving such training is required for all PhD students at the University of Alberta.

Verbal informed consent was obtained prior to conducting an interview. Furthermore, verbal consent was clarified again at the end of the interview. It was not expected that participating in this research would cause harm to the participants but if the recounting of their experience caused emotional distress or breakdown, the recording and the interview was paused to provide the participant time to regain their composure. If at any time, the participant wished to stop the interview, this was done. Participation in this study was voluntary and the voluntary

nature of participating was reiterated as verbal consent was obtained. The participants could choose to withdraw from the study at any time up until the final written report was completed.

Organization of the Dissertation

This dissertation includes five chapters and is formatted as a paper-based dissertation according to the *Faculty of Nursing Master's and Doctoral Thesis Guidelines (Traditional & Paper-based)* document (University of Alberta Graduate Education Committee, 2023). In the first chapter, I provided a discussion regarding the shortage of tenured nursing faculty, the challenges this shortage posed for the discipline of nursing, and outlined how a study that focused on the experiences of new tenure-track faculty could provide insight and strategies to addressing this faculty shortage. In addition, I identified the purpose of the proposed study, the research questions, and the significance of this research. Subsequently, I presented a literature review focusing on the experiences of new tenure-track faculty across disciplines and a brief description of professional identity formation. Furthermore, I discussed the method of focused ethnography and how I would utilize this method in this study.

In Chapter Two, I present the first paper that has been published in the *International Journal of Nursing Education Scholarship.* It is a scoping review of the literature regarding the experiences of pre-tenure academics across disciplines. In Chapter Three, I present the results of this focused ethnography research regarding barriers and facilitators to developing a research program and discussed these findings. This paper is in review. Subsequently, in Chapter Four , I present a paper regarding the teaching experiences of pre-tenured nursing faculty. This paper is also currently in review**.** The final concluding chapter (Chapter Five) is an integrated discussion or summary of this dissertation that integrated new research published since this study was undertaken, and implications for nursing practice. I also highlight the relevance of this study,

strengths and limitations, dissemination plans, future research directions and the contributions of this work to the advancement of nursing knowledge and practice.

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Chapter Two: Paper 1: Experiences of New Tenure-Track PhD-Prepared Faculty: A Scoping Review

Abstract

The purpose of this scoping review was to assess the state of the literature concerning the experiences of new PhD-prepared tenure-track faculty, with a keen interest in nursing faculty. Effective recruitment and retention strategies for new nursing academic faculty need to be found and implemented. A literature review based on Arksey and O'Malley's five-stage framework for scoping reviews was undertaken. Using the PRISMA protocol, a systematic literature search was conducted in seven databases of studies published in English. Based upon inclusion criteria and relevance, 13 studies out of 90 papers were included in this study. Themes identified from the studies were transitioning to academia, developing a research program, balancing work and life, and perceived inequity. The research was predominately American and Canadian based. Several gaps in the literature were identified. Further research is critical to make recommendations to key stakeholders for recruitment and retention strategies.

***Keywords*:** PhD-prepared, tenure-track, nursing faculty, faculty recruitment, faculty retention

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Scoping reviews are used to examine the state of literature, determine the value of undertaking a full systematic review, summarize and publish research findings, or identify gaps in the literature (Arksey & O'Malley, 2005; Levac et al., 2010; Munn et al., 2018). After a brief literature review had been conducted, researchers wanted to understand more about what it is like to be a new tenure-track faculty member, so that more could be done to reduce the faculty shortage of faculty members evident in Canada (Canadian Association of Schools of Nursing [CASN], 2021) and globally (World Health Organization [WHO], 2020). CASN (2021) indicated there were 24% more retirees than PhD graduates between 2019-2020, amidst 40 unfilled permanent positions in Canada at the beginning of that same time. There were more vacancies that doctoral prepared graduates during that same year (CASN, 2021). Therefore, the purpose of this scoping review was to systematically examine the literature broadly related to the experiences of new tenure-track PhD-prepared assistant professors (Pham et al., 2014), which could guide recommendations for recruitment and retention of new faculty members, guide further research directions and questions, and/or identify gaps in current literature. The goal of this review was also to make recommendations for recruiting and retaining new faculty, which in turn could help address the nursing faculty shortage. New tenure-track nursing faculty members were defined for this review as PhD-prepared academics who were on the tenure-track or within the first two years of having been awarded tenure.

Background

Although the purpose of this scoping review was to explore more broadly what is known regarding the experiences of new tenure-track faculty, researchers were keenly interested in the findings focused on these members. The nursing shortage has been a topic of considerable

discussion over the past 20 years (Buchan & Calman, 2004; Mee & Robinson, 2003; Oulton, 2006; American Association of Colleges of Nurses [AACN], 2011). Although there are many categories of different nursing faculty which contribute to the shortage, researchers were most interested in the shortfall of doctorally prepared faculty for this scoping review. The shortage of PhD-prepared nursing faculty had been steadily increasing, due to a lack of institutional capacity for increasing enrolment in undergraduate and graduate programs related to a lack of instructional faculty (Bartfay & Howse, 2007; Berlin & Sechrist, 2002; Meleis, 2005; Yordy, 2006). The American Association of Colleges of Nurses [AACN] (2019) and the Canadian Association of University Teachers [CAUT] (2022) also directly linked the shortage of nurses to the shortage in nursing faculty because of lack of capacity to increase enrolment. Similarly, the World Health Organization (2020) indicated a shortage of doctorally prepared nurses, which impacted the amount and impact of research being done to guide practice change and promote capacity for nursing leadership.

The increase of academics approaching retirement is one factor that will impact faculty related shortages. Singh et al. (2016) indicated that an aging professoriate as a challenge facing the Discipline of Nursing. The attrition rate of permanent faculty members in Canada was 5% (of which 2% was due to reasons other than retirement), leaving 1.6% of positions unfilled in 2019-2020 (CASN, 2021). According to CASN (2021), during 2019-2020, approximately 52% of permanent nursing faculty were 50 years of age or older; with almost 20% of these being 60 years of age or older. Similarly, the American Association of Colleges of Nursing (AACN) (2019) reported the average age of PhD prepared assistant professors was 50.9 years. Of the 7.2 % faculty vacancy rate in the United States, 89.7% jobs were for doctoral preferred/required positions (AACN, 2019, 2020).

Other factors that may contribute to a nursing faculty shortage include a decrease in the number of younger faculty, lack of growth in graduate program enrolments, and reliance on contract faculty as a cost-effective mechanism to run courses (CASN, 2021). One recruitment strategy for increasing tenure-track faculty was the introduction of fast-tracking doctoral programs, which students could start after obtaining a baccalaureate degree (Vandyk et al., 2017). However, CASN (2021) reported the number of faculty members under 40 years of age decreased 17% overall between 2019-2020 CASN (2021). Also indicated was that graduate program enrolment was stagnant between 2015-2020 with a heavy reliance on contract faculty or sessional lecturers (approximately 75% of the total faculty members). These issues furthered the concern about the importance of recruitment and retention of tenured permanent academic faculty (CASN, 2021; CAUT, 2022).

Previous literature and anecdotal comments point to additional factors in nursing faculty shortages. Boamah et al. (2021) conducted a scoping review illuminating factors contributing to the nursing faculty shortage in Canada. One factor was the need for doctoral preparation as entry level into most tenure-track positions (Boamah et al., 2021; Singh et al., 2016). A PhD was the traditional terminal degree, in Canada, required for nurse scientists to educate future nurses about the nursing profession, nursing standards, and nursing practice; it was also required to obtain tenure (Bice et al., 2019; Boamah et al., 2021). Boamah et al. (2021) indicated that other factors affecting academic settings included the number of retiring faculty, lower recruitment of new faculty, and the decreasing retention of new and experienced faculty.

Anecdotally, the researchers of this study had heard about the attrition of new nursing academics but robust evidence regarding the reasons for this phenomenon was lacking. As a result, it was deemed important to better understand the experiences of new tenure-track nursing

faculty, to identify and recommend strategies that would increase the recruitment and retention of new nursing academics to continue to grow the future of nursing. To address this critical need, a scoping review of the literature was undertaken to gain insight into the experiences of new PhD-prepared tenure-track faculty which can assist in forming future recommendations and provide background knowledge to support further research about new Canadian nursing faculty members' experiences.

Methods

A five-stage scoping review was completed (Arksey and O'Malley, 2005). The PRISMA Extension for Scoping Reviews (PRISMA-ScR) checklist and explanation tool was used as a guide to evaluate the adequacy of the review (Tricco et al., 2018). Arksey & O'Malley's (2005) framework stages for conducting a scoping review that were applied to this review were: 1) identifying the research question, 2) identifying relevant studies, 3) selecting the study, 4) charting the data, and 5) summarizing the data. Each of these is described in further detail.

Stage 1: Identifying the Research Question

The purpose of this scoping review was to explore the state of literature regarding the question: What are the experiences of new PhD-prepared tenure-track faculty? A new tenure-track faculty member was defined as an academic on the tenure track or 1-2 years post-tenure.

Stage 2: Identifying Relevant Studies

The search strategy was developed with two university librarians who had expertise in data searches. The databases searched on July 12, 2021, were MEDLINE, CINAHL, ESCBO Host, Eric, Web of Science, Scopus, and ProQuest Dissertations and Thesis. Boolean combinations of the key words: new, novice, tenure-track, pre-tenure, academic, all disciplines, faculty, nursing, professor, and transition were used. Weekly, or monthly database alerts were

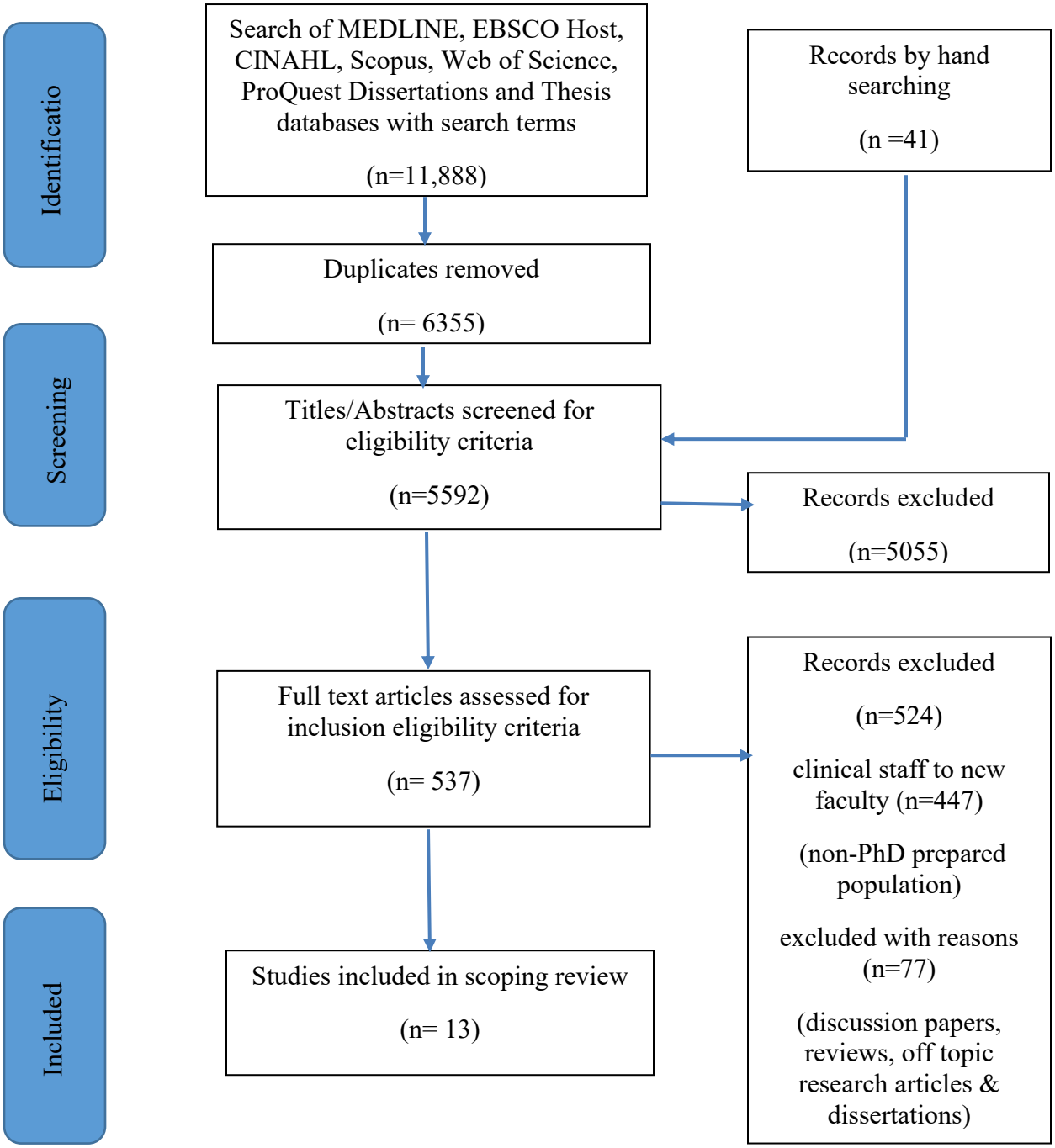
used to identify new publications for inclusion in the review until November 13, 2021. Reference lists were hand-searched for potential publications not captured through database searches.

Stage 3: Study Selection

Studies for this scoping review were assessed against the following inclusion criteria: (a) a research study, (b) related to any discipline, (c) related to PhD preparation, (d) related to new tenure-track faculty, (e) available in full text, (f) published in English in a peer-reviewed journal, and (g) published between January 2000 and October 2021. The exclusion criteria were as follow: (a) theoretical, descriptive, or review article, (b) related to Doctor of Nursing Practice, (c) related to Baccalaureate- or Master-prepared faculty, (d) related solely to clinical faculty, and (e) published in a language other than English. The database search, conducted by the first author, produced 11,888 articles. Four team meetings were held to ensure clarity and consensus of eligibility criteria prior to screening initiation; therefore, calibration was not done. After removing duplicates (n = 6355) and adding 41 articles found through manual searching, the titles, and abstracts of 5,592 articles were screened by the first author with 5,055 excluded based on eligibility criteria. Full-text reading of the remaining 537 articles was undertaken by two researchers. Four hundred and forty-seven full-texts were excluded as these failed to meet the PhD-prepared inclusion criterion. Of the remaining 90 full-text articles, 77 articles were excluded by consensus for the following reasons: discussion papers, reviews, off-topic research articles, or dissertations. In the end, thirteen articles were included in this review. A PRISMA flow diagram noted in Figure 1 illustrates the process (Page et al., 2021).

Figure 1

Prisma Flow Diagram



4. Charting the Data

The first author conducted the data extraction and charting, and a senior researcher viewed the data. Charting the data focused on describing the following study characteristics: author/s, year of publication, and country of origin, purpose, research design, sample size, main results, recommendations, and study limitations. The characteristics of the studies are outlined in Table 1.

5. Summarizing the Data

Five authors completed the final stage, which involved summarizing the data, reporting the findings, and discussing suggestions based on the findings. The results were reported in a summary format. Researchers described the types of studies included, provided a summary of themes emerging from the findings, and discussed suggestions for the future.

Table 1

Summary of studies included in this review.

#	**Authors, Year, Country**	**Purpose**	**Methods**	**Main Findings**	**Recommendations**	**Identified Limitations**
1	Bice, A. Griggs, K. Arms, T. 2019 USA	To explore the experiences of PhD & DNP prepared faculty on the tenure track	Qualitative Narrative Design Electronic open-ended narrative survey Sample: n=19 (12-PhD, 7-DNP) Faculty of Sample Nursing	Overarching concept of "needfulness" Five identified categories 1. meaningful partnerships 2. necessity to balance responsibilities 3. destructive criticism is real 4. I have value 5. need multifaceted coaching	-comprehensive orientation -formal/informal mentoring -training for mentors	-pilot study -not all universities research intensive -different criteria for terminal degree depending upon focus of institution -electronic survey did not allow for further questions
2	Garrison-Wade, D. F. Diggs, D. A. Estrada, D. Galindo, R. 2012 USA	To explore barriers/ supports, and experiences of diversity and equity activities for faculty of color on tenure-track	Qualitative Counternarrative method (3 tools) -self-study -focus groups -individual interviews Constant comparative analysis and thematic presentation	Three themes identified: 1. frustrations 2. confronting diversity 3. coping strategies	-work is needed to embrace diversity/inclusion of those other than the historical "white" majority. - "spaces" for faculty of color to feel included -mentoring	-all faculty need to act on inclusivity not just talk about it

			Sample: n=4 Faculty of Sample Education			
3	Greene, H. C. O'Connor, K. A. Good, A. J. Ledfore, C. C. Peel, B. B. Zhang, G. 2008 USA	To investigate experiences of balancing teaching & research and formal/informal supports for faculty on tenure-track To develop a comprehensive support model for tenure track faculty	Mixed methods On-line Survey Quantitative -descriptive stats -AOV -multinomial regression models Qualitative -content analysis and constant comparison Sample: n=96 Faculty of Sample Education	-new faculty want a research mentor, research development center -mentor receives compensation -decreased teaching load to establish research program -clear expectations of tenure path and responsibilities -welcoming and collegial environment	-need a comprehensive model of support	-none
4	Heinrich, K. 2005 USA	To explore doctorally prepared nurses for the first five years after graduation	Qualitative Longitudinal phenomenology Semi-structured, in-depth, telephone interviews	-5-step pattern of internalizing a doctoral identity 1. Way finding 2. Sorting out 3. Setting priorities 4. Growth 5. Security	-mentoring should be group-like -more research needed on male faculty	-role as sister-researcher-personal bias, participant bias -no male participants -one institution

			Thematic analysis of yearly interviews Sample: n=16 Faculty of Sample Nursing			
5	Jones, S. J. Taylor, C. M. Coward, F. 2013 USA	To analyze how personal, environmental, and experiential factors influence the tenure process	Qualitative Autoethnography -narrative writing of experiences Analysis of personal, environmental, and experiential factors Sample: n=3 Faculty of Sample Education	-lack of standardized orientation for new faculty -lack of formal support programs -gendered and racial differences in support -discrepant messages regarding tenure requirements from institution and faculty department -experiences based on personal cultural beliefs and values	-mentoring and institutional support required -standardized orientation -decreased teaching load -start up funds for research	-none
6	Kawalilak, C. Groen, J. 2010 Canada	To explore how practices, beliefs, and assumptions of academic culture	Qualitative Narrative inquiry -story sharing and dialogue	-four themes found: 1. self and soul, 2. empowerment, 3. inclusive community, 4. mentors and gurus	-mentoring is needed to navigate process	-focused on positive organizational culture aspects that support

		impacted the tenure-track journey	-metaphor interpretation of experiences Sample: n=2 Faculty of Sample Education	- policies and procedures were influenced by human interaction and interpretation		faculty on the tenure track
7	Ponjuan, L. Martin Conley, V. Trower, C. 2011 USA	To evaluate tenure-track faculty's perceptions of professional and personal relationships with senior faculty or peer faculty	Quantitative Survey Factor analysis, multiple regression, Analysis of VIF Sample: n=6882 Faculties of Sample Professional Programs Arts & Humanities Social Sciences Education STEM	1. New faculty to Senior Faculty relationship Satisfaction -negative, gendered, and racial differences -decreased clarity of tenure process decreased relationship satisfaction -professional program faulty were less satisfied with their relationships than STEM faculty 2. Peer to peer relationship satisfaction -no difference between female and male	-systematic socialization to academia -senior faculty require education and support to mentor -clear, transparent expectations of tenure	-none

				-newer faculty reported higher relationship satisfaction than those after 2 years -Social Science and Education faculty reported higher relationship satisfaction than those in STEM faculties		
8	Poronsky, C. B. Doering, J. J. Mkandawire-Valhmu, L. Rice, E. I. 2012 USA	To explore the experiences of nurse faculty with young children on the tenure-track	Qualitative Case study Content analysis Sample: n=3 Faculty of Sample Nursing	Three content areas 1. adapting to role. 2. negotiating work/life demands. 3. mentoring benefits	-family friendly policies -mentoring programs	-case study method -extraordinary personal demands of participants not common for most faculty
9	Schrodt, P. Cawyer, C. S. Sanders, R. 2003 USA	To explore the effects of mentoring and satisfaction with socialization and the tenure processes of new faculty	Quantitative Questionnaire MANOVA ANOVAs Sample : n=259 Faculty of Sample Communication	-significant increase in satisfaction of socialization with mentored new faculty versus non-mentored new faculty -mentoring increased sense of attachment to faculty department,	-mentoring to increase socialization -research on outcomes of mentoring	-unable to compare the difference between formal/ informal mentoring effect due to limited faculty reported formal mentoring (n=27)

				collegiality, increased success -no significant difference based on gender or type of mentoring		-response rate 40%
10	Singh, M. D. Patrick, L. Pilkington, B. 2016 Canada	To explore perceived barriers and enablers of empowerment in work environments for tenure-track faculty To explore perceived current state of mentoring of tenure-track faculty	Mixed methods Qualitative Telephone interviews with scripted questions Sample: n=10 Faculty of Sample Nursing	-empowerment in workplace increases job satisfaction and retention -need for more resources, i.e., research release time, support with grant writing and managing funds, information from administrators -new faculty had to seek mentors for advice -high levels of role strain and stress -variance in PhD programs in preparation -similar expectations for tenure but support was variable -formal/informal mentoring crucial for a positive research culture and learning	-institutional focus needs to be on retention -supportive strategies to reduce stress	-phone interviews with pre-determined questions -small sample size not representative

				roles and responsibilities -mentoring increases retention and recruitment		
11	Singh, M. D. Pilkington, B. Patrick, L. 2014 Canada	To explore how organizational culture and perceived level of psychological & structural empowerment are associated with work environment To explore the state of mentorship in schools of nursing	Mixed methods Quantitative On-line survey Sample: n=60 Faculty of Sample Nursing	-dominant culture is competitiveness -desired culture is collaboration -supportive work environment enhances retention and recruitment of faculty	-need to create formalized mentoring programs	-national on-line survey of nurse educators with 60% response rate -self-selection of respondents can lead to self-bias of reporting -small sample size limits generalizability
12	Solomon, C.R. 2011 USA	To explore how tenure-track faculty with and without children manage work/life balance	Qualitative In-depth, semi-structured interviews Thematic analysis Sample: n=37	-key themes: 1. orientations to work/life 2. work schedules 3. plans for parenthood -main findings: choosing against the institutional	-further research to determine consequences of choices regarding orientation to work/life, parenthood to successful tenure	-none

			Faculties of Sample Sciences Humanities Social Sciences Fine Arts Education Business	expectation of all and only work focus -gendered bias for choosing childbearing during tenure process		
13	van Dongen, L. Cardif, S. Kluijtmans, M. Schoonhoven, L. Hamers, J. P. H. Schuurmans, M. J. Hafsteinsdóttir, T. 2021 Netherlands	To evaluate expectations, experiences, and perceived influence of the leadership mentoring programme on leadership and professional development, professional identity, and research productivity in postdoctoral nurses	Longitudinal Mixed methods: Concurrent triangulation design -data collected at 3 time periods Qualitative In-depth, semi-structured interviews Thematic analysis Quantitative Surveys (Leadership Practices Inventory) -individual, group, and	Outcome evaluation of a formal leadership program: -increased nursing identity -increased productivity and publications -increased competence with leading others and research program -increased confidence in their personal and professional identity	-expand future evaluations to include qualitative feedback from peers, mentors, managers -explore the influence of program on patient/organizational outcomes	-small sample size -biased sample -inter-rater reliability variable

			observer scores compared Sample: n=10 Faculty of Sample Nursing			

Results

Study Characteristics

Thirteen research studies were included in this review. Seven of the studies used qualitative design methods (Bice et al., 2019; Garrison-Wade et al., 2012; Heinrich, 2005; Jones et al. 2013; Kawalilak & Groen, 2010; Poronsky et al., 2012; Solomon, 2011), two used quantitative approaches (Ponjuan et al., 2011; Schrodt et al., 2003), and four were mixed methods (Greene et al., 2008; Singh et al., 2014; Singh et al., 2016; van Dongen et al., 2021)). Nine studies were conducted in the United States of America (USA), three in Canada, and one was from the Netherlands. The qualitative studies used narrative, phenomenological, or autoethnographic methods, focus groups, and/or interviews for data acquisition. The quantitative studies employed survey tools. The mixed-methods studies used a variety of techniques: surveys, focus groups, and telephone interviews. Six of the 13 studies focused on nursing faculty, four on education (the practice of teaching and learning), two on multiple faculties (i.e., humanities, science, business, education), and one on communication. Arksey & O'Malley's (2005) framework does not include an assessment of study quality therefore, this was not completed.

Summary of Themes

Themes evident from the review included: transitioning to academia; developing a research program; balancing work and life; and perceived inequity. The data were summarized by themes. Further synthesis or analysis was not conducted for this review.

Transitioning to Academia

Transitioning of new faculty to academia was influenced by three main concepts evident in the included articles: mentorship, developing an academic identity, and managing expectations (Bice et al., 2019; Garrison-Wade et al., 2012; Greene et al., 2008; Jones et al., 2013; Kawalilak

& Groen, 2010; Ponjuan et al., 2011; Schrodt et al., 2003; Singh et al., 2014, 2016). Nine authors discussed mentorship as essential for successful transition, however formalized mentorship was limited (Bice et al., 2019; Garrison-Wade et al., 2012; Greene et al., 2008; Jones et al., 2013; Kawalilak & Groen, 2010; Ponjuan et al., 2011; Schrodt et al., 2003; Singh et al., 2014, 2016). Most new faculty benefited from informal mentorship, which provided them with friendships, role modelling, guidance, and insight about navigating research, teaching, and service (and in some cases, clinical practice) responsibilities (Ponjuan et al., 2011; Schrodt et al., 2003; Singh et al., 2014, 2016). However, only Singh et al. (2016) recommended a formalized mentoring program be developed. Canadian academic culture was noted to be competitive (Singh et al., 2016), yet new academics desired collegial, collaborative environments (Jones et al., 2013; Ponjuan et al., 2011; Poronsky et al., 2012; Singh et al., 2016).

The development of academic identity was a lengthy process (Heinrich, 2005; Poronsky et al., 2012; van Dongen et al., 2021). Heinrich (2005) identified that the process of becoming an academic included becoming comfortable with the title of "Doctor" and deciding how academics would define their research and contribution to the advancement of the nursing discipline. Kawalilak & Groen (2010) contended that the discovery of "self and soul" or their academic identity was supported by co-mentoring, that is, mentoring each other.

Managing multiple expectations was identified as a challenging and stress-producing aspect of the transition to academia. Mentorship was indicated as an important strategy to aid new faculty in understanding/ navigating academia and to ease stress (Bice et al., 2019; Greene et al., 2008; Heinrich, 2005; Jones et al., 2013; Kawalilak & Groen, 2010; Ponjuan et al., 2011; Poronsky et al., 2012; Schrodt et al., 2003; Singh et al., 2016). Only Singh et al. (2014) provided a definition of mentoring (traditional model of a mentor/mentee dyad), as a relationship pairing

of a senior mentor and a newcomer by an organization, which aided a newcomer with transitioning to a new role or position, enculturating to a new organization, decreasing attrition rates, and increasing job satisfaction. Singh et al. (2016) found that variances in PhD programs did not prepare novice academics for the copious requirements of teaching and research roles and responsibilities. Although similar requirements for tenure were evident, the supports for tenure-track faculty varied (Singh et al., 2016). Bice et al. (2021) identified the need to balance responsibilities as a central category in their overarching concept of "needfulness". Jones et al. (2013) recommended standardization of tenure-track hiring packages with reduced teaching workload at the start of positions for all novice faculty members, and supported research development, rather than individual agreements. Likewise, clear expectations of the tenure and promotion process were important to increase the satisfaction levels of new faculty members and increase retention (Ponjuan et al., 2011; Schrodt et al., 2003).

Developing a Research Program

Singh et al. (2016) indicated productive research was a significant component to awarding tenure. New faculty identified five aspects that aided them with being successful on the tenure-track: teaching release time, mentoring, information transparency, collaboration, and research support (Greene et al., 2008; Heinrich, 2005; Ponjuan et al., 2011; Schrodt et al., 2003; Singh et al., 2016). van Dongen et al. (2021) evaluated a postdoctoral leadership mentoring program and contended that participation enhanced the development of a research program, increased research productivity, and increased the adoption of an academic identity.

Balancing Work and Life

Seven authors identified that balancing work and life as a significant challenge for new academics (Bice et al., 2019; Greene et al., 2008; Heinrich, 2005; Ponjuan et al., 2011; Schrodt

et al., 2003; Singh et al., 2016; van Dongen et al., 2021). Singh et al. (2014) stated new faculty had steep learning curves of adjustment, limited supports, and increasingly heavy workloads. Similarly, Solomon (2011) found participants reported loss of relationships and marriages, or never-ending work (inhibiting any external socialization or personal activities). Solomon (2011) indicated 18 participants compromised or sacrificed time with their families and children to progress on the tenure track while 19 prioritized their family and personal life and chose to create balance. New academics reported scheduling their personal life and their academic life to achieve balance (Solomon, 2011). Furthermore, the need to differentiate between work and family life as an academic was emphasized when academics had young children (Poronsky et al., 2012).

Perceived Inequity

Perceived inequity was another theme evident in the literature from this review and was thought to be influenced by gender, race, or life stage (Garrison-Wade et al., 2012; Jones et al., 2013; Poronsky et al., 2012). Female academics perceived a negative gender bias regarding their financial compensation and childbearing/rearing practices (Jones et al., 2013; Ponjuan et al., 2011; Poronsky et al., 2012). Solomon's (2011) thematic analysis from their semi-structured interviews suggested that both male and female tenure-track faculty worried about repercussions from decreased research productivity during childbearing/rearing periods in their lives, but that the burden was greater for female academics as they traditionally were responsible for childrearing. Academics of color felt discriminated against despite institutional claims of equality (Garrison-Wade et al., 2012; Jones et al., 2013). Participants also indicated they perceived reverse discrimination to be present on some occasions (Jones et al., 2013). One

participant reported perceived institutional discrimination and lack of institutional support as they were “white” and therefore didn’t need support as a new academic (Jones et al., 2013)

Discussion

This scoping review was undertaken to explore the state of the literature concerning the experiences of new tenure-track faculty, particularly nursing faculty literature. Although 12 of the studies were American or Canadian, similar experiences and challenges for all new faculty were noted across the included articles. The findings from the literature data were summarized into four key themes. In reflecting on what was learned in this review, three key discussion points emerged for consideration.

Mentorship was noted as a critical support tool for new faculty to aid in socialization to the academic role, develop a research program, understand the daily activities of academia, and learn how to access institutional supports (Etzkorn & Braddock, 2020). Ponjuan et al. (2011) claimed available mentors were also impacted by the faculty shortage. However, the specifics around mentorship varied (Etzkorn & Braddock, 2020; Jones et al., 2013; Ponjuan et al., 2011; Singh et al., 2014, 2016) and two authors contended that formalized mentoring dyads were not the best model (Ponjuan et al., 2011; Schrodt et al., 2003).

Clearly defined, systematic, formalized mentoring programs could provide consistency for new academics and increase retention. In particular, programs with similar values, information, and length, as well as those which acknowledged and supported both mentors and mentees at local, provincial/state, and national institutional levels, would better aid retention (Greene et al., 2008; Singh et al., 2016). The researchers suggest a circular impact is optimal, that is, more faculty are mentored and become mentors, which, in turn, might result in more

satisfied academics retained in academia. Although these points were not evident in the literature reviewed, the interwoven nature of the themes may be worthy of further research and analysis.

Furthermore, informal mentoring could be supported by institutional events that provide opportunities to interact with academics within both a given Faculty as well as the broader institution. Relevant and applicable knowledge was gained by having multiple mentors (Etzkorn & Braddock, 2020; Jones et al., 2013; Kawalilak & Groen, 2010; Ponjuan et al., 2011; Poronsky et al., 2012; Singh et al., 2014). Increased job satisfaction, collaboration, and relationship-building developed with multiple mentors appeared to increase faculty member retention (Ponjuan et al., 2011; Schrodt et al., 2003; Singh et al., 2016). Research into the value of informal versus formal mentoring or the synergy of either approach could provide clearer guidance for institutional policies using varied research designs.

Balancing multiple responsibilities and roles was identified as a significant stressor during the initial years of a tenure-track position (Poronsky et al., 2012; Singh et al., 2014; Solomon, 2011). This makes sense in the context of global faculty shortages where larger workloads are being placed on faculty members, including new tenure-track academics (Greene et al., 2008; Singh et al., 2014). Younger, childbearing/rearing faculty members expressed an increased need for balancing demands of academia with family life (Ponjuan et al., 2011; Poronsky et al., 2012; Solomon, 2011) and were fearful of repercussions to tenure-track success if they chose to pause their progress to have a family. Likewise, Boamah et al. (2021) reported female nursing academics experienced higher levels of stress than male counterparts related to childbearing/rearing and pausing the tenure-track journey. Other experiences outside of the tenure track role have some impact on academics in mothering roles.

As nursing is a female-dominant discipline (WHO, 2020), further research needs to be undertaken to appreciate the influence of gender bias on the experience of achieving tenure. Research will assist in understanding solutions relative to the data acquired. Further research could be done to determine if other biases, such as cultural, age, religious, or institution, influence experiences, especially for newer tenure-track members.

Experiences of perceived discrimination were reported in several studies within this review (Garrison-Wade et al., 2012; Jones et al., 2013; Poronsky et al., 2012). Academics of color experienced environments influenced by white, male-dominated histories (Garrison-Wade et al., 2012; Jones et al., 2013). Multi-cultural societies are ubiquitous and further dialogue about equity, diversity, and inclusion is widespread. Increased efforts to address these issues through institutional policies in various settings are taking place. Interestingly, the studies reviewed herein did not define inequity. Researchers of this study, however, defined inequity as occurring when resources were not distributed based upon the need of those who most needed them to succeed, thereby creating fairness and equality (Gutoskey, 2020; Mlaba, 2021). The researchers wondered about the extent of experiences related to equity, diversity, and inclusion of new faculty (from various countries) and how those experiences occur. If and how institutional policies play a role in the experiences of new faculty related to cultural diversity were also unclear. Promising directions for further exploration of minority statuses or characteristics could be undertaken through a feminist, intersectionality lens that could illuminate areas for improvement in mentoring, workplace culture, and subsequently, retention (Salter et al., 2021).

Recommendations from this scoping review include the development of formalized faculty mentoring programs (Singh et al., 2016). A standardized approach, directed by evidence, should be encouraged (Greene et al., 2008; Kawalilak & Groen, 2010; Schrodt et al., 2003; Singh

et al., 2016). Opportunities for building informal mentoring relationships should be supported institutionally. Additionally, senior mentors could be supported through service time release and training to enable them to assume effective mentoring roles (Ponjuan et al., 2011). Furthermore, new academics could be developed as mentors during their tenure-track process to increase mentor capacity and build a sustainable program that facilitates job satisfaction and retention in academia (Ponjuan et al., 2011).

As only three Canadian studies were identified in this review, researchers also recommend more research into the current Canadian academic experience be undertaken to fully understand the issues influencing the tenure-track experience. Globally, the effects of institutional culture and positive work environments on tenure-track experiences should be examined. Indeed, the tenure-track process may even need to be reformed to support the desires of newer generations of academics. Replication of previous studies in other countries is encouraged to illuminate other concepts that may enhance the new tenure-track experience. Regarding the nursing faculty shortage, further research should be conducted in European, Eastern, and developing countries to assess the experiences of tenure-track nursing faculty in those contexts, if tenure exists. The researchers are amid a research project that will facilitate a deeper understanding of this phenomenon. This research will enable the development of relevant recommendations to key stakeholders with respect to addressing the needs of new nursing academics with the aim to increase recruitment and retention.

The strengths of this scoping review included the broad search of literature through search strategies of seven electronic databases (assisted by two expert librarians) as well as hand-searching reference lists to ensure a thorough examination. The criteria for inclusion and exclusion were agreed upon by consensus during four team meetings prior to conducting the

search to ensure consistency of screening of titles and abstracts and two researchers conducted independent evaluations of full-text articles, which were then excluded or included based upon consensus of applicability to the question during bi-weekly meetings. The original search was updated weekly or monthly depending upon the database with alerts from the saved search. Limitations of this review may include missed literature based upon the search words utilized as other words may yield different results, a bias toward the health science literature, and lack of consultation with experts on the topic.

Conclusion

This scoping review provided insights from the literature about the experiences of new PhD-prepared tenure-track faculty. However, the literature is limited, mostly American and Canadian, and only six studies focused on nursing. More research is needed to illuminate the effects of Canadian context and culture on the experiences of tenure-track nursing faculty and all faculties in other countries. There are gaps in the literature regarding explicit retention solutions regarding new tenure-track faculty members, the creation and evaluation of effective mentoring programs for new academics, institutional culture and positive work environments, and specific outcomes of equity, discrimination, and inclusivity policies on new tenure-track members. Research in these areas can enhance the development of further recommendations to academic leaders with respect to interventions that can increase the recruitment and retention of new academics based on their identified needs.

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Chapter Three: Paper 2: Facilitators and Barriers to Developing a Research Program: A Focused Ethnography of New Tenure-Track PhD-Prepared Nursing Faculty

Abstract

Background: Creating a research program is a critical requirement for new PhD-prepared tenure-track nursing faculty in Canada.

Purpose: The purpose of this article is to present key findings of new faculty members focusing on facilitators and barriers to development of their research program.

Method: We conducted focused ethnography research examining the experience of 17 new faculty members from across Canada.

Results: The following themes were identified: teaching release, preparation from PhD program, intense feelings, supports and processes, mentoring, obtaining grants, and effects of the COVID-19 pandemic.

Conclusions: Implications for practice include identifying ways to facilitate faculty retention as they develop their research program. This research will be of interest to deans of nursing and new faculty members.

Keywords**:** PhD-prepared, tenure-track, nursing faculty, research program development, facilitators, barriers

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[2] In review for publication

The shortage of PhD-prepared faculty is a continuing concern for nursing education and one that makes faculty renewal imperative (Boamah et al., 2021). Recruitment and retention efforts have been recommended to reverse this trend and decrease the PhD-prepared faculty shortage (American Association of Colleges of Nursing, 2019; Canadian Association of Schools of Nursing, 2021). A review of the literature revealed that there is limited research regarding the experience of new PhD-prepared nursing academics (Savard et al., 2023). Knowing more about what facilitates the journey of these faculty is critical in the current context.

Background and Purpose

An unfunded, focused ethnography study was undertaken to better understand the experiences of new PhD-prepared nursing faculty in Canada. The purpose of this article is to present findings pertaining to developing research programs. We describe the method, key findings, and implications for practice. Findings about nursing academics' transitions to the teaching role will be reported elsewhere.

Although granting of tenure is evaluated on tripartite components, developing a research program is the primary concern for new academics in nursing and other fields (Broome et al., 2019; Main et al., 2020; Singh et al., 2016; Stanfill et al., 2019). Lack of teaching release and preparation in grantsmanship were identified in studies as challenges to developing research programs (Cate et al., 2022; Singh et al., 2016). Having a child had been found to reduce research productivity, miss funding opportunities, and increase stress levels of female academics when compared with males (CohenMiller & Izekenova, 2020; James et al., 2021; Morgan et al., 2021). Interestingly, two of these studies did not include nursing academics and one did not identify the discipline of participants. Research indicates that new academics need clarity on tenure requirements, research mentors and supports, and would benefit from reduced teaching

loads to establish their research program (Cate et al., 2022; Etzkorn & Braddock, 2020; Singh et al., 2016; Stamps et al., 2021; van Dongen et al., 2021).

Method and Procedures

Research Design

A focused ethnography design was used to answer the research question: "What is it like to be a new (*new* defined as pre-tenured or within the first two years of tenure) tenure-track nursing faculty in Canada?" This design is well suited to study a smaller group's cultural beliefs/values in a specific setting or context and does not require conducting participant observations (Roper & Shapira, 2000).

Setting and sample

Initial Research Ethics Board (REB) approval was obtained from the University of Alberta, Pro00108151. Ethics and institutional approvals were obtained from 18 Canadian universities in total. Participants were recruited from nine institutions. Eligibility criteria included: nursing faculty; PhD-prepared; and hired into a tenure-track position within the last six years. After approvals, administrative support individuals emailed an introductory study flyer to faculty members. Convenience sampling and snowball techniques enabled recruitment of 17 participants, and achievement of data saturation.

Data Collection and Analysis

Potential participants contacted the lead researcher by email and consent was obtained prior to data collection. Data were collected using semi-structured interviews, journaling, and the examination of public documents. The first author conducted recorded virtual interviews (55 to 80 minutes long) between March 2021 and April 2022, transcribed the recordings verbatim, and

de-identified data. Field notes, during and after interviews, detailed researcher observations and impressions. Transcript clarifications with participants were conducted by email.

Data collection and analysis took place concurrently. Roper and Shapira's (2000) steps for thematic analysis were utilized with the support of Quirkos© data management software. Constant comparison of data, memoing, reflexivity, and triangulation enhanced rigor (Creswell & Creswell, 2018). Public documents (e.g., tenure criteria guidelines) confirmed what participants expressed about tenure criteria and expectations. Trustworthiness was established using Lincoln and Guba's (1985) criteria for qualitative research.

Results

Participant ages varied as follows: two were under 36, ten were 36 to 45, and five were 46 to 60 years of age. Fifteen participants identified as female, and two as male. Seven of the nine universities from where the sample was drawn were research-intensive. Six participants were in their first year, eight in 2nd to 3rd, and three in 4th to 6th year of their tenure-track appointment. Ten participants had completed postdoctoral fellowships. All but one participant had a partner/spouse, and 40% had young children. Seven themes were elucidated concerning research program development: teaching release, preparation from PhD education, mentoring, supports and processes, obtaining grants, negative feelings, and effects of the CoVID-19 pandemic. Perceptions and experiences of the participant influenced whether the theme was a barrier or facilitator.

Teaching Release

During interviews, participants indicated teaching release was extremely helpful when developing a research program. Participant 6 explained: "Due to my research heavy portfolio, I could negotiate more teaching release." Participant 2 indicated: "I negotiated one course release

per term for the first year, which was extremely helpful because the hardest part was setting up a research program. That was the biggest surprise for me about being an academic."

Participants indicated not having teaching release was problematic. Participant 9 explained: "I was not supposed to teach the first semester, but that was retracted. The only time for research was during my summer vacation." Similarly, Participant 1 indicated: "I had no release for research. I have a paper waiting to be published for three years." Another, Participant 5, shared: "I was told I would not get any course release until I received a grant, which I thought was very backward, but I wanted a job. So, I agreed." Participant 15 said: "The stressful part was creating that program of research without release time."

Preparation from PhD Education

Several participants considered their research preparation inadequate, while others felt prepared to establish a research program. Participant 3 commiserated: "There's information not taught in any graduate program, like self-discipline. How do you organize a lab? How do you negotiate?" Participant 15 wanted education about "best practices on grant writing, publication, and those things that you may not get in your PhD." Participant 10 reflected: "I studied at a research-intensive university. I feel confident with my abilities to tackle research and write grants."

Ten participants had completed post-doctoral fellowships and felt more competent and prepared to build a research program. Participant 11 explained: "That post-doc allowed me to conduct applied research." Participant 6 recollected: "A post-doc was critical to my success. Many of the things you're required to do as a researcher, you won't learn in a PhD." Participant 2 commented: "It was a shocking immersion into research. I suddenly realized that research was a lot more detailed."

Mentoring

Several participants discussed inadequate mentoring. Participant 16 said: “I need some mentorship, but it seems like it's figure it out yourself. That is the way it has always been.” Participant 9 explained: “I finally got a research mentor but other than being the same sexual orientation as me, there's no connection between us.” Alternatively, participant 17 indicated: “I have exceptional mentorship. I had meetings about my research in their homes. The work culture of my Faculty is impeccable.”

Participant 8 discussed mixed mentoring:

> I prefer formal and informal mentors, who tell you what is really going on, and you can feel safe talking about your fears. Due to these supports, I was successful enough with grants and publications to be on track with tenure.

Participant 11 engaged in peer mentorship: “I didn’t know how to manage a research team or human resources. I would be floating in the abyss if I didn't have a colleague to share that with.”

Supports and Processes

All participants commented about start-up funds available for new faculty members. Participant 17 stated: “The faculty calculate a lot; funds I got were based on a very fair calculation.” Participant 7 was exuberant: “I got the highest faculty start-up funds that the university ever had!” Likewise, Participant 14 stated, “I got start-up funds, but I applied for [a grant] and got another smaller sum.” Participant 5 wryly stated: “I was told to apply for $12,000. The faculty (conducting that process) helped me. I got four times that amount!” Participant 4 argued funding was insufficient: “It was not enough to start a bigger project.” Participant 8

wistfully stated: “Start-up funds would have helped [second tenure-track]. Even though you're a little more established, you're still starting up.”

Some voiced concern over a lack of institutional supports and safety. Participant 5 stated: “My faculty has been non-existent. Zero interest in helping, it's your problem, go figure it out” and they felt unsafe: “I didn't feel safe because I was terrified of the repercussions [to my tenure progress] by asking for assistance.” Participant 9 was disillusioned: “Many challenges I experienced were due to unfulfilled promises.” Participant 7 experienced disparagement during a required orientation meeting with research administrators: “They pushed me this list and said, we’re going through all the criteria that you need to meet as a tenure-track faculty. You’ll have five minutes at the end to talk.” Participant 7 elaborated: *“*I was being positioned. I did not like it! I know this isn't a safe place for me to go to if I have concerns.”

Bureaucratic institutional processes had negative effects. Participant 7 experienced challenges spending funds: “I didn't know about an approved vendor list, now, I'm embroiled in bureaucratic processes*.”* Participants 8 and 9 had relocated during the tenure-track period. Participant 9 bitterly expressed: “[the faculty] gave no recognition, I was starting at square zero” and Participant 8 ruefully said: “I had to restart tenure.” Participant 7 highlighted reduced transparency about research processes: “The institution should have algorithms for this. It goes through ethics. Then, these are the other components.” Participant 8 stated: “I knew I needed ethics at the university, but they took longer than I expected.”

Obtaining Grants

All participants identified grantsmanship as essential for progression and tenure. Many reported difficulty obtaining grants. Participant 6 illuminated: “Money is scarce. It's a very tough game right now.” Participant 12 shared: “I compete against myself [for grants]. Anything I do

that improves grants [as co-investigator] decreases my chances of getting them as a PI." Participant 4 stated: "It's hard establishing a program of research. It is extremely competitive and subjective." Participant 2 inferred: "People providing the grants even indicate it is subjective."

Negative Feelings

Participants expressed feelings of self-doubt, failure, and stress. Participant 2 stated: "You question yourself [constantly] about the quality and value of your work." and expressed perceived discrimination: "You won a grant [as the "token" immigrant]." Participant 4 reflected: "It's exceedingly stressful to cope with failure, you feel you're worthless!" Participant 5 recounted: "You're not good at teaching, research, or anything!"

Many participants expressed confusion about tenure criteria. Participant 13 summarized: "Last year, the faculty started trying to quantify criteria for tenure. There was quite an argument! How do you quantify what is needed? Currently, there isn't clarity about what is required." Participant 11 felt stressed about tenure criteria: "The minimum requirements are vague. I struggle! Am I going to be compared to other faculty's output, or am I just evaluated on these minimum criteria?" Participant 14 articulated: "I don't know how my scholarship will be judged!" Participant 12 shared: "If I focus too much on the outcomes that might be valued, I find it is soul crushing!"

All participants indicated feelings of constant pressure, competition, and intensity of work. Participant 8 articulated: "The pressure you feel to succeed and the "grunt "work required is really intense." Participant 16 indicated "I feel this constant pressure." The competitive environment and internal competitiveness were acknowledged as "an inherent part of academia, and it's within yourself. Really, we're (faculty) all type A personalities." (P2) and "they (mentors)

were still competitive. I even feel it (competition) in myself, I just think it's a competitive world." (P8)

COVID-19 Pandemic

The COVID-19 pandemic halted most participants' productivity but two benefited. Participant 10 reflected: "During a pandemic, I won't have as many papers as previous new faculty." Participant 6 stated: "I was even busier! I got two grants during COVID." Participant 7's research flourished "(COVID-19) opened another research opportunity and propelled my research." However, participants acknowledged institutions provided a year extension to their tenure or promotion review.

Discussion

Based on this research, the identified themes of mentorship, teaching release, PhD preparation, supports and processes, obtaining grants, negative feelings, and COVID-19 pandemic effects were facilitators or barriers to developing a research program. Our findings illuminated mentoring, supports (i.e., start-up funds, teaching release) and clear processes (faculty or institutional) as facilitators (or barriers, if absent) to research program development. As in other studies, (Boamah et al., 2021; Sherman et al., 2023; Singh et al., 2016; van Dongen et al., 2021) mentorship and teaching release were deemed critical for developing a research program but were inconsistently offered by institutions.

Our findings also indicated that participants were stressed. Formalized mentoring programs have been found to reduce issues of transition into academia, attrition, and stress (Etzkorn & Braddock, 2020; Volkert, 2021) but other research indicates that faculty shortages continue, and new faculty's experiences are challenging amidst this competitive landscape (Singh et al., 2016; Stamps et al., 2021). Contrary to other research (CohenMiller & Izekenova,

2020; James et al., 2021; Morgan et al., 2021) and requiring further investigation, participants with young children did not report impedance to research development. A new finding was the internal competitiveness of the participants, and the effect of this trait needs further investigation.

Barriers identified by participants were negative feelings of un-preparedness, not feeling safe, or inadequacy; confusion regarding tenure criteria; and intense pressure to obtain grants. Our findings indicate that faculty need clearer tenure expectations and standardized support practices. Our results emphasized the necessity for multiple institutional supports such as formal mentoring, teaching release time, and start-up funding, which is echoed in another research (Boamah et al., 2021; Singh et al., 2016). Although more confident, even participants with postdoctoral education suggested that more faculty development is needed (Main et al., 2020; Shaaban et al., 2022; van Dongen et al., 2021). The pandemic was both a facilitator and barrier.

Implications for Practice

Mentorship is crucial for new faculty establishing research programs. Teaching release time and start-up funds are helpful for all new tenure-track faculty. The hiring investment needs to incorporate the support of tenure-track faculty and clear guidelines for tenure and research processes are essential. Education about how to apply for academic positions and negotiate supports is recommended. Since obtaining research funding is essential for achieving tenure, more instruction about developing a research program and practical information about general university structures that support research should be included in PhD programs.

Areas for Future Research

There are several areas related to research program development needing further exploration. Areas include childbearing/rearing academics' experiences with research

development; COVID 19 effects on achieving promotion; the influence of internal competition; and diversity, equity, and inclusivity concerns.

Strengths/Limitations

A strength of this study is its transferability to other settings as participants from various regions and universities in Canada provided rich data**.** As data collection took place during the pandemic, COVID-19 may have influenced perceptions.

Conclusion

Participants in this study implied dissatisfaction from unfulfilled expectations could lead to attrition. As these feelings are not well portrayed in the research literature, our research contributes to the body of literature about tenure-track experiences in Canadian academic culture. Implications for practice require enhanced supports for new faculty. We assume increased satisfaction with academic roles will increase graduate enrolment, faculty recruitment, and retention.

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Chapter Four: Paper 3: A Focused Ethnography of Tenure-Track PhD-Prepared Nursing Faculty Teaching Experiences

Abstract

In this article we present findings about teaching experiences from a research study examining the experience of 17 new PhD-prepared, tenure-track nursing faculty in their role at Canadian universities. A focused ethnography method was used to examine this phenomenon. The central themes elucidated in this study were mentoring, joys and challenges of teaching, institutional supports and processes, and managing a heavy workload. The impact of the COVID-19 pandemic on these new tenure-track faculty's experiences is also explored. Implications for practice and potential faculty supports are proposed, in addition to key future research directions.

Keywords**:** PhD-prepared, tenure-track, nursing faculty, mentoring, teaching, COVID-19 pandemic

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[3] This article is in review for publication.

Navigation of the tenure-track journey is stressful and challenging for new PhD - prepared faculty (Kilbourne et al., 2018; Kippenbrock et al., 2022; Stanfill et al., 2019). New faculty are evaluated on their effectiveness in teaching, research and service over the course of four to six years before application for tenure (Green, 2008; Mamiseishvili et al., 2016; Stanfill et al., 2019). Novice tenure-track faculty at the start of their careers are learning new roles and responsibilities, experiencing differing institutional, personal, and student expectations, as well as learning to balance competing time demands. However, the specifics of these experiences are not well explored in the limited research available regarding the journey of tenure-track new academics (Savard et al., 2023).

Retention of new tenure-track faculty is argued to be a crucial focus for institutions facing increasing nursing faculty shortages due to senior faculty reaching retirement, static recruitment into graduate programs, and attrition rates of new faculty (Boamah et al., 2021; Canadian Association of Schools of Nursing, 2022; Vandyk et al., 2017; World Health Organization, 2020). Therefore, a focused ethnography was undertaken to better understand the experiences of new Canadian tenure-track nursing faculty and to illuminate strategies that support new nursing faculty, globally. This paper reports only on the findings of a research study specific to the teaching aspect of new faculty's role. Findings about the experience of new faculty in developing a research program and in fulfilling service requirements will be reported in other publications. We present the background, method, study findings, and implications for nursing practice, which adds to the limited research in this area.

Background

Teaching can be stressful for new academics. Teaching involves more than mere delivery of course content (Gosling et al., 2020). Authors have identified a variety of teaching activities

associated with the work of tenure-track faculty including teaching pre-developed content, developing new course content, providing student support, assessing student learning, supervision of graduate students, and performing administrative tasks, all while learning the art of facilitating learning in a classroom (Gosling et al., 2020; Gourlay, 2011; Siler & Kleiner, 2001; Young & Diekelmann, 2002). New tenure-track faculty can be overwhelmed when adjusting to these multiple competing demands. At the inception of this study, there was limited literature focused on the teaching experiences of PhD-prepared new tenure-track faculty (Savard et al., 2023) however there has been some additional literature that has become available after the study was completed and added to this growing area of research. Singh et al. (2016) found variable availability of supports for new tenure-track faculty but that mentors were desired. Such mentors were needed to provide advice, constructive feedback, and information that increased problem-solving capacity for meeting and balancing the multiple demands of student education and advisement.

Furthermore, Singh et al. (2016) indicated that new faculty desired to feel safe, valued, and respected for what they brought to the learning environment. Being mentored consistently by a trusted colleague who could serve as a sounding board about all academic matters, was found to be very useful. Similarly, Etzkorn and Braddock (2020) highlighted that new faculty desires for both formal and informal mentoring in order to ensure support and development of relationships. Having multiple mentors was more effective at increasing job satisfaction and enhancing retention of new faculty than a single mentor. Gosling et al. (2020) found new faculty reported feeling under-prepared not only to teach, but also to advise students, to alter teaching plans quickly based upon students' needs and level of knowledge, as well as to manage challenges with adapting to a new role and culture. Given this qualitative study was undertaken

to understand more deeply the experiences of new tenure-track nursing faculty, we did not use a conceptual framework, which we felt would influence the data through researcher bias. Rather, we chose to allow the data to expose key concepts and themes based upon the participant's experiences.

Methods

Research Design

For this focused ethnographic design study, we examined the research question, "What is it like to be a new (*new* defined as pre-tenured or within the first two years of tenure) tenure-track nursing faculty in Canada. This form of ethnography is well suited for the study of smaller groups and does not require observations as would be the case in traditional ethnographies (Roper & Shapira, 2000). In selecting this design, we make the assumption that individuals being studied are part of, or are joining a subculture, in this case, the subculture of nursing academics.

Setting and sample

After obtaining initial approval from the University of Alberta research ethics board, Pro00108151, applicable ethics approvals were obtained from 17 other Canadian institutions. Participants were recruited from nine of these universities. To be eligible to participate individuals had to be a PhD-prepared nursing faculty member who had been hired within the past six years into a tenure-track position. Following administrative approval, support staff distributed a study invitation to faculty members by email. Seventeen participants were recruited using convenience sampling and snowball techniques between March 2021 and April 2022. Data saturation or redundancy was reached with these 17 participants.

Data Collection and Analysis

Potential participants contacted the lead researcher by email and verbal consent was obtained from each participant before data collection began. Data collection tools and methods included virtual, semi-structured interviews, field notes, and examination of public documents. The first author conducted recorded virtual interviews that were approximately 1-1.5 hours in length. The interviews were transcribed verbatim by the first author, and pseudonyms were utilized to de-identify participants and settings. Any necessary clarifications related to the interview data were completed by email with the participants. The researcher's observations and comments were documented as field notes, during and directly after the interviews for accuracy of recall and details.

Data collection and analysis were inductive and iterative beginning with the first interview. Quirkos© data management software was used to facilitate the completion of thematic analysis, decision making during analysis, and for retrieval of data. We followed Roper and Shapira's (2000) guidelines for thematic analysis for this portion of the study. Lincoln and Guba's (1985) seminal criteria for rigor in qualitative research were followed to establish trustworthiness during the study: 1) credibility or truthfulness, 2) transferability or the ability to apply the findings to a different context due to the fulsomeness of the descriptions, 3) confirmability or the degree to which the data portrays a similar experience for participants, and 4) dependability or the audit trail of the process of the research. Rigor was augmented using constant comparison of data, memoing, reflexivity, and through triangulation of data techniques (Creswell & Creswell 2018). Participants' comments regarding tenure criteria and performance expectations were substantiated by examination of publicly available documents such as institutional and faculty tenure and evaluation guidelines.

Findings

Participants' ages ranged from 25 to 59 years; 15 identified as female and two as male; all but one had a partner or spouse; seven had a child or children under the age of 13; participants were recruited from universities representing six provinces; and all participants had had some teaching experience (from 4 to 25 years) before they were hired into their tenure-track positions. The central teaching themes that were evident from data analysis were: mentoring, joys and challenges, managing heavy teaching workloads, and institutional supports and processes. Findings are presented according to themes and sub-themes in the following pages.

Mentoring

Participants indicated that mentoring was a useful support to gain understanding of the culture of the faculty, become socialized to the academic role, and to learn to navigate working in their faculty/school and university. One participant stated: "The mentorship was excellent. However, during the COVID-19 pandemic, (senior) faculty's workloads became too busy, thus reducing support that I could get for questions related to teaching and supervising graduate students or managing undergraduate classes." Another participant mused: "Being involved in teaching teams was one of the biggest supports that helped me to start feeling included in academia. I found that I had different mentors from different teaching teams which helped me navigate through the different courses."

In addition, another participant ruminated: "Receiving mentorship in the current academic culture is really hard. I have a mentorship group but I think it would be better to just have one mentor [for teaching-related details]. I feel like I always ask dumb questions." A different participant explained: "I have a peer-mentor, which is great! Sometimes, it's hard to be

in [teaching planning] meetings as you can feel the tension between other faculty members." An alternative participant wanted a teaching mentor for guidance with teaching-related matters:

> I had years of teaching experience, so I didn't need a mentor to teach me how to teach but I needed someone to help me with administrative things or basic functions. I certainly didn't know what it was like to work here. For example, I had been a student at this university, so the faculty assumed I knew things about what to do or how to do it but I didn't know even the basic things, like where the photocopier was or the code to the washroom.

Some participants indicated mentoring was essential for navigation of the academic culture. One participant felt mentoring was indispensable: "I had some "older sisters", not my formal mentor but people who helped me with navigating all the unspoken rules in a faculty. They were a safe place for me to ask all those questions so I could avoid all those million little landmines (rules) that you can step on." Another participant reflected:

> I had several people explicitly say the faculty here "eat their young", that they're bullies. I haven't experienced that at all, people have been really lovely and supportive to me. When I ask for help with teaching-related issues, I might not get 100% of what I need but I do get enough help or direction to aid me in solving my challenge.

Some participants who desired to have a mentor focused on teaching were not assigned one. One participant explained: "I haven't felt as good about my teaching or as well supported in this area in comparison with support to develop my research program. I have grown in everything but I worry about my teaching and teaching evaluations." Another participant declared: "I struggled because my teaching partner was not available to help develop the course because she was too busy grant writing. I struggled to get through the first semester."

Furthermore, a different participant highlighted the need for mentorship: “I wish that I had been encouraged and supported to teach a class on my own before I came into this job.”

Joys and Challenges of Teaching

Instructing Undergraduate Students

Participants expressed that teaching students was mainly a joyful and fulfilling experience, which came out in multiple comments from most participants. One participant stated: “Working with the students is a positive aspect for me. When you are working with really keen students and bright minds and you can help them identify a passion for nursing, it’s a huge benefit!” This was further seen in a comment from another participant who extolled: “I think one of the main joys is the sharing of ideas and knowledge. We have wonderful conversations about all kinds of ideas. I find that is the most exciting part of being an academic.” Another participant commented:

> You get talented students and dispassionate students. I don't like students that come just wanting the answers but you do get diligent students that are really engaged, and you can see that they're going to have influence in nursing. If you can help them be more successful for going out and doing good things, then all things are rewarding.

A different participant expressed her passion and joy for teaching: “I am always thinking about the students. The enjoyment of students makes it easier for me as I'm not in clinical practice anymore. I cared very much about my patients and now I care very much about my students.” Further a participant discussed their excitement:

> I love the teaching component. I know there’s a lot of marking and emails but it mixes up my day. I enjoy getting to connect with undergraduate students. Recently, I was reminded that my extremely limited clinical experience didn’t matter. I could teach foundational

> nursing skills and it's exciting to be teaching students those skills and preparing them to work in the clinical world and "do nursing."

An alternative participant passionately stated: "Initially, I was teaching a course that I had developed in my post-doc. It's easier to teach a course that you've got experience with rather than starting that new position and having to figure out three new courses."

Participants also experienced challenges in teaching. These challenges were primarily related to fear of obtaining poor students' evaluation, institutional expectations for tenure criteria, and students' behavior. Lecture based teaching, which was not a familiar format experienced in participants' graduate programs caused angst for some of them. One participant stated:

> The teaching format was lecture. I tried to do some creative flipped teaching and things like that, because I know evidence supports engaging students in their learning. However, the students complained and immediately the administration was questioning me. After having my hand slapped that first term, I never did it again. Now I just lecture. If I was too different from other faculty, the students would bully me. The class sizes are large, and the students get "groupthink," so it can be quite challenging. I can manage a class now but [initially] it was really scary. You had to fit in with whatever was expected so you could get "good" student evaluations.

Another participant was anxious about having been told by the faculty administration: "Teaching is the most important criteria for tenure here. Make sure that your teaching evaluations are good and showing quality teaching evaluations."

Teaching and Supporting Graduate Students

Participants reported differing experiences related to teaching and supervising/mentoring graduate students. While some participants were co-supervising graduate students or expected to supervise graduate students immediately after starting their tenure-track journey, other participants had not had the experience of supervising a graduate student, and some were not expecting to have that opportunity at all as assistant professors. Two participants were at institutions that currently don't offer graduate nursing programs which limits the possibility of supervising graduate students or teaching graduate courses in their current position.

One participant emphasized:

> In this faculty, [in order to supervise a PhD student] you must have an experienced co-supervisor, which is awesome! I wouldn't want to be on my own. I want somebody as a co-supervisor, who will show me the ropes because that's the only way to learn the hidden aspects of graduate supervision. All I knew about PhD supervision was what I experienced as a PhD student. I think it's a really good model to have a co-supervisor and mentor when you are learning.

Another participant underscored the importance of being ethically focused on equity challenges during their supervision of graduate students. They stated "I have international graduate students who struggle a lot because they don't come with the resources that a Canadian student would have. They haven't built up their CVs or Teaching Assistantships." A different participant exclaimed: "Another thing that motivates me recently, is graduate students. I just had my first master student graduate. I know, COOL, isn't a very scholarly academic word but it was so cool to see her grow and then graduate!"

Other new faculty members added that they experienced challenges with supervision of graduate experience. One participant identified "I was on my own with graduate supervision but

I would have been more comfortable in a co-supervisory role. My program chair provided mentorship about what I needed to know." A different participant contended: "I was asked to supervise a PhD student as soon as I started but I declined as that was not the expectation I had. You must graduate a student, as a co-supervisor, before you take that responsibility on." Another participant reflected about supervision of students while on parental leave:

> Graduate student supervision was a challenge for me because there's no mechanism to support the supervision of students while someone's on parental leave. I had to find someone else and to rely on their good graces to supervise this student while I was on leave. That was a really difficult position to be in as a new faculty member. As a result, I was heavily involved but I really wish I hadn't been while I had a newborn baby.

Participants reported differing experiences with teaching graduate students. One other participant articulated: "I teach undergraduate, master's and doctoral level courses. Sometimes you are assigned to co-teach courses at all levels. That's a helpful way to get into teaching a course and become closer with another colleague."Another participant stated: "My faculty differs from others. They seem to really hold the graduate courses close, only tenured faculty teach those courses." A participant indicated COVID-19 influences on their experience: "I did not have a co-supervisor or co-teach graduate students as COVID-19 happened. There wasn't an opportunity to co-teach with more senior faculty because we had less people to spread around but I wished I had co-supervised and co-taught."

Team Teaching

Participants discussed positives and negatives with team teaching. Team teaching was an experience that several participants had during their initial years. For most participants, the experience was positive and helped with learning the unfamiliar environment, teaching content,

and how to teach. A participant stated: “The fortunate thing was that I had to work in a team with very good people to work with and I was given courses that were related to my area or my background.” Another participant indicated: “Being in teaching teams helped me develop as a teacher. It was such a lovely way to help you feel part of a team and supported as a new faculty member. Some faculty just wanted to see new people succeed and wanted to be there to help you.” A different participant was grateful for team teaching:

> I found it immensely helpful to teach undergraduate students in a team approach. It provided many informal mentors and as the curricula and examinations were already developed, it was more about learning the “how to,” the technology, and those sorts of things for the first term.

While another participant enjoyed their experience: “The team teaching has been the best part for me. I had two really great colleagues, similar backgrounds, and similar intense personalities as I have. That was really enjoyable for me, because I knew I was being allowed to teach in an area where I normally wouldn't.”

For others, team teaching caused more stress than support. One participant explained: “I had a horrible experience with team teaching. I felt like it created more challenges than support in the environment of my workplace.” A different participant articulated challenges:

> It can be challenging to team teach when you have a different philosophical approach or a different organizational approach to the people that you're working with. I'd never really taught an independent course before, and I still had a lot to learn. I was learning a lot about the politics and working within this institution at the same time as how the curriculum was implemented and supported. I didn't feel that I got the best guidance for

> those specific things that I needed but rather I was told, "This needs to be done in this way because this is how *we* do it. For me, it wasn't a helpful experience."

Also, participant commented: "I really enjoyed when you each teach a section but you're on a teaching team together. I find if you're totally team teaching, it can absorb too much time." Furthermore, another participant found team teaching to be challenging:

> The teaching team developed the new course content as well as the concepts we needed to teach in this course, which was helpful. However, it was frustrating as a new faculty as well as frustrating for the students because it was not clear enough for the students. I would not say it went well.

Managing Heavy Teaching Workloads

The majority of participants reported having a balanced portfolio of approximately 40 % research, 40 % teaching and 20 % service. All participants described their workload as being heavy. For those who did not have teaching release, new faculty reported difficulty developing research programs, which is presented more fully in another publication.

Further to the observation of heavy workloads, one participant expressed: "I was on my own in a graduate course with 40 students. We're supposed to have two years of reduced workload but I've had a 50% teaching load, which I think is more than I'm supposed to have." Another participant summarized their experience: "I'm working an average 50-60 hours a week, just to keep up. I can't continue this frenetic pace. I have discussed the need for a change to my teaching load." An additional participant mused: "Without exaggeration, I work 12 hours a day and work on the weekends or I'm behind. I don't know if the faculty is getting the most out of me, it's draining."

When discussing the nuances of a new faculty member's workload, one participant acknowledged the heavy load due to lack of their teaching experience:

> An important thing I really learned in the first couple terms was I needed to think way more carefully about how I planned assessments and developed rubrics. I spent hours every week meeting students about their assignments. Everything still takes longer than I thought, teaching time starts to overlap with time I'm supposed to be writing or working on a grant but I'm learning to be more efficient.

A particular participant recollected: "I remember, my supervisor said you should get rid of your teaching workload as much as possible and focus on research. I taught a new course for me, and it was my favorite. I would have regretted not having that teaching experience." Student support time was reported as frustrating for another participant:

> I get more than 50 emails per day. I have my office hours once a week for them and quiz reviews but less than 20% of students show up to the zoom session. The students just continue to email and then have to wait for my email response. It's never-ending work and frustrating for me.

Some participants had developed strategies to balance their heavy workloads and life needs. One participant discussed: "I think there's a bit of flexibility but I can't see anybody being in academia being successful if they work less than 50-60 hours a week, and many of us work much, much more. I actively completely block three days in my calendar." Another participant shared: "Sometimes I work on the weekend with marking or planning but I don't reply to students' emails. I use my weekends to do my work, if needed but otherwise spend it with my family."

Although, many participants reported teaching time releases to support research program development, the teaching workload was perceived as very heavy. Some participants have developed strategies to aid with balancing their workloads and life needs. However, as the participants were at different stages of their tenure-track journey, some hadn't fully developed strategies as yet to reduce some of the frustrations of multiple competing demands of teaching time.

Institutional Supports and Processes

Teaching Resources

Teaching resource centres were acknowledged as an institutional source of teaching support. However, many participants indicated they did not make use of the service as eight of them had between seven- and 25-years teaching experience or indicated that other sources were available for teaching development. This was evident when one participant emphasized that "There is a teaching and learning center but you have to actually do it [teach], to learn it. I tried some strategies that I learned at the teaching centre but the students did not appreciate different techniques and I was criticized by administration for doing something different." Another participant indicated that they valued the utilization of the teaching and learning center: "I ran over to the teaching and learning center to access information and strategies for teaching and learning and student evaluation (rubrics)."

Another support aspect that came up in interviews was online learning platforms. A participant stated: "We have a learning platform with all kinds of teaching resources. In fact, I was asked to provide my teaching dossier to use as an example for others on that platform." This participant continued: "There are a lot of really great educational sessions offered at the teaching and learning centre but I can't fit them into my schedule because of heavy workload." Another

participant ruminated on the differences in resources between institutions: “I find a lot of the resources that I would have access to at a bigger university I don’t have here. So that is a struggle, and maybe if I had never had it, it wouldn’t be so hard.” Likewise, a different participant confirmed reduced access to resources:

> Initially I found information from other tenure track faculty. I was in the department for about eight months before I was added to the online learning platform that the university uses and that has all the details on the curriculum, and the nursing program, and all the documents that are needed for educators within that program.

Assignment of Courses

All participants indicated courses were assigned to them by the faculty administrators. For some, this was not a difficulty but for others, they struggled with the assignments. One participant was appreciative: “I was given courses that were related to my area or my background experiences.” A different participant indicated:

> You don't have decision-making power around the teaching assignment. But what you do in the course can affect workload immensely. It's great being in a team but it also can create challenges because some team members want to do things that are going to create excessive work.

Assignment of courses was difficult and de-motivating for another participant who commented:

> I'm teaching undergraduate courses which is more difficult than graduate teaching. You have large classes, and the students have a high school mindset of teaching and learning. When the faculty administration asked about course preferences, I requested to teach certain courses but I did not get them. I'm not very motivated about teaching assigned courses.

Furthermore, one participant indicated: “The assignment of courses is not based on your expertise; you are assigned to whatever course needs filling. The faculty expectation is that you have a PhD so you can teach anything even if it is not your area of expertise.” Thus, a consideration for administrators could be aligning course assignments with new faculty’s expertise areas for early tenure-track years.

Effects of COVID-19

For some participants, the COVID-19 pandemic caused little or no angst as classes became virtual. Others had more difficulties with a rapidly transitioning mode of educational delivery. One participant indicated: “From a teaching perspective, the one course that I was teaching during that first semester (when everything went online due to COVID-19 restriction) was actually online already. So, nothing changed for me.” Another participant expressed gratitude for the flexibility that was provided by the institution during the pandemic:

> When I started, I didn't have to relocate right away because everything was online. I started in the city where we were living, eliminating disruption to my school-aged children, and avoiding a major move during the peak of the pandemic. However, I started with a four-hour time difference between me and my students.

A participant indicated a shift (from team-teaching) in work during the COVID-19 pandemic: “I'm the only person teaching 258 students on ZOOM. (Laughs) I feel like I'm in a bubble.”

However, for others, the pandemic created more stress for them. One participant commented:

> I was so apprehensive. I had never taught online before and we had to shift quickly online. Our teaching team met, divided the work, created narrated PowerPoints, agreed

> on the content, and discussed students' challenges of having families and how restrictions might affect studying or attending virtual classes.

Another participant explained feelings of being devalued: "With the pandemic, the workload has been even heavier because everything had to go online. We were told to be kind to the students. But nobody's kind to us. I am constantly being asked for more by my faculty." A participant described emotional tolls: "I found out from students that we were going back in person not from administration. I wasn't given time to prepare, and the students' anxiety was high. I felt my heart sink. That was incredibly difficult!" As well, a participant expressed feelings of disconnection: "Going back into the university as COVID restrictions relaxed, I felt really disengaged as I had not seen anyone (faculty or students) except for on-line for a such a long time." One participant had difficulties obtaining course material and there did not seem to be a formal process by which they could have obtained them. They stated: "The sessional course instructor, for the course that I was going to be teaching, withheld the previous course syllabus, the course report, and university owned material. I was distraught over this!"

A different participant acknowledged a unique experience due to life stage:

> I started when I had a six-month-old baby who wouldn't bottle feed (which shaped my first few months). I had negotiated working from home and got my feet wet with the research and applied for a couple of grants. I started teaching one course and then COVID-19 hit, changed everything and, definitely, my experience has been colored by having very young children.

Discussion

Mentoring, joys and challenges of teaching, managing heavy teaching workloads, and institutional supports and processes were the central themes that were illuminated from our

research study. Our study sheds a light on emic teaching experiences of new nursing tenure-track faculty, as well as discusses impacts from COVID-19, which was unexpectedly present during data collection. In agreement with other research studies (Bice et al., 2019; Boamah et. al., 2021; Cole et al., 2020; Etzkorn & Braddock, 2020; Singh et al., 2016), mentoring was a crucial support that aided faculty in their understanding of many impacting factors. These factors included the institutional and faculty culture, teaching in academia within a particular institution, and faculty progression towards competency in teaching. Although there were some challenges, the participants were fairly confident about teaching and team-teaching was a great support as well as a practical and effective form of mentorship (even when the participants didn't recognize team-teaching as a form of mentorship).

Raymond et al. (2022) examined the effects of a formal mentoring program for nurse educators, which demonstrated positive faculty development as a result. Nevertheless, most of our participants indicated they did not have access to a formal teaching mentor or mentoring program and had to seek out informal mentors to aid in their understanding of their role, which, on occasion, resulted in limited exposure to formal knowledge of institutional practices and values. Overall, participants indicated they felt well supported by teaching teams who functioned as informal mentors. It may be that informal means are sufficient for most faculty, particularly those with many years of previous teaching experience. Although faculty expressed the desire to be mentored, few used the resources offered by university teaching centres. From our perspective, this may reveal a contradiction in the discourse of new faculty. New faculty desire mentoring and yet they do not use resources offered by their university or perhaps, new faculty don't have time capacity to attend educational opportunities that are available during the early years on the tenure track, as one participant in our study indicated.

The findings from this research also illuminated experiences of incivility from both faculty and students. These findings undercover some of the negative aspects of competitive institutional cultures when resources and grant funding are limited, and perhaps where this type of culture can lead to increased incivility (Singh et al., 2016). These findings provide clearer insight into the impact of the academic setting on new tenure track faculty, which is only implied or commented on briefly in other studies (Boamah et. al, 2021; Lee et al., 2022; Singh et al., 2016).

From the participants' perspectives there were overwhelming stress inducing factors that impacted their role. These factors include workloads; lack of knowledge or experience regarding teaching and teaching related processes; fear of repercussions from teaching evaluations when seeking tenure; and institutional practices (such as assignment of courses) that made their role more complicated. This study supports other research identifying that new faculty need clearer expectations, standardized faculty orientation, and multiple institutional supports to be successful and remain in their positions (Boamah et al., 2021; Etzkorn & Braddock, 2020; Lee et al., 2022; Singh et al., 2016; Young-Bice et al., 2022). Stress reducing approaches needed to foster work-life balance and retention included learned capacity for managing heavy teaching-related workload (student mentoring, advisement, curricula development), as well as understanding specific workplace culture (Etzkorn & Braddock, 2020; Rothacker-Peyton et al., 2021).

In this study, participants articulated similar needs for learning strategies to manage teaching-related workload and time management as reported in the literature (Boamah et al., 2021; Singh et al., 2016), which increases the body of knowledge regarding the teaching experience in academia. Team-teaching or co-teaching approaches were found to be particularly useful formats for informal mentoring (Etzkorn & Braddock, 2020; Power et al., 2023) and, for

our participants, were mainly enjoyable experiences. Participants communicated the effects of the COVID-19 pandemic which increased the need for supports but also acknowledged some individuals had accommodations for teaching based upon their needs. These findings add to the limited literature currently available regarding teaching experiences during the pandemic.

Implications for Practice

Multi-faceted support systems are desired, anticipated, and expected from new tenure-track nursing faculty. A comprehensive, formalized faculty orientation and specific support programs such as mentoring are essential for increasing job satisfaction, which is positively correlated in the literature with intention to stay in academia. New faculty expect clear guidance for teaching expectations, approaches, and support. Formal and informal mentoring should be discussed and valued in the academic environment. A culture for success and recognition of success (awards), staged faculty development opportunities, and valuing and promoting of work/life balance would be strategies for increasing job satisfaction and development of new academics.

Although few participants commented on family-friendly processes in regard to their teaching load or setting of boundaries on their availability of time, consideration of family-friendly processes should be explored for future support of new nursing faculty in the childbearing/child-rearing phase of life. Continuing education opportunities focusing on teaching strategies and time management skills would be useful as new faculty navigate the tenure-track process and more emphasis on university supports such as teaching and learning centres should be included in PhD programs, as well as more emphasis on the development of PhD students as future teachers, as we know from some findings and anecdotally that teaching is often not emphasised in doctoral education.

Areas for Future Research

Directions for future research from our study include further exploration of student-to-faculty incivility, and a deeper study of faculty incivility in nursing as well as ways to promote civility in academia. Further investigations into the benefits and outcomes of team teaching for new faculty and the implementation and evaluation of formalized and informalized mentoring programs are other projects to consider. Finally, it may also be desirable to conduct a study related to new faculty expectations and the extent to which they are prepared for these expectations while they are enrolled in graduate programs.

Strengths/Limitations

A strength of this study is the rich, thick description of teaching experiences from participants in various institutions across Canada (perhaps representing a national voice), which enhances the transferability of our findings to other settings. As institutions are in another phase of change post-pandemic, it is important that the influence of the pandemic be acknowledged as possibly altering the perception of institutional support. The COVID-19 pandemic may have altered participants' perceptions of institutional support but some participants highlighted supportive alterations made by the faculty or institution for their teaching experiences.

Conclusion

Participants vividly described their teaching experiences as new tenure-track faculty. This research contributes to the body of knowledge concerning nurses' tenure-track experiences in Canadian universities, and also, about the challenges of teaching during the COVID-19 pandemic. The findings of this study add to what is known about the value of mentoring and supportive practices in post-secondary institutions. The importance of this study is that it took place during the pandemic and may influence post-pandemic approaches to mentoring and

retaining new faculty. Implications for practice denote the necessity of supporting new tenure-track faculty, globally, in their teaching role to enhance job satisfaction and academic development, especially in times with pronounced nursing shortages.

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Chapter Five: Integrated Discussion

In this final chapter, I present a summary about how each paper contributed to answering my central question and sub-questions. Main points of discussion about nursing academic culture that were illustrated by this research are presented. Strengths and limitations of this dissertation are highlighted. Implications for nursing practice, education and leadership were identified in papers 2 and 3 and are not repeated here; instead, I offer what I find most salient. Future research directions are proposed and finally, the original contributions of this research to the advancement of nursing knowledge are considered.

Overview of the Three Papers of this Dissertation

The overall purpose of this thesis was to better understand what it is like to be a new tenure-track nursing faculty and to make explicit the nursing academic culture. The three papers in this dissertation were developed consecutively. The first paper was a scoping review of the literature to determine the state of evidence about the phenomenon of academic culture for PhD-prepared tenure-track faculty. The second paper included findings from my study about facilitators and barriers to developing a research program as encountered by new tenure-track nursing faculty. Subsequently, the third paper presented findings from the focused ethnography related to teaching experiences of new tenure-track nursing faculty. Based on the knowledge gleaned from the scoping review and the focused ethnography study, I illuminated aspects of the current nursing academic culture as experienced by new tenure-track faculty.

As the literature presented in the introduction and background represented research papers, discussion papers, and theses about experiences of nursing academic faculty that frequently were not PhD-prepared nor in a tenure-track position, I wondered what the current

state of research literature about PhD-prepared academics would reveal. As stated above, the first paper was a scoping review of the literature about PhD-prepared tenure-track faculty. This paper included literature from all disciplines to provide a broader view of experiences rather than focusing strictly on the discipline of nursing. The aim of the scoping review was to determine the overall state of current research literature about new PhD-prepared faculty members' academic experiences. The data was summarized in themes which included: transitioning to academia, developing a research program, balancing work and life, and perceived inequity. Key highlights from this scoping review were: Limited research was found related to PhD-prepared tenure-track faculty experiences; most research was American focused with limited studies focused on the Canadian experience; new faculty needed supports such as formal mentoring, formal orientation, teaching release time, and start-up funds from the institution to be successful as a new tenure-track; gendered and minority biases were reported for female academics and academics of color; and the experience of being a new tenure-track was stressful and counter-intuitive to family life for some academics.

Tenure criteria involved evaluations of research program development and scholarship, teaching, and service commitment (Premeaux & Monday, 2012). The majority of the participants in my study reported that they had balanced portfolios, meaning 40% research, 40% teaching, and 20% service allocations of obligations. This balance was acknowledged to be a typical assignment in most Canadian institutions (Vandyk et al., 2017). However, research and scholarship were indicated to be the main focus of a PhD-prepared academic's role (Boamah et al., 2021; Vandyk et al., 2017) and this emphasis was substantiated by most of the participants in this study. Therefore, I chose to focus on facilitators and barriers to developing a research program in the second paper of this dissertation to acknowledge this strong focus in new

academics' work. This paper reported the findings from my focused ethnography research study in relation to the participants' experiences of developing a research program as a new academic. Key findings from this paper illuminated the supports needed from institutions such as teaching time release, mentoring, start-up funds, in order to help new academics with their intense feelings of stress, self-doubt, and failure; challenges obtaining funding during a time of limited available research funds, lack of adequate preparation from their PhD program concerning the intricacies of developing a research program, and the effects of the COVID-19 pandemic on research programs.

In the third paper, I focused on the teaching experiences of new tenure-track nursing faculty. The findings in this paper were from the overall data collected during the focused ethnography research study. Key findings discussed in this paper, which related to the teaching experiences of new academic nursing faculty included: a need for mentoring of new faculty so they could better understand the academic culture and learn how to work in their faculty/school; an overview of the joys and challenges of teaching undergraduate and graduate students; ways to effectively manage heavy teaching workloads; and an understanding of institutional supports and processes such as teaching resources and assignment of courses as well as the many effects of COVID-19 on the teaching experience of new tenure-track faculty members.

As previously mentioned, tenure criteria usually included a component of service contribution. However, my participants indicated that service requirements were very limited and highly discouraged by faculty leadership during most their journey in preparation for tenure so that new faculty could focus on research development and teaching responsibilities. This limitation in service requirements was also emphasized in the literature (Gosling et al., 2020; Green, 2008 Vandyk et al., 2017). Furthermore, authors noted that the type of service should be

tailored to advance teaching or scholarly development and should be limited during the early years as time spent in service reduced the amount of time available for research and teaching advancement (Kovarik et al., 2018).

In summary, the three articles developed in this dissertation provided insights into the nursing academic and overall academic culture to enable a deeper understanding of influence of culture on the experiences and needs of new nursing academics during their tenure-track journey.

Relevance/Significance of the Research Study

This study aimed to make explicit the tacit influences on the experience of tenure-track nursing faculty. Thick description provided an insider view about what it is like to be a tenure-track nursing faculty in some Canadian Universities and how academic culture influenced this experience. It was anticipated that the academic culture of nursing would be discovered from the data. This study described and analyzed the experiences of new PhD prepared nursing tenure-track faculty in the Canadian context with an ethnographic lens. To my knowledge it is the first focused ethnography on the experience of nursing tenure-track faculty in this country.

It was acknowledged and troubling that at the onset of this study the rate of enrolment in graduate programs was insufficient to respond to the future needs created by the increasing numbers of faculty that were approaching retirement (CASN, 2019). Although this study will not solve the shortage of faculty, it provides additional evidence outlining the experiences of new tenure-track faculty. The findings, especially in terms of the development of research programs, and teaching, have provided me the opportunity to propose potential strategies aimed at increasing recruitment and retention into academic positions. I believe that the findings from this study can provide guidance to new tenure track faculty who are negotiating their terms of

employment or seeking a tenure-track position, and to Deans who want to support new faculty members. The outcomes of this study add to the paucity of Canadian specific nursing literature on this matter.

Answering the Research Question and Sub-questions

I began this research journey with a primary question of "What is it like to be a new (new being defined as pre-tenured or within the first two years of tenure) tenure-track nursing faculty in Canada?" My sub-questions helped to guide me with the exploration of new tenure-track faculty's experiences. Four main points illuminating an academic culture or environment were synthesized from this dissertation: competitive environments, incivility, stressfulness, and desired supports. The role of the workplace culture or academic culture became apparent as participants discussed the three essential components of research, teaching, and service responsibilities of their role, and criteria for promotion and tenure.

The academic environment was described by participants as being highly competitive. Incivility was elucidated from the thick descriptions of participants' experiences with research program development and teaching. The third point was the stressfulness of the experiences during adjustment to the multiple demands of the academic role and responsibilities. The final point illuminated participants' desire for additional supports to be successful and satisfied with their new role. Although these points are listed separately, they were intricately intertwined throughout the experiences of the new nursing faculty that were interviewed.

Motivations for Pursuing an Academic Career

All participants indicated their primary motivation for becoming an academic was to enhance nursing practice, education, or leadership through evidence and to leave a legacy of

having done something valuable for society. Participants were passionate about their particular research foci and the education of nursing students. Other motivators for seeking a tenure-track position were job security or permanence, stimulation of academic growth, and revitalization of research passion.

Competitive Environment in Academia

Academic culture has been found to be competitive and replete with hidden rules (Cate et al., 2022; Gosling et al., 2020; Singh et al., 2016). Competition has been defined as: "the act or process of trying to get or win something (such as a prize or a higher level of success) that someone else is also trying to get or win: the act or process of competing." (The Britannica Dictionary, 2023) and this definition was suitable for the description of competition based on my participants' interviews. Competitiveness in the academic setting was not a new phenomenon for my participants. If one considers aspects of completing post-secondary education, competition for exceptional Grade Point Averages (GPAs) began prior to being accepted into an undergraduate program, continued during undergraduate education and then pertinent to graduate studies. Furthermore, as students, some participants may have also competed for scholarships.

The participants acknowledged the competition for research funding and research program development as well as the need for positive student evaluations of teaching. In particular, participants indicated the stressfulness of repeatedly applying for limited resources and being unsuccessful at obtaining highly desired and preferred external grants, such as tri-council funding such as Canadian Institute for Health Research (CIHR) grants. For participants who struggled with grant procurement, it was evident that their self-esteem and consequently, mental health, suffered.

Participants voiced that they reflected on their own internal competitiveness. This internal competitiveness caused participants to question their abilities or progress, and this led to comparisons of their accomplishments with the work of others. As a result, of these internal tensions, these seemingly highly motivated participants reported further confusion about how their work and progress on the tenure-track would be evaluated or they experienced moments of insight that caused reflection and re-evaluation on their personal expectations of quantity or quality of work. This internalized competition had not been well described or investigated in previous work and provided new insights into the tenure-track experience from this research as well as provided valuable directions for future research.

Incivility

Incivility was an aspect of academic culture that the participants in this study described in their interviews, but they did not name incivility as a cause of negative environmental effects on their experiences. Rather than naming incivility as a separate issue, participants in this study perceived incivility as being a component of academic competitiveness. In other words, the participants seemed to believe that being uncivil was an aspect of being competitive. Peters' (2014) study was the only research I had found when I commenced my study that discussed academic incivility in nursing. Incivility is a term that has multiple interpretations and definitions depending upon perceptions, social norms, and the environmental culture (Al-Jubouri et al., 2021; Berquist et al., 2017; Eka & Chambers, 2019; Park & Kang, 2023). According to Eka and Chambers (2019), incivility has a spectrum of behaviours which could include disruptive behaviours such as "eye-rolling" or sarcasm, inattentive behaviours, bullying, or even physical violence. The most frequent acts of faculty-to-faculty incivility reported in the literature are inattention during meetings, engaging in secret meetings, not performing assigned workload,

gossiping or spreading rumors, abusing position or power, and rude remarks and/or put-downs (Beitz & Beckmann, 2022; Bystydzienski et al., 2017; Clark & Barbosa-Leiker, 2021; Hudgins et al., 2022). In general, incivility has been found to occur when faculty felt disrespected, rude behaviour occurred, others were uncaring, or faculty felt belittled by airs of superiority by others (Al-Jubouri et al., 2021; Berquist et al., 2017; Eka & Chambers, 2019; Park & Kang, 2023). The participants in this study appeared to describe varying levels of incivility including feeling disrespected, uncared about, and belittled by faculty/institutional administrators; disrespected, bullied, and isolated by other faculty; and incidents of bullying from students, which caused increased levels of stress and self-doubt.

From my perspective, I found this perceived incivility surprising. I think incivility could define the various experiences described by the participants. When I considered this facet of academic culture, from my viewpoint, I argue that incivility is of a greater concern for the profession of nursing than a competitive academic setting although the evidence from the small sample of new faculty represented in this study may not support this conclusion. If faculty-to-faculty incivility in nursing academia is not investigated, in order to find solutions, it may have a negative impact on graduate enrollment and thus worsen the shortage of faculty. The nursing profession would be better served by re-focusing on core nursing values such as social justice, respect, caring, and inclusivity, particularly when equity, diversity, and inclusivity practices have become incorporated into institutional policies (Eka & Chambers, 2019). Role modeling of these core values and actions that demonstrate these professional and nursing attributes must be included from the very first day of nursing education and be intertwined throughout all aspects of the academic setting, including in faculty-to-faculty interactions to prevent negative outcomes for faculty, students, and, most of all, the patients, or clients nursing serves (Berquist et al.,

2017). The perpetuation of the myth that “nursing eats their young” needs to be extinguished and nursing academic leaders must lead the change to promote a positive nursing culture and academic setting (Clark & Barbosa-Leiker, 2021).

Balancing Academic Work and Life

Workload balance and work/life balance were other aspects that caused additional stress for new faculty during the initial stressful period of learning new roles. During a period of gaining new skills and knowledge, the ability to juggle the competing demands of an academic role was less than optimal. My findings are akin to those of Cotter & Clukey (2019), Hollywood et al. (2020), and Morgan et al. (2021). Hollywood et al. (2020) indicated that heavy workloads caused new faculty to describe feeling ‘stressed’, ‘exhausted’, and even ‘broken’. For my participants, who were highly motivated individuals and described themselves as ‘Type A’ personalities, the lack of control over their environment, perceived less than exceptional performance, and overwhelming responsibilities caused further feelings of stress and inadequacy. Gosling et al., (2020) argued time management skills were underdeveloped during PhD studies and pre-tenured faculty felt that their academic work overshadowed their personal lives and time was acknowledged as an inadequate resource**.** In addition, several participants indicated that faculty needed to balance their work and life responsibilities, which left little or no time for self-care practices and led to increased feelings of exhaustion, malaise, and/or affected their mental health.

Desired Supports

The supports desired by the participants in this focused ethnography study were similar to those identified in the scoping review and newly published literature. The participants (even

those who had undertaken a post-doctoral fellowship) indicated a research mentor was crucial to developing a research program and understanding the institutional nuances for the conduct of research. This finding is corroborated by Agger et al., (2017); Bice et al., (2019); Lewallen et al, (2021); and Wyllie et al., (2019).

Formal mentoring was identified as a strategy to understand the academic culture in relation to teaching and general adaptation to the new roles and responsibilities of academia (Etzkorn & Braddock, 2020; Jones et al., 2013; Schrodt et al., 2002; Singh et al., 2014, 2016). However, several participants indicated informal mentoring was more useful for this socialization and provided greater satisfaction as they had access to multiple sources for information and support. Mentoring was reported by the participants as a varied experience and most of these participants did not have a formally assigned mentor (even if they had requested a mentor) although formal mentoring was identified in the literature as a preferred support for nursing (Busby et al., 2022; Etzkorn & Braddock, 2020; Sing et al., 2016). Formalized nursing orientation programs were also desired (Lee et al., 2022; Savard et al., 2023; Zangaro et al., 2023) but were stated to be extremely limited or even non-existent for most of the participants in this study. Formalized orientations could be arenas for continuing education programs, discussions with leadership, and skill development.

Factors Affecting the Experiences

Hidden Rules

Hidden rules or acceptable behaviours for their specific faculty social norms were reported by all 17 participants and the successful navigation of the tenure-track journey depended upon learning these rules which often occurred by happenstance rather than through purposive learning opportunities. The lack of guidance from mentors or formal orientation

programs created feelings of isolation, loneliness and being disrespected for the new faculty. These findings echoed those of Bavishi et al. (2010), Berquist et al. (2017), Eka and Chambers (2019); Heinrich (2007), McGee, (2023). and Park and Kang (2023).

Despite the perceived incivility and hidden rules, the participants in my study indicated they desired to work collaboratively rather than in competition with their colleagues. Collegiality was acknowledged as a strategy to combat incivility, but collegiality and civility required resolute, frequent discussions and sustained leadership to create a working environment that was focused on the common purpose and goals of advancing the good of the discipline (Baporikar, 2015; Bystydzienski et al., 2017; Dawson et al., 2022). Furthermore, Hollywood et al. (2022) contend that collegial academic environments provide the supports needed by new faculty and lead to increased job satisfaction and intent to stay. Some of my participants, who were hired by institutions that had undergone frequent leadership changes in the recent past, indicated that the lack of consistent (and sometimes toxic) leadership had enabled an increase in and the perpetuation of uncivil behaviours and decreased collegiality, which increased their dissatisfaction with their experiences and intention to leave the institution. Similar findings have been found by Bystydzienski et al. (2017), Hollywood et al. (2022); and Hudgins et al. (2022).

Stressfulness

Stress and feelings of pressure to perform were overwhelming for most of the participants in my study and as suggested in the literature, this could be a result of the majority of nursing faculty being female. Literature indicates that female academics experience higher levels of stress due to high expectations, managing household responsibilities, time constraints, teaching responsibilities, and caring for young children than their male colleagues (Cate et al., 2022; Cotter & Clukey, 2019; Solomon, 2011). Several causes of stress producing events illuminated

by my participants were unclear expectations, lack of knowledge about resources, difficulties with time management, lack of work/life balance, and perhaps the most significant cause, emphasis and necessity to achieve tenure and obtain a permanent position.

Inconsistent expectations

Research has shown that tenure-track faculty claim the journey towards tenure is laden with uncertainty, inconsistencies, and ambiguity (Cate et al., 2022; Cotter & Clukey, 2019; Gosling et al., 2020; Greene et al., 2008; Kovarik et al., 2018; Singh et al., 2016)**.** These aspects were corroborated by the participants in this study. A significant issue on the tenure-track journey is the perceived lack of clarity of tenure criteria (Cate et al., 2022; Greene et al., 2008; Singh et al., 2016)**.** The perceived lack of clarity concerning the criteria for tenure was a significant cause of concern, discomfort, and a factor that promoted questioning of one's work for the participants in this study. The comparison of criteria documents to participants discussions provided confirmation of vagueness and triangulation of data for this phenomenon. However, as Cate et al. (2022) indicated, ambiguity may be beneficial for the new faculty as very precise guidelines could create an inability of some faculty to be successful. For example, if a specific number of publications was required for promotion, it could be unfair to some faculty because of the nature of their research. Some of the participants desired a clear checklist tool for criteria but Kovarik et al. (2018) and Cate et al. (2022) suggested that a checklist could be a hinderance when crediting alternative scholarly activities as suitable for achievement of the tenure criteria. Many participants reported relying on their annual performance appraisals as a more accurate measure of their progress towards achieving tenure than the tenure criteria.

The Unknown Environment

The unknown aspect of the faculty/institutional environment caused angst among the participants. Most participants received minimal or no nursing faculty orientation. This lack of resources created challenges for these new faculty who described no access to valuable and essential faculty websites for months after starting their position. Without access to these resources, new faculty were left struggling to discover required information pertinent to their teaching load or course materials, which caused an increase in their stress levels. Multiple studies indicate that consistent mentorship can aid with navigating the hidden rules or at least understanding the rules for their particular faculty as well as standardized, formal faculty orientation (Boamah et al., 2023; Busby et al., 2022; Cate et al., 2022; Gosling et al., 2020; Kovarik et al., 2028; Ponjuan et al., 2011; Schrodt et al., 2003).

COVID-19 Pandemic

The COVID-19 pandemic increased the stressfulness of for new academics to achieve balance when work and life boundaries were blurred due to public isolation requirements and workloads increased during the shift to all virtual education delivery (McGee, 2023). Participants with young families found balance extremely difficult or impossible as cultural norms expected mothers (females) to care for children and the household while juggling a career (Bice et al., 2019; Flaherty Manchester et al., 2013; Gatta & Roos, 2004; Kawalilak & Groen, 2010). For most of the participants, their self-care practices such as exercise or social outings became non-existent, and stress levels and overwhelming exhaustion increased causing their mental health to suffer. Interestingly, participants, who stopped the tenure clock to have children, did not express a determent to their research progress as reported in the literature (Flaherty Manchester et al., 2013; Gutoskey, 2020; Poronsky et al., 2012; Solomon, 2011). However, the participants indicated they kept involved in a portion of their research activities while on parenteral leave and

did not take a full length (one year) leave to mitigate negative effects on their research development. This alteration in parental leave to facilitate continued progress on the tenure-track had not been previously described in the research literature.

In summary, the findings from this study illuminated participants perceptions related to incivility in academia (only described by Peters, 2014) and the internal competitiveness of new faculty. Participants acknowledged the fundamental reason for pursuing an academic career was to make a difference in the world through research focused on nursing practice, education, or leadership, which overrode the challenges and drove the participants to preserve on the tenure-track journey. Many participants expressed joy and positivity with teaching students, developing relationships with students and faculty, and collaborating with colleagues. A steep learning curve was mentioned by some participants as they reflected upon their preparation for the academic role and that some discomfort was expected as they learned and grew as an academic. The essential assistance needed by these new academics was socialization support through mentoring, formal faculty orientation, teaching release for research development, start-up funding, and clearer guidelines for tenure requirements. These supports are deemed critical for building upon the foundations of a PhD program and to achieve tenure.

Strengths and Limitations of this Research

Strengths

A key strength of this research was the thick rich description of the tenure-track experiences of new nursing faculty from various provinces and regions of Canada. Another strength is that it is one of the few studies having examined nursing academics in Canada. From my perspective the most surprising finding from this study were the challenges that participants faced which may be defined as incivility in those settings, as illuminated by the participants

represented in this study. My research also provides strong suggestions for improvement in supporting new faculty and promoting civility in nursing academia.

Limitations

The limitations of the proposed research identified stemmed from the limited time and funding available as this study was a part of a doctoral dissertation. The limitations included: 1) I was a novice qualitative researcher, and 2) data collection occurred at one point in history, that happened to coincide with the unexpected COVID-19 pandemic which could have influenced participants' perceptions. The more significant limitation of these is that I was a novice qualitative researcher. However, I had ten years of experience as a clinical nurse research coordinator for a prolific primary investigator and thus I was well versed in informed consent procedures, maintaining confidentiality, data collection, and data management for multiple quantitative studies. Nevertheless, I made every effort to minimize this limitation in qualitative methods by making explicit my biases, utilizing my supervisors (who had expertise in ethnographic research) to provide inter-rater reliability for my initial coding of the first data, maintaining an audit trail, keeping a reflective journal during data collection and analysis, and verifying the analysis for accuracy with participants. Another limitation was the unexpected COVID-19 pandemic which could have impacted participants' perceptions of their experiences.

Dissemination Plans for Research Results

At the completion of the study, findings will be presented at face-to-face (virtual) at relevant professional and nursing research conferences, such as the Canadian Association of Schools of Nursing (CASN) or Western North-Western Region Canadian Association of Schools of Nursing (WNRSCASN) conferences. A presentation at the CASN Council meeting (where all

Deans of Nursing would be present) will be explored as a forum to present the findings and recommendations from this study to the Deans of Nursing. In addition, as this was a paper-based dissertation, one paper is published and the other two have been submitted for publication in scholarly journals (Cacchione, 2015). This dissertation will also be published in ProQuest Thesis and Dissertations database.

Implications for Academic Nursing

New tenure-track nursing faculty require multi-faceted approaches for provision of the supports that enhance success and job satisfaction. This research highlighted that importance of mentoring for research development and academic socialization, dedicated teaching time release in the early years of employment in a tenure-track position, start-up funds for research program development, standardized formal faculty orientations, and clearer expectations for tenure. Institutions and faculty leadership need to invest time and energy into developing supportive programs such as mentoring, formal orientations, recognition of achievement awards, and health and wellness activities. It may be important for PhD programs to consider creating more opportunities for PhD students to learn about the practical aspects related to applying for funding as a future new faculty member.

The incivility of academia that was illuminated in this study and that was beginning to emerge in the literature as a body of knowledge about incivility in academia must be addressed not only to promote a healthy workplace environment for new tenure-track faculty but for nursing in general. Incivility is counter-intuitive to the core values of caring, social justice, and acceptance of all human beings. If future nurses are exposed to incivility in their undergraduate and graduate programs and accept incivility as acceptable behaviour, incivility will be transferred into the clinical setting and affect those who nurses are supposed to care for: the

patients or clients. Furthermore, in a time period when nursing is facing shortages of nurses and nursing faculty, nursing leadership and nursing educational programs were obligated to focus on recruitment and retention of new nurses and nursing faculty.

Strategies and mechanisms aimed at reducing stress and promoting a healthy workplace environment for new tenure-track nursing faculty should be seen as essential and high priority for nursing education and nursing leadership. Particularly, in light of diversity, equity, and inclusivity policies, civility promotion and allocation of resources to those faculty in higher need of support are issues of keen interest. Some strategies currently being utilized are recognition of success awards in relation to research, service, and teaching excellence. Other strategies include the development of formalized mentoring or coaching programs, conversations about civility and development of team charters to reduce uncivil behaviours, and more family-friendly policies which included assisted family reproductive health, childcare supports, and increased mental health support. These innovative strategies should be further developed, evaluated, and integrated into all institutions.

Policy implications for academic units could include specified teaching release time and start-up funds for all tenure-track positions. Post doctoral studies provided some additional research skill development so perhaps more post-doctoral opportunities could be made available so that more new researchers could benefit from this support. Another policy implication is the development of clearer communication and guidance between deans and new faculty as the faculty navigate the tenure journey. Furthermore, the recommendations and findings of this study may be of interest to peer faculty who sit on faculty evaluation committees and assist with supporting clear recommendations for the annual review processes.

Future Research Directions

Several future directions for research developed from this research. Further investigation into the internal competitiveness of new faculty would provide deeper insights into strategies to reduce stress and incivility in academia. The suggestion of conducting a grounded theory study into the transitions of new tenure-track faculty was previously mentioned in paper 3 but after reflection, this may not contribute to new nursing knowledge. Other work utilizing critical methods or participatory approaches could generate new nursing knowledge about the tenure track experience.

More research into equity, diversity, and inclusivity through an equity lens and feminist approach should be undertaken. More research into the power issues in academia could also provide useful knowledge to guide diversity, equity, and inclusivity action. The considerations of equity and directing resources (financial and human) towards those who are in need (i.e., the new faculty) needs further investigation and recommendations that would arise from these investigations could influence policy directions.

Implementation and evaluation of standardized orientation programs, mentoring programs, and positive work-place strategies are also areas for further knowledge development. Studying resilience in faculty members may also contribute to our knowledge about faculty members who manage stressors successfully. In addition, studying the experience of tenured faculty at various stages of their careers may be another way to generate new knowledge that could be useful to new faculty. As this research was limited to the perspectives of new tenure-track nursing faculty in Canadian universities, a recommendation would be to expand the study to other disciplines.

Conclusion

This work provided a deeper understanding into what it is like to be a new PhD-prepared, Canadian nursing faculty member in a tenure-track position. The results of this study illuminated the stressfulness of being a new academic with variable institutional support for development in their new role, the competitiveness of academic culture, and exposed incivility in nursing academia. Incivility was identified as a contributing factor to increased levels of stress and a factor likely related to the competitive academic milieu. Several recommendations were made to address the challenges encountered during the tenure-track journey of new nursing faculty and to address issues that lead to job dissatisfaction and potentially increase intentions to leave academia. It is essential that nursing leaders contemplate innovative strategies to increase nursing recruitment and retention. Promotion of civility in academia and the nursing practice is suggested to grow and sustain the profession and the discipline.

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Appendix A

Notification of Approval

Date:	Macrh 24, 2021
Study ID:	Pro00108151
Principal Investigator:	Winnifred Savard
Study Supervisor:	Pauline Paul
Study Title:	Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study
Approval Expiry Date:	March 23, 2022

Thank you for submitting the above study to the Research Ethics Board 1. Your application has been reviewed and approved on behalf of the committee.

Approved Documents:

Recruitment Materials

Tenure Track faculty Letter of Request to Colleges Universities-Version 2-Mar 22^J 2021-untracked.docx

Tenure Track faculty Recruitment Flyer-Version 2-Mar. 22^J 2021-untracked.docx

Letter of Initial Contact

Tenure Track Faculty Email invitation to Paricipant-Version 2-March 22^J 2021-untracked.docx

Consent Forms

Tenure Track Faculty Information Letter and Consent form-Version 2-March 22^J 2021-untracked.docx

Questionnaires, Cover Letters, Surveys, Tests, Interview Scripts, etc.

Tenure Track Faculty Demographic Questionnaire-Version 2-Mar 22, 2021-untracked.docx

Tenure Track Faculty Semi-Structured Interview Guide-Feb. 16, 2021.docx, Version 1

Protocol/Research Proposal

Winnifred Savard Dissertation proposal-Version 2- March 22, 2021 -untracked.docx

Other Documents

Tenure Track Faculty Proposed Timeline for Research-Feb. 16, 2021.docx, Version 1

Any proposed changes to the study must be submitted to the REB for approval prior to implementation. A renewal report must be submitted next year prior to the expiry of this approval if your study still requires ethics approval. If you do not renew on or before the renewal expiry date, you will have to re-submit an ethics application.

Approval by the Research Ethics Board does not encompass authorization to access the staff, students, facilities, or resources of local institutions for the purposes of the research.

Approval by the Research Ethics Board does not encompass authorization to recruit and/or interact with human participants at this time. Researchers still require operational approval as applicable (e.g., AHS, Covenant Health, ECSD, etc.), and where in-person interactions are proposed, institutional and operational requirements outlined in the Resumption of Human Participant Research - June 24, 2020, must be met.

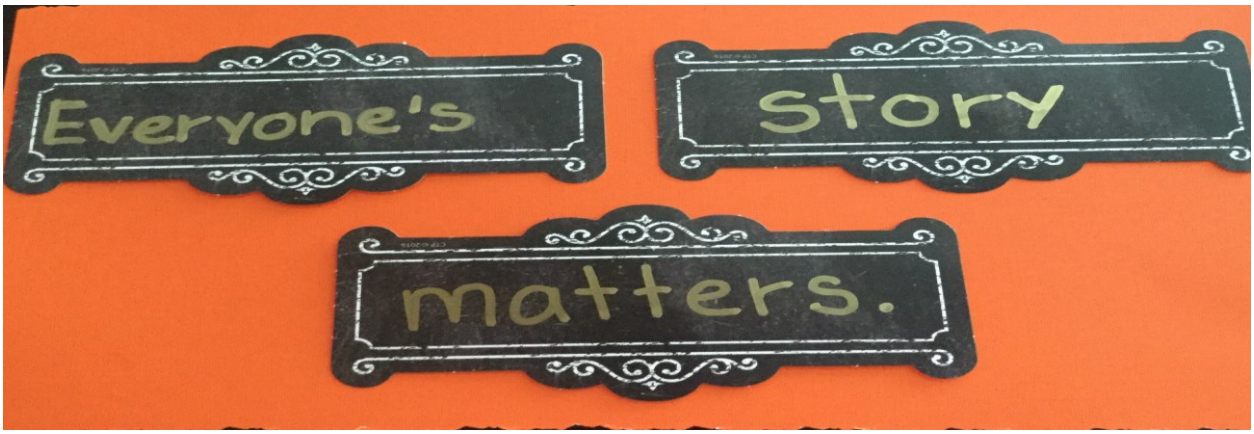
Sincerely,

Anne Malena, PhD
Chair, Research Ethics Board 1

Note: This correspondence includes an electronic signature (validation and approval via an online system).

Appendix B
Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study

Recruitment Flyer



Hello!!

Are you a PhD prepared, tenure-track faculty or newly tenured within the last 2 years?

My name is Winnie Savard. I am a Doctoral Student. I am conducting a focused ethnography study for my dissertation.

I would greatly appreciate your assistance, interest, and support in sharing your story with me regarding your tenure-track journey.

The commitment from you would be to discuss your tenure-track journey with me through a virtual, semi-structured interview (approx. 60 min.) and complete a demographic questionnaire (approx. 5 min.).

Please contact Winnie Savard @ clysdale@ualberta.ca for more information regarding the study or if you would like to participate in this study.

Thank you for considering this request

Appendix C

Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study

Email Invitation to Potential Participant

Dear XXXX:

Thank you for your e-mail indicating your interest in hearing more about my study. I have attached the information sheet and consent form for you to consider. If you have any questions about the study, please contact me by e-mail and I will clarify your questions.

If you would like to participate in this study, please let me know by e-mail. I will then contact you by e-mail to identify possible interview times that would work best for you. The demographic information will be completed at the beginning of your interview.

Thank you for your consideration of my research.

Sincerely yours,

Winnifred (Winnie) Savard

Doctoral Student
PhD candidate
University of Alberta

Supervisor: Dr. Pauline Paul pauline.paul@ualberta.ca

Appendix D
INFORMATION LETTER and CONSENT FORM

Study Title: Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study

Research Investigator:
Winnifred Savard, MN, PhD candidate
Doctoral Student
Faculty of Nursing
Level 3, Edmonton Clinic Health Academy
11405-87 Avenue,
University of Alberta
Edmonton, AB, T6G 1C9
clysdale@ualberta.ca
780-966-7523

Faculty Co-Supervisors:

Dr. Pauline Paul
Faculty of Nursing
Level 3, Edmonton Clinic Health Academy
11405-87 Avenue,
University of Alberta
Edmonton, AB, T6G 1C9
pauline.paul@ualberta.ca
780-492-9264

Background

We are asking you to participate in this study because we are interested in studying the experience of new tenure-track nursing faculty. For the purposes of this study, any nursing faculty **who is pre-tenured or in their 1st or 2nd year** of tenure is invited to share their experiences of being a new tenure-track academic.
The results of this study will be used in the development of Winnie Savard's (Doctoral Student) unfunded PhD thesis, and potential publications.

Purpose

The purpose of this research is to understand the experiences of new, tenure-track nursing faculty. We want to learn more about what it is like to be a new academic or professor. In particular, we are curious about how values, beliefs, and actions influence the experiences of a new professor, who is seeking tenure.

Study Procedures

What will you be asked to do?

We will ask to share your story and your experiences of being a new academic in a virtual, semi-structured interview format. A demographic questionnaire will also be used. Winnie Savard (Doctoral Student) will conduct the interview.

- The researcher will set up a virtual interview (Zoom) with you at a time that is convenient for you.
- The researcher will ask you to provide verbal consent form prior to the interview and again, at the end of the interview.
- The interview will take approximately 1 hour and will be recorded and written down exactly how you tell your story.

- During the interview, you will be asked to share your story and your experiences as a new teacher at university and on the tenure-track.
- We will collect some personal information prior to the interview (e.g., name, age, gender, length of time in academia, previous clinical experience, previous academic experiences, e-mail address). This will take approximately 5 minutes to complete.

Study Results

The results of this study will be reported in the researcher's dissertation. Your name or any information that could identify you will not be used. A pseudonym will be used when using modified quotes in the written results or when study results are presented at conferences and published as journal articles.

If you would like to receive a summary of the study results, please check the box on the last page of this form. The researcher will email the summary to you at the completion of the study.

Benefits

You may not receive any benefit at all from taking part in this study. However, you may benefit from being able to share your feelings and thoughts about your experiences of being a new academic seeking tenure. In the future, other new tenure track faculty may benefit from what is learned in this study. We hope that the information we get from doing this study will help to better understand the experiences of new tenure-track faculty.

There are no financial costs to you by participating in this study. There is no compensation for participating in this study.

Risk

We do not think that there is anything related to your involvement in this study that could harm you or cause you any discomfort. However, for some people the interview process may cause some sensitive feelings and emotions as you share your experiences should those experiences have caused some negative feelings in the past. If this happens, you may choose to stop the interview.

Voluntary Participation

Your participation in the study is completely voluntary. You have the right to refuse to participate in this study. You have the right not to answer any specific questions even if you do participate in the study. If you decide to take part in the study, you may choose to withdraw from

the study without giving a reason. If you withdraw from the study, you have the right to request that the information you provided not be used in the analysis of the findings. This will be possible up to two weeks after the interview transcription.

Confidentiality & Anonymity

- The information obtained in the research will be used as a part of the researcher's doctoral dissertation. The results may be presented at professional conferences, in research articles or used in reports.
- Anonymity will be maintained by using pseudonyms in all field notes and transcripts.
- Information that reveals who you are will not be shared.
- Your name or personal information will not be used in any presentations or publications of the study results.
- Quotes from your interviews may be used in the presentation of the findings. However, these quotes will be edited as necessary to ensure your anonymity and pseudonyms will be used.
- For the duration of the study, any paper documents will be stored in a locked filing cabinet. All electronic files will be password protected, encrypted, and stored on a secure server. Only the research team will have access to this information.
- All study data, including recordings, interview transcripts, and field notes will be kept for at least a 5-year period as per the University of Alberta policy. Once the data is no longer required, study materials will be destroyed in a way that your confidentiality will be maintained (i.e., paper documents will be shredded, and electronic documents will be permanently deleted). Master lists with personal identifying information will be destroyed once the study is complete.

Further Information

If you have further questions regarding this study, please contact the researcher, Winnie Savard, Doctoral Student at 780-966-7523 or clysdale@ualberta.ca. You may also contact Dr. Pauline Paul, at the University of Alberta, Faculty of Nursing at 780-492-9264; email: pauline.paul@ualberta.ca who is supervising Mrs. Savard's doctoral research.

The plan for this study has been reviewed by a Research Ethics Board at the University of Alberta. If you have questions about your rights or how research should be conducted, you can call (780) 492-2615. This office is independent of the researchers.

Consent Statement

I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the research study described above and will receive a copy of this consent form. I will receive a copy of this consent form after I provide verbal consent.

_____
Participant's Name (printed) giving Verbal Consent

_____
Name (printed) and Signature of Person Obtaining Verbal Consent

Date: _____ Time: _____ of Verbal Consent

I would like to receive a summary of the study results Yes □

Email address

Appendix E
Understanding the Experiences of New Tenure-Track Nursing Faculty: A Focused Ethnography Research Study

Demographic Questionnaire for Pre-tenured nursing faculty

(You may choose not to answer questions if you wish)

Male □ Female □ Other □

For how long have you been in a tenure-track position?

How long after completing your PhD or Post-doctoral studies, did you obtain a tenure-track position?

Age

25-35 years □ 36-45 years □ 46-55 years □ 56 + years □

Relocation for position Yes No

Provincial □ Country □

Pre-tenure Experience

GTA (s) Yes No If yes, describe how many, where, when:

GRA (s) Yes No If yes, describe how many, where, when:

Please circle if applicable

Teaching experience: Sessional Duration: Setting: University College

Faculty Duration: Setting: University College

Previous research roles: research coordinator Duration: Setting:

sub-investigator Duration: Setting:

co-investigator Duration: Setting:

primary investigator Duration: Setting:

Academic Teaching Experience

0-1 Year □
1 Year □
2 Years □
3 Years □
4 Years □
5 Years □
6 Years □
7 + Years □

Clinical experience (years)

< 5 □
5-10 □
11-15 □
16-20 □
21-25 □
26 + □

Please circle if applicable

Bedside	Years	Practice area
Leadership role	Years	Practice area
Clinical Nurse Specialist	Years	Practice area

Orientation

Did you attend university orientation?

What was the length of the orientation?
Was the information provided useful for you as a new faculty?

Did you have a faculty orientation?

What was the length of the orientation?
Was the information provided useful for you as a new faculty?

When you were hired, what was the weight distribution of your responsibilities (in percentage) in terms of teaching, research, and service? e.g., 40% teaching, 40% research and 20% service

Has this weight distribution changed or is it still the same?

Appendix F

Focused Ethnography Research Study

Semi-Structured Interview Guide

Interview Preamble

I am interested in hearing your story about

"What it like is to be a new (new being defined as pre-tenured or within 1st 2 years of tenure) tenure-track nursing faculty in Western Canada?" Would you please share your experiences about being a tenure-track nursing faculty in as much detail as you feel comfortable sharing?

Prompts

You mentioned…can you tell me more about…?

Would you provide more details about…?

Trigger questions

What are the factors that affect the experiences of new tenure-track faculty?

> *Probes*- (Positive and challenges: i.e., organizational factors; personal factors; knowledge deficits/strengths; socialization to academia; having a mentor, having support from family/friends, gender, power dynamics in Faculties, ethnicity, Faculty rank in Canada and Internationally, Faculty leadership, favoritism, tenure processes)

What motivates you to be a tenure-track faculty?

How do you balance teaching, research, and service?

> *Probes*-What supports have you received from the institution or mentor for teaching responsibilities? Reduced teaching load? Syllabus?

What support for developing or how did you develop your research program? CoP? Grant writing support? Collegial publishing opportunities?

What supports/guidance did you receive from the institution/faculty related to service activities/expectations?

How do you deal with the competition that is inherent in being an academic?

How do you find balance in your life?

Probes-What are some of the challenges/joys of academia that are similar or different from your previous teaching experiences or clinical experiences?

What are the expectations of being an academic? Are they what you expected? Did you have explicit written expectations provided to you?

What social supports do you have? Personal care practices?