



The Lived Experience of Seeking Tenure While Practicing Clinically: Finding Balance in Academia

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Background

- The Tenure Process
- Blending Practice with Education
- Nursing Faculty Shortage



Theoretical Framework


- Boyer's Four Types of Scholarship

<i>Scholarship of Discovery</i>
<i>Integration</i>
<i>Scholarship of Application</i>
<i>Scholarship of Teaching</i>



Purpose

The purpose of this study was to assess the lived experience of seeking tenure while teaching and practicing at the bedside and to identify how a sense of balance was maintained throughout the process.




Design / Setting

- A hermeneutic phenomenologic research method as proposed by van Manen was used to interpret the lived experience of seeking tenure while teaching in a four-year baccalaureate nursing program while at the same time practicing part-time at the bedside in a clinical setting in the North eastern United States.




Methods

- A qualitative hermeneutic phenomenological method was utilized.
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Setting/Participants/Recruitment

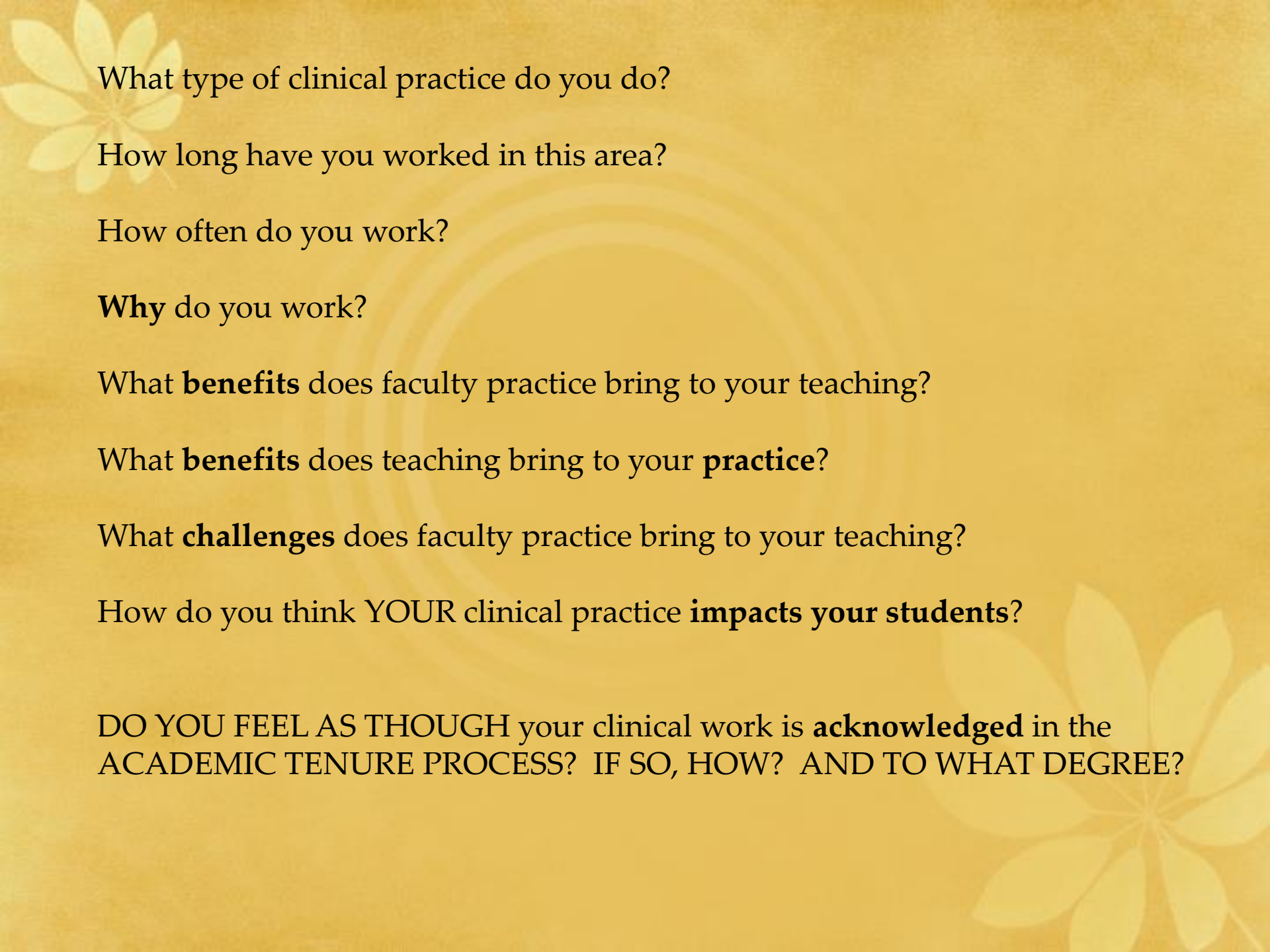
- Six nursing faculty were interviewed while actively seeking tenure or within two years after seeking tenure.

PARTICIPANTS			
Pseudonyms	Age	Yrs of practice/teaching	Year tenured
Theresa	45	23/0	2
Adrianne	46	25/5	Not yet
Kaitlyn	36	14/5	Not yet
Carly	51	29/4	Not yet
Alexandra	54	33/9	1
Ruth	45	24/8	1



The Study....

- Ethical Considerations
 - Data Collection
 - Demographic form
 - Interviews
 - Interview guide
 - Interpretation
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What type of clinical practice do you do?

How long have you worked in this area?

How often do you work?

Why do you work?

What **benefits** does faculty practice bring to your teaching?

What **benefits** does teaching bring to your **practice**?

What **challenges** does faculty practice bring to your teaching?

How do you think YOUR clinical practice **impacts your students**?

DO YOU FEEL AS THOUGH your clinical work is **acknowledged** in the ACADEMIC TENURE PROCESS? IF SO, HOW? AND TO WHAT DEGREE?



How do you feel that your PRACTICE affects your promotion and tenure process?

How do you define **balance**?

How do you find the **balance** between the demands of academia and CLINICAL NURSING PRACTICE?

What do you do to maintain **balance** between academia and clinical nursing practice?

Can you provide an example of when you felt most balance between academia and clinical practice as well as an example of when you felt unbalanced?

If you were to offer advice to upcoming faculty seeking tenure who still practice, what would that ADVICE be?

What has made the most MEANING for you as a practicing academician?



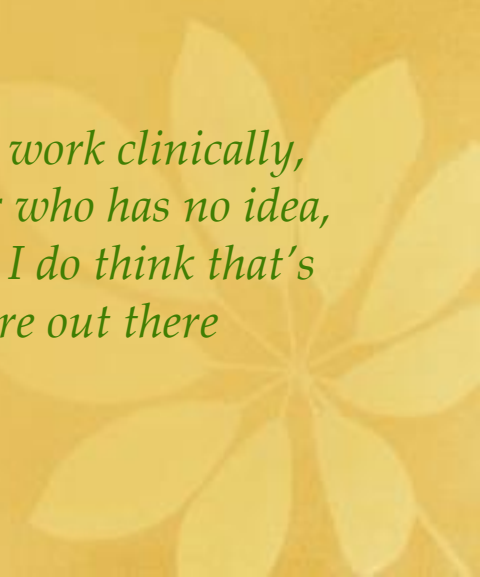
Interpretations and Results

- Naïve Reading
- Findings



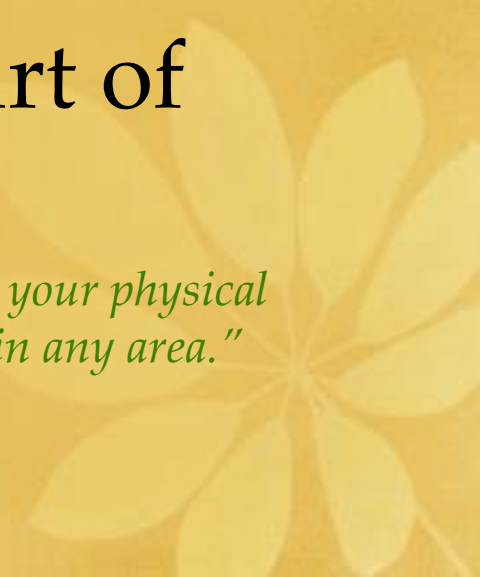


Findings

- Reasons for working validated a teaching philosophy rooted in practice.
 - *“Nursing is a practice profession.”*
 - Current practice informs teaching and gives them credibility in the classroom with their students.
 - » *“I also think students respect the fact that you work clinically, that you’re not just someone in an ivory tower who has no idea, and who hasn’t touched a patient in 10 years. I do think that’s important as well, to let them know that you are out there practicing with our feet in the trenches.”*
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Findings

- Understand the tenure requirements of the teaching institution and value of clinical practice to that institution.
 - *“clinical practice was not acknowledged unless it brought money to the institution where she taught or unless it helped to fix a problem with staffing or clinical sites.”*
 - Techniques of balancing the art of survival.
 - *“if you become overwhelmed and stressen one area, then your physical wellbeing declines, and you’re not maintaining balance in any area.”*
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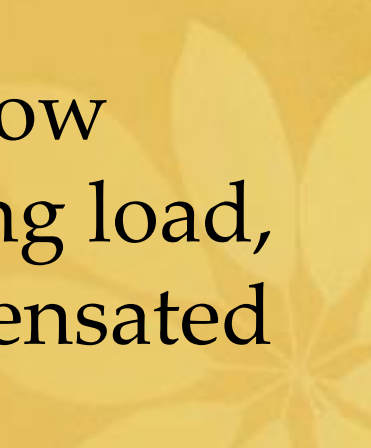


Limitations

- The findings are applicable only to the context and point in time for the participants.
 - Small study
 - Only females and no minorities were interviewed
 - Small geographical area sampled
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Recommendations

- To broaden the scope of tenure to include clinical scholarship.
 - Broaden this study to examine more academic institutions as well study institutions with greater cultural diversity.
 - Future research must identify if institutions of higher learning allow practice to be part of their teaching load, and how academicians are compensated for it.
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Conclusions

- Requirements and expectations for tenure requirements of nursing faculty need to be revisited at baccalaureate institutions.
 - As a nursing shortage looms ahead especially for the nurse faculty, it is imperative that we look at ways to enhance the balance of clinical practice and teaching practice.
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Thank you!
Any questions?

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