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A Qualitative Study Comparing Faculty's Perceptions of Factors Affecting Successful Tenure Attainment in Nursing and Professional Fields Versus Traditional Disciplines

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**A QUALITATIVE STUDY COMPARING FACULTY'S PERCEPTIONS OF
FACTORS AFFECTING SUCCESSFUL TENURE ATTAINMENT IN NURSING
AND PROFESSIONAL FIELDS VERSUS TRADITIONAL DISCIPLINES**

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**Submitted in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Philosophy in Higher Education
Leadership, Management and Policy**

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ABSTRACT

The purpose of this qualitative study was to examine the determinants of academic career success as defined by tenure attainment. The research focused on the following question: From an individual faculty member's perspective what factors institutional and personal, were influential in allowing the faculty member to be successful in tenure attainment? The career socialization experiences of tenured nursing faculty were compared to those of tenured non-nursing faculty from traditional liberal art disciplines and professional fields of study such as business and education. Based on interviews with thirteen faculty members from a large suburban Catholic university located in the Middle Atlantic states, the researcher identified common and divergent factors that lead to faculty success.

In terms of the preservice socialization during graduate education, data showed that the educational trajectory and career pathway of nursing faculty differs from that of most members of academia. Traditional members of academia have a lockstep pathway that includes teaching and/or research assistantships. Graduate school establishes a research agenda that future faculty members continue into their academic career. Research agendas are influenced by their mentor or dissertation chairperson. In regard to inservice socialization, two or more academic positions were the norm for the nursing faculty members as compared to faculty from the other fields who had one or two. Research was the number one criterion for promotion while service was influential for networking and collegial recognition. Career development

strategies and organizational policies can be structured from the findings of this study.

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DEDICATION

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Chapter I

Statement of the Problem

This study examines the perceptions of tenured nursing faculty within a university setting on their experiences achieving tenure. Their perceptions were compared to those of tenured faculty from traditional liberal arts and professional disciplines within the same university. Faculty were recruited from traditional liberal art disciplines such as history, English, mathematics, and philosophy, while professional faculty were solicited from education, business, diplomacy, and library science.

The purpose of this study was to examine academic career success as defined by tenure attainment. The academic success of tenured nursing faculty was compared to tenured non-nursing faculty to determine whether the path to career success is similar or dissimilar. This study researched faculty success as perceived by the individual faculty member and measured by tenure achievement and determined common and divergent factors that contribute to a faculty member's success. The importance of this study is in determining the processes needed to improve faculty success in nursing and other professional disciplines.

Background of the Problem

Nursing education is relatively new to higher education. Nurses were first educated at the college level in 1899 (Krampitz, 1983). Consensus regarding one standard for nursing education has been problematic for the profession. There has been a lack of agreement regarding requiring a baccalaureate

education as minimum entry into practice in addition to determining a focus for graduate education in nursing (Minnick & Halstead, 2002; Smith, 2005).

Historically, nursing education in the United States started as an apprenticeship until hospitals established schools of nursing within their institutions (Krampitz, 1983). Olson (2000) stated that hospital training programs were “critical to the success of hospitals” with those in training doing “most of the nursing work in hospital” (p. 139). The emphasis of education during this period was on the practical side of the vocation with little attention given to academic preparation. As nursing training programs in hospitals emerged, a movement began in the late 19th century to organize and standardize the process of educating nurses (Ruby, 1999). This reform was geared to moving nursing education out of the hospital and into the higher education system. As early as 1900, nurse educators believed in the importance of a liberal arts education for nurses. This movement was not supported by a large number of nurses due to the emphasis that Florence Nightingale placed on hospital-based education conducted by physicians (Ruby, 1999,). It was also discouraged by hospitals due to the potential loss of labor. The Goldmark report in 1923 and the Brown report in 1948 recommended that nursing education belonged in higher education (Ruby, 1999; Smith, 2005). Nurses were educated in colleges as early as 1899, but it did not become a widely accepted practice until the 1960’s (Krampitz, 1983). To further complicate nursing education reform, in the early 1950s associate degree nursing programs were developed and became a third source of nursing education (Smith, 2005). To this day, nurses continue to be educated

in three type of programs: diploma schools (which are hospital-based), associate degree programs, and baccalaureate degree programs in colleges and universities. Nursing leaders are still trying to resolve this issue by advocating one entry into practice (Curran, 2005; Smith, 2005).

The minimum educational requirement for nursing faculty is a master's degree in nursing. This is established by accreditation committees such as the National League for Nursing Accrediting Commission, Inc. and State Boards of Nursing (National League for Nursing Accrediting Commission Inc, 2005; New Jersey State Board of Nursing, 2005). Even in four year programs, the goal is doctorally prepared faculty but due to the shortage of nursing faculty with doctoral degrees many four year programs hire nurse educators with master's degrees. The American Association of Colleges of Nursing reported in 2003 reported that only 49.9% of nursing faculty in baccalaureate or higher programs had doctoral degree (American Association of Colleges of Nursing, 2003).

In terms of doctoral education, the same lack of consensus regarding degree titles and focus of the degree exists (Minnick and Halstead, 2002). In a study to determine doctoral degree titles and preparation for postdoctoral employment, Minnick and Halstead surveyed 87 existing nursing doctoral programs. The researchers found that "71 issued the PhD; 7 the DNSc (Doctor of Nursing Science); 4 the nursing doctorate (ND); and 1 the EdD" (p. 25). As the results indicate, in addition to the traditional doctoral degrees (Ph.D. and Ed.D.), nursing has established a Doctor of Nursing Science (D.N.Sc.) and a nursing doctorate degree (N. D.). The N.D. and D.N.Sc. are considered practice-focused

doctorates (American Association of Colleges of Nursing, 2004). The American Association of Colleges of Nursing has recommended that the N.D. be phased out and replaced with a D.N.P. (Doctorate of Nursing Practice) (AACN, 2004). The D.N.P. would be the terminal degree for the advanced practice nurse. These nontraditional nursing doctoral degrees could be a potential source of confusion for promotion committees when nursing faculty submit for tenure. As evident by the background of the problem, the profession of nursing has very conflicted opinions and issues regarding nursing education.

Importance of the Study

This is a timely study in the field of nursing education due to the shortage of doctorally prepared faculty interested in teaching in higher education programs. National nursing statistics reveal that on average, 50% or less of nursing faculty in baccalaureate programs, had an earned doctoral degree (American Association of Colleges of Nursing, 2003; National League of Nursing, 2003). This research project compares nursing and nonnursing faculty who are doctorally prepared. Retention of the limited number of faculty who are doctorally prepared is important to nursing education departments in higher education. Input into the governance and organization of higher education institutions is often determined by faculty rank. At the organization where this research was conducted, the faculty guide stated that voting members of the Rank and Tenure Committee, are tenured faculty members possessing the rank of professor. The committee's by-laws do allow tenured faculty members under the rank of professor to serve on this committee in the event that the constituent school has

fewer than five faculty members holding the rank of professor. According to the university's website, of the 47 nursing faculty members there is one full professor,(the dean), one distinguished visiting professor, and a professor emeritus. It is obvious that even though the College of Nursing has representation on this prestigious committee, the rank of the nursing members is not as prestigious as the other constituent schools. In a hierarchal system such as academia, it places the College of Nursing at a disadvantage. Watson, Ashton and Hutchinson (1998) found that non-nursing faculty may not have a clear understanding of nursing practice and nursing research. This illustrates the impact that lack of tenured faculty and rank can have on nursing faculty.

Faculty members who are successful in achieving tenure provide insight into the process and guidance to the individual faculty member and the department. Tierney and Rhodes (1993) have identified the roles of posttenure faculty as mentor, colleague, leader, and scholar. The roles the researchers have identified provide leadership and advice to junior faculty.

In 2002, according to the American Association of Colleges of Nursing (2003) more than 5000 qualified nursing applicants were not admitted to baccalaureate nursing programs due to an insufficient number of nursing faculty members. The current shortage of nursing faculty is due to the age of faculty, faculty retirements, departure from academic life, and salary differential from private sector (AACN, 2003). Since 1996, there has also been a 10% increase in the number of faculty positions available due to retirement and increased student enrollment (NLN, 2003). This increase in nursing positions reflects the

expansion of current programs due to the present increase in enrollments in nursing programs. This trend is across diploma, associate and baccalaureate nursing education programs. The American Association of Colleges of Nursing (2003) calculated the faculty vacancy rate per program in 2000 to be 7.4% in baccalaureate programs. This vacancy rate is based on the number of full-time faculty positions needed to educate the number of students currently interested in the nursing profession. Even though this may seem to be a low vacancy rate, nursing standards require a low faculty-student ratio especially in the clinical setting.

With less than 50% of current faculty members in baccalaureate programs holding doctoral degrees, the number of nursing faculty eligible for tenure is less than that of the general faculty (AACN, 2003). This underscores the importance of having the limited number of doctorally prepared nurses be successful in achieving tenure. Nursing programs must have tenured faculty in their departments to promote stability within the department along with program growth. Experienced faculty provides leadership within the department and organization as well as mentoring and guidance for novice faculty (Stachura & Hoff, 1990; Tierney & Rhodes, 1993).

Tenure has historically been perceived as one of the privileges and measures of success awarded to faculty members who have achieved the requirements and standards established by the academy. This status is granted to those who meet these achievements as evaluated by their peers and their higher education organization. The achievements are evaluated in the areas of

scholarship, teaching and service. The criteria for scholarship includes grant writing, funded research related to the academic discipline, presentations, and publication in refereed journals. Teaching is assessed based on evaluations while service criteria mean participation in department and organizational committees in addition to professional and community organizations (Brock & Butts, 1998).

Even today, tenure is considered the ultimate reward for achievement in one's profession. The reward is twofold: status and compensation. Tenure is a symbol that you have achieved or exceeded the standards set by your peers and the organization to which you have chosen to commit your professional career. Tenure means both the individual and organization have a long-term commitment to one another. As Mawdsley (1999) stated that *Beitzell v. Jeffrey* (1998 p. 875) found that tenure has come to mean "a long term academic and financial commitment by a university to an individual providing faculty with unusually secure positions tantamount to life contracts" (p.167) Even in the face of rising criticism regarding the tenure system, tenure track positions provide an incentive to faculty (Calson, 2002). The critics of tenure believe that it can be "an obstacle to institutional productivity and quality and a barrier to positive change" (Bruhn, 1997 p.35).

Faculty members who are tenured are compensated at a higher rate of pay than nontenured faculty or faculty on nontenure tracks (Curtis, 2005). It has been reported that nontenured faculty and faculty on nontenure tracks are paid "twenty-six percent less than comparable tenure-track assistant professors"

(p.26). Gender also has an impact on tenure attainment and economic reward. The American Association of University Professors, in its annual report on the economic status of the profession, found that “since the late 1970’s approximately 47% of women who are full-time faculty have tenure as compared to 79% of the men” (p. 29). This report further notes that more women are found in nonrank or nontenure track positions as compared to their male colleagues (p. 30). The significance for nursing is that nursing is 94.5 % female (Spratley et al., 2000). Gender and salary have significant impact on nursing faculty.

The issue of nontenure track or alternative track positions such as clinical lines has been of great importance to the profession with a noted trend in nursing education to advocate for this type of position to staff nursing programs (Jones & Van Ort, 2001). Use of alternative career choices has been attractive and a quick fix for nursing departments but fails to allow nursing recognition and respect within the academy. The lack of prestige with nontenured contract positions was noted by Chait and Trower (1997). They found that faculty in contract positions in tenured systems believed that their tenured colleagues found them less qualified and not as intelligent.

To gain further understanding of the demographic characteristics of nursing faculty within the college and university setting, the following information was reviewed. In September 2003, the American Association of Colleges of Nursing sent a survey to 687 baccalaureate and higher degree nursing programs. The purpose of the study was to gather data regarding faculty demographics, degrees, rank and salaries. Five hundred and forty-two

institutions responded and provided data on 9,784 faculty members. The study defined full-time nursing faculty as "all nurses holding full-time faculty appointments in the school of nursing whose salaries are paid by the school of nursing even though their salaries may be paid from a number of funds" (Berlin, Wilsey & Bednash, 2005 p.1). The profile of nursing faculty teaching in higher education based on their findings is as follows: 1) The mean ages of doctorally prepared nurses at the ranks of professor, associate professor, and assistant professor were 57.3, 55.0, and 51.0 years respectively. 2) In terms of rank, 1,402 (or 12.8 %) were Full Professors, 2,562 (or 23%) were Associate Professors, 4,023 or (36.7 %) were Assistant Professors, and 1,993 (or 18.2%) were Instructors. 3) In terms of degrees, 3,226 (or 29.4%) of the faculty, had a doctoral degree in nursing and 2,024 (or 18.5%) had a doctoral degree in a non-nursing field. The majority of the nurses (5,716 out of 9,784) did not have a doctoral degree. There was no data regarding the percentage pursuing a doctoral degree. 4) The total percentage of doctorally prepared nursing faculty in baccalaureate programs was 47.7% in the academic year 2004-2005. This was a decrease from 51.2% from the prior academic year and was the lowest percentage of doctorally prepared faculty since 1992 -1993. 5) In regard to tenure status, only 3,281 (or 30%) were tenured. The nontenured nursing faculty on a tenure line was 2,476 (or 22.7%). Interestingly 4,109(or 37.6 %) were in non tenured positions. There were 1,058 (or 9.7%) teaching in institutions that did not have a tenure system. 6) The mean salaries for nursing faculty members were: \$80,709 for a full Professor with doctoral degree, \$67,209 for a full

Professor without a doctoral degree, \$66,180 for an Associate Professor with a doctoral degree, \$53,615 for an Associate Professor without a doctoral degree, \$56,960 for an Assistant Professor with a doctoral degree, \$49,235 for an Assistant Professor without a doctoral degree, \$50,720 for an Instructor with a doctoral degree, and \$45,853 for an Instructor without a doctoral degree.

As evidenced by the above data, nursing faculty who have a doctoral degree receive a higher salary than their nondoctoral counterparts regardless of rank. This reinforces the data in the American Association of University Professors 2004-2005 annual report on the economic status of the profession.

Faculty members in nursing follow a non-traditional path to their doctoral degrees. The median age of a nursing doctoral recipient is 46.2 with 50% of the graduates between the ages of 45 and 54 years (AACN, 2003). American Association of Colleges of Nurses also reported that 55% of graduate school enrollees do their doctoral work on a part-time basis. These faculty members may have started their academic careers as an adjunct or in an alternative track position. How faculty members become acclimated or socialized into their roles is a key component of academic success. In a study conducted by Schrodt, Cawyer and Sanders (2003), the authors states that "achieving tenure and promotion has been identified as a primary measure of a faculty member's socialization"(p.17).

The socialization process provides the unifying framework for this study, to determine similarities and differences between the two types of faculty: traditional academics and faculty in professional fields. Socialization to the role of faculty

can be considered a process by which a faculty member becomes acclimated to his or her role in the academy (Austin, 2002; Tierney & Rhodes, 1993). For faculty in professional disciplines, faculty roles will differ from the roles they had in prior careers.

Performance has been traditionally evaluated in higher education on the basis of teaching, scholarship, and service (within the organization and the discipline). These parameters are considered the traditional roles of the faculty. The integration of these components is expected across the total job and is evaluated as such (Fairweather, 2002). These criteria were determined when higher education institutions were mainly composed of liberal arts and science programs (traditional academics). These parameters continue to be the values of the traditional academy in evaluating faculty for tenure and promotion. The issue of performance becomes more complex with each higher education institution establishing the weight of each criterion and the number of factors in these categories. These are considered productivity and quality issues (Fairweather, 2002). This research uses these traditional parameters and compare them across the disciplines from the perspective of the individual faculty member.

With the growth of professional schools such as nursing, education, engineering, business, and other programs that require a practice component, achieving tenure for faculty in these programs can be perceived as more complex (Brock & Butts, 1998; DeMarco, Brush & Dylis, 2004; Messmer, 1989). The complexity arises from the additional requirement of maintaining clinical

expertise. There is a perception by the traditional academic community that faculty members from these programs are not true academics. Faculty members from professional disciplines often have a master's degree as their highest degree which reinforces the perception they are not true scholars. The importance of clinical or professional acumen is also emphasized by their students and departments. In nursing, there is a strong weight to maintain a clinical practice in order to remain a clinical expert (Arthur & Usher, 1994; Barnes, Dolt, & Green, 1994; Jones & Van Ort, 2001; Mignor, 2000; Paskiewicz, 2003). This is also stressed by external agencies. In New Jersey, the State Board of Nursing regulation 13:37-1.7 regarding faculty qualifications states that the nursing faculty member must demonstrate current expertise and competence in his or her specialty area on an annual basis (New Jersey State Board of Nursing, 2005). Many nursing departments expect faculty to work in a clinical setting in their non-teaching time. Students ask nursing faculty where they practice and expect them to discuss clinical experiences with them (Barnes, Dolt & Green, 1994). It reinforces the role of the clinical expert (faculty) to the student. The same can be said for faculty from other professional disciplines. This alliance with the discipline rather than academia can leave the faculty member at odds with the expectations rewarded by academia. Based on the fact that many faculty members in these disciplines come to the faculty role later than faculty from traditional academic disciplines, faculty members from professional fields often do not have a good understanding of the culture of the academy

especially the traditions associated with it. Their socialization is not the same as traditional liberal art faculty.

As institutions of higher education have shifted from the traditional liberal arts approach to a more practical educational approach; professional schools and their disciplines have become more important in this educational system. Many of the professional schools such as nursing and business have had a difficult time recruiting sufficient faculty required to meet student demand. This recruitment crisis is based on the external labor market in which salaries are more competitive and numerous employment opportunities for advanced degreed individuals exists. This is the situation that higher education nursing departments face (Marshall, 2001). At present, there is a dual problem for the nursing profession: a shortage of qualified nursing faculty members and a waiting list of prospective student candidates. These issues emphasize the importance of retaining the limited number of doctoral prepared nursing faculty.

Conceptual Framework

This study uses the conceptual framework of socialization. Socialization is related to developing a faculty identity along with understanding the roles and obligations of the profession (Reybold, 2003). Socialization to the faculty role has been documented as occurring in two phases: the initial phase in graduate school as doctoral students (preservice) and the second phase as junior faculty (inservice) (Austin, 2002; Reybold, 2003; Tierney & Rhodes, 1993).

Doctoral education has been the traditional environment to acclimate students to the roles and responsibilities of the professoriate (Austin, 2002). It

can also be considered the “first stage of the academic career” (p. 95). For the purposes of this study, this phase will be known as the preservice socialization to the faculty role. In traditional academic or liberal art disciplines, the preservice phase typically occurs as a full-time process with students attending graduate school full-time. Students in these disciplines may be planning academic careers. As potential faculty members, they assimilate the beginning aspects of the role as teaching or research assistants. These positions allow them to develop a number of competencies related to the faculty role while still students. Due to the fact that the educational process at the doctoral level tends to be more collegial between the graduate student and his or her primary advisor, the student gains insight into the culture of the academy. Ideally, the future faculty member has the experience of identifying with an academic career while under the mentorship of his or her advisor. This process of socialization is a dynamic state. It allows the doctoral student to observe some of the values, beliefs, roles, politics and cultural aspects of the academy (Austin, 2002; Reybold, 2003). Ideally, the process provides an easier transition for the graduate student from traditional liberal art disciplines to the role of junior faculty. Professional programs such as nursing “often prepare the graduate student for non-academic careers” (Weidman, Trivale & Stein, 2001 p.2). The socialization of students from professional fields of study differs from traditional liberal art disciplines due to the different goals and expectations of the respective doctoral programs. In nursing, for example, graduate education typically prepares nurses for roles in clinical

specialization fields such as advanced practice. The divergent preservice phase does not prepare nurses for the expectations of higher education.

The second phase of socialization occurs as a junior faculty member. For the purposes of this study this will be known as the inservice socialization period. The junior faculty or pretenure career period has received much attention from higher education researchers (Schrodt, Cawyer & Sanders, 2003). Job expectations, productivity, role incorporation, and socialization are a few of the topics that have been researched with junior faculty (Antony & Raveling, 1998; Boice, 2000). Austin (2002) notes that researchers such as Boice, Austin, Rice and Sorcinelli have also documented that this is a period of stress and pressure for novice faculty as they begin their professional lives. As junior faculty, they must ascertain the organizational and department culture along with learning their new roles and identifying guidelines and expectations for tenure (Tierney & Rhoads, 1993). Determining the factors that lead novice faculty to success will aid our understanding of this period.

Van Maanen (1977) described how individuals socialize within an organization. The author discusses the importance of the "breaking in phenomenon" (p. 16) when the employee begins a career and has to negotiate unfamiliar territory. The initial phase requires that the individual learn the norms and guidelines of the new organization. This is true whether it is the newcomer's first job or a move to a new organization. The newcomer accomplishes little during this phase as he or she discovers what is expected behavior of individuals within the setting (p. 30). Van Maanen outlines the importance of a newcomer

identifying key individuals within the organization who will be judging his or her performance (p. 20). The author delineates how motivational schemes facilitate an individual's performance. It is through "ownership," that the individual takes responsibility for his anticipated success within the organization (p. 37). Van Maanen's theory can be applied to novice faculty as they move through the tenure process.

Socialization theorists have identified four stages as part of the socialization process: anticipatory, formal, informal, and personal (Weidman, Trivale and Stein, 2001). The preliminary part of this process is initiated in graduate school for traditional liberal art disciplines while faculty in professional fields may start the process when they begin their teaching career. The stages have specific tasks and competencies associated with them. In the anticipatory stage, a person learns from the interactions and observations of people currently in the position along with developing a minimal competency of the role. The second phase is the formal stage in which a person receives formal instruction or communication regarding the role or expectations that he or she needs to incorporate in order to be successful. The third stage is the informal phase where the individual becomes immersed in the culture and unofficial expectations of the organization. The final stage is the personal stage in which the person has internalized the role and achieve successful acclimation to the organization. The faculty view themselves as members of the organizational community.

In traditional academic disciplines, the first stage, or anticipatory stage, may be accomplished in graduate school due to mentoring and having a teaching

and/or research assistant position. This may not be true of faculty from professional fields of study who may have been socialized for nonacademic careers or who may not have attended a doctoral program. This stage would need to be accomplished as part of the on-the-job socialization. Stages two through four are part of the junior faculty socialization for all faculty members. This study explores the processes and factors that lead to success through the lenses of socialization theory.

Problem Statement

This comparative study examines the careers of faculty in the fields of nursing and professional fields of study along with faculty from traditional liberal art disciplines. One assumption of this researcher is that faculty in professional fields are socialized differently traditional liberal art faculty to their faculty roles. Even though the faculty may be socialized differently, faculty members in professional fields of study must compete in a similar footing to receive tenure. The experiences that these faculty members have are important to explore to assist junior faculty on the road to tenure.

This study utilized a descriptive qualitative interview process to determine the similarities and differences in their academic socialization for nursing, other professional fields, and traditional liberal art disciplines faculty members. Their careers were examined retrospectively during the posttenure period. This process yielded information regarding the pretenure phase of their career and the tenure process.

The problem underlying this study is the disparity between the socialization of nursing faculty and faculty from other professional fields and the requirements for the tenure process. By identifying the behaviors and attitudes that lead to their success, this research is important in outlining the process as experienced by junior faculty during their pretenure years. This process can be used to outline specific components of socialization for junior faculty in general and nursing specifically.

Research Question

Main research question. The main research question for this study was as follows: From an individual faculty member's perception, what factors, both institutional and personal, were influential in allowing the faculty member to be successful in tenure attainment?

Secondary research questions. The following secondary questions were examined in the study: 1) What influence did educational background have regarding the decision to become a faculty member? 2) Was there a role model or mentor who had an influence on his or her career? 3) What were the behaviors, attitudes and feelings experienced in the process of tenure achievement? 4) What significant factors led to success in the faculty role? 5) What are the perceptions regarding their roles (in terms of teaching, scholarship, and service to the organization and discipline) and the impact that each of the roles had on their success? 6) What impact have workload and other professional responsibilities had on faculty success? 7) In examining workload requirements, how do faculty view the requirements as compared to other faculty

within the organization? 8) What are perceived department and organizational expectations for faculty and how were they communicated to them?

This study examines faculty success as measured by tenure.

Socialization to the faculty role, preservice and inservice, was determined from the individual faculty perspective. Research questions focus on the impact that education, mentoring, personal attributes, gender perspective, and organizational support have on tenure attainment. The following chapter highlights the literature related to the research study.

Chapter II

Literature Review

The review of the literature will focus on tenure, role, and role expectations for faculty, discipline differences and mentoring. The issues related to women and the academy are also reviewed in this section since nursing is a predominantly female profession. Pertinent aspects related to the concept of faculty and their relationship to tenure are reviewed.

Tenure and Promotion Process

Mawdsley (1999) stated that the “concept of tenure is an integral part of the employment relationship between the higher education institution and faculty member” (p. 167). From its origins in faculty protection to practice academic freedom in the early 1900s to the current concept of job security, tenure is still the most prevalent form of employment contract in higher education. Tenure is a legal contract between the individual and educational organization (Olswang, 2003). In 1998, 66% of all colleges and universities had a tenure system in place with 88% of all full-time faculty working in tenured higher education institutions (National Center for Education Statistics, 2001). Trower (2001) summarized the benefits of tenure as status and prestige, academic freedom, active involvement in governance and curriculum, and institutional support for professional development. Being in a tenure-track position carries no guarantee of tenure. The faculty member must be approved for tenure by his or her peers and the administration within the organization.

The work required for tenure encompasses all facets of the faculty role within an organization and includes discipline expectations. Criteria for tenure

and promotion include teaching, service and scholarly production. Service involves the organization, community, and discipline. Scholarly production includes presentations and publications based on a research agenda. Research, including grant funds, is equated with scholarly production, and depending on the organizational structure and philosophy; this aspect of the promotion criteria may carry more weight than any other aspect (Brock & Butts, 1998; Mignor, 2000).

There are opponents of the tenure system within and external to higher education. The opponents of the present system include administrators who are concerned about the fiscal impact of tenure, legislators who view it as an inefficient system, and members of the academy who perceive it to be an unfair structure (Bruhn, 2003; Chait, 1997, 1998; Wilson & Walsh, 2003). Institutions such as Greensboro College and Webster University have nontenure positions that offer incentives such as term contracts with higher salaries or more frequent sabbaticals for faculty (Chait, 1997). There is a recent trend where higher education organizations are switching to more nontenure track positions or hiring adjuncts to fulfill the teaching positions (Finkelstein, 2003; Rice, 2004; Wilson, 1998). Nursing, in order to have adequate faculty numbers, offers clinical lines or off-tenure positions to nurses who do not possess a doctoral degree.

For practice disciplines such as nursing, the focus on scholarly production can prove difficult for faculty members to fulfill in their pursuit for tenure. Clinical teaching which is a key component of nursing education requires long hours in healthcare settings supervising students providing patient care. Mignor (2000) acknowledged that nursing faculty who wish to earn tenure and promotion must

give up teaching clinical courses to allow time to devote to research and writing. Other nursing educators have observed that some nursing faculty may not have the option of giving up clinical courses and must complete the tenure requirements in addition to the time demands required by clinical teaching (Cangelosi, 2004; Paskiewicz, 2003).

Bruhn (1997) observes that the current expectations of tenure may lead to burnout especially in medicine. A similar situation applies to nursing and other allied health professions. Many feminists have identified that female faculty members have a difficult time achieving tenure. The issues with women and tenure center on family life balance, gender bias, and difficulty understanding the requirements for tenure attainment. These issues will be addressed further in the literature review.

Many faculty members advocate restructuring promotion criteria to emphasize the importance of teaching. Boyer's model has been advanced as a prototype that highlights teaching as the main focus for tenure and promotion (Glanville & Houde, 2004; Jones & Van Ort, 2001). The American Association of Colleges of Nursing (1999), in their position statement on defining scholarship for the discipline of nursing endorses Boyer's model as a guideline for promotion and merit reviews.

Boyer (1990), underscored that the primary focus of academia is teaching and that teaching should be recognized and rewarded. His framework of scholarship is divided into four dimensions: discovery, integration, application, and teaching (Boyer, 1990). Boyer's emphasis on teaching as scholarship

refocuses the narrow criterion of scholarship from one based on a research agenda for promotion to a broader one in which teaching excellence is recognized. This allows practice disciplines in which teaching and practice are core values to compete in the tenure arena with traditional liberal art disciplines. Nursing as a practice profession has utilized his model as a template for promotion in several organizations (Nelson, 2001; Starck, 1996; Woods, et., al., 1998). The faculty at these nursing programs found that Boyer's model allows the teaching accomplishments of the faculty to be highlighted. An additional benefit is the ability to promote a better understanding of their work to peers outside nursing.

The next section will address the specific faculty roles along with faculty and organizational expectations.

Faculty Roles and Expectations

As previously noted teaching, service, and scholarship comprise the primary faculty roles in higher education. These roles play a pivotal part in career advancement and are subject to evaluation by peers and administration. Assessment, as currently conducted in academia, is related to performance based on the use of resources and advocates the promotion of organizational reputation rather than individual faculty development (Austin, 2002). This format of assessment is a source of stress to junior faculty as they navigate through their pretenure years. Literature related to these roles will be summarized in order to outline faculty role expectations, organizational expectations, and impact on tenure.

The Carnegie Foundation in 1970 developed a framework to classify higher education organizations based on teaching and research criteria (Carnegie Foundation, 2008). The measure or emphasis placed on the role of research varies based on the classification of the organization and its underlying philosophy. Higher education institutions that are classified as RU/VH and RU/H place a higher weight on research in the evaluation process than institutions that have teaching as the fundamental mission of the organization. New faculty members are familiar with the mission and philosophy of the institution upon acceptance of a position and attempt to plan their pretenure years to meet the organizational expectation.

Teaching is one of the key competencies expected of faculty members. The importance of this competency varies, as previously stated, based on the organizational mission and philosophy. Teaching has been defined by Joint Commission on Accountability Reporting (JCAR) as:

the direct delivery of instruction, as well as those activities supporting the teaching-learning process. Examples of direct delivery of instruction are lectures, seminars, directed study, laboratory session, clinical or student teaching supervision and field-placement supervision. Activities directly supporting teaching include class preparation, evaluation of student work, curriculum development, supervision of graduate student research including thesis or dissertation, academic and career advising, faculty training and mentoring. Professional development geared to increasing

acuity effectiveness in the foregoing activities would be included

(Middaugh, 2001 p.37).

This definition speaks to the range of activities related to teaching. Complexities related to society and academia continue to expand the skill set required for teaching in academia. Austin and Wulff (2004) observed that new faculty members in addition to having the traditional pedagogical skills related to teaching must have additional skills in teaching diverse student population, knowledge of a global society, and technological acumen.

Adams (2002) noted that teaching can be a stressful area for new faculty members. She identifies that many novice faculty do not have the skill set necessary for teaching. Adams further elaborated that as institutions of higher education place a greater emphasis on the quality of teaching and assessment of teaching skills, many early-career faculty members are unprepared for the complexity of this role. Other studies along with antidotal sources support her statements regarding this area of stress for new faculty (Carroll, 2003). In higher education institutions where the primary objective of the organization is teaching excellence, this criterion carries the same or greater weight as research.

JCAR defines research or scholarship as:

an array of activities such as conducting experimental or scholarly research, developing creative works, preparing or reviewing articles or books, preparing and reviewing proposals for external funding, performing or exhibiting works in the fine and applied arts, and attending professional

meeting or conferences essential to remaining current in one's field (Middaugh, 2001 p.38).

Of the three roles, research is the area where expectations of the organization and the weight to the criterion have increased in recent years (Brock & Butts, 1998; Mignor, 2000; O'Meara, 2005). Faculty members are expected to have an active research pipeline and be prolific in their publications. In a study with Chief Academic Officers (CAO), O'Meara (2005) supports this finding when she found that 55% of the CAO's surveyed stated that publication productivity as an evaluation point for tenure and promotion had increased in the past ten years.

As Adams (2002) noted, faculty success is dependent on the production of scholarship. Criteria for the type of productivity expected of new faculty vary depending on the organizational mission. New faculty must learn to incorporate their scholarship around their teaching responsibilities in order to be successful.

Service is defined by JCAR as that which:

draws on the professional or academic expertise of a faculty member and includes work within the campus community and outside the campus.

Departmental and campus service includes work on various committees (for example, governance, and recruitment) and department administration. Community or public service includes consulting, giving speeches, and working in organizations or on committees related to a faculty member's academic field (Middaugh, 2001 p.38).

This faculty role is the most nebulous in terms of requirements and weight toward tenure. Many faculty members have underestimated the importance of the role

in terms of collegial relationships and politics. Robert Boice (2000) in his book for early-career faculty equates service with socialization to the organization. He acknowledged that service has a more personal component than the other roles. Boice recognized that tenure decisions will be based on subjective criteria that examine the junior faculty member in terms of their sociability and citizenship within the organization. This viewpoint is also promoted by Mawdsley (1999) in his position that collegiality is a factor in tenure decisions. Adams (2002) observed that new faculty are often unable to determine how important service is in the tenure decision. Underestimating the importance of tenure can derail an academic career. Of the three roles related to tenure, there is minimum research in this area.

Early-career faculty find the pretenure years stressful especially in interpreting expectations for tenure. These faculty members anticipate getting structured feedback regarding their progress toward tenure only to find that due to changes in department administration and committee membership there is a lack of consistency in annual review (Sorcinelli, 2002). Similar findings were found in the Olsen and Crawford (1998) five-year study of junior faculty member regarding their tenure expectations. In looking at the literature, these researchers found that the literature identified that there was an increase in satisfaction among employees who were given realistic guidelines and feedback regarding their performance. These authors conducted a longitudinal cohort study of the academic careers of fifty-four junior faculty. Olsen and Crawford found that tenure expectations became clearer to the faculty the longer they were

in their positions and noted a decrease in work satisfaction and increase in stress closer to the tenure decision.

Sorcinelli (2002) in addressing the needs of the new generation of faculty members promoted the use of Boyer's framework as a mechanism for evaluation of scholarship. Many policymakers and researchers in higher education advocate the use of this model to define scholarship and in tenure decisions (Austin & Wulff, 2004; Nelson, 2001; O'Meara, 2005; Starck, 1996; Woods, et al., 1998). Sorcinelli also observed that departmental policies must clarify tenure expectations for early-career faculty and recommended a formal communication process of performance evaluation and departmental or discipline guidelines regarding tenure criteria. Career guidance through mentoring by senior faculty members and supportive department chairperson can assist early-career faculty members in tenure attainment.

In recognition of the changing expectations of the academy, the Carnegie Foundation for the Advancement of Teaching in partnership with the Alfred P. Sloan Foundation held a symposium on changes which are impacting faculty roles (Carnegie Foundation, 2008). One of the recommendations made at the symposium was the need for professional and leadership development for junior faculty members. Hutchings, Huber and Golde (2006) discussed a guide for professional development that spoke to the need for organizations to develop a long-term development plan for new faculty that would prepare them for their academic roles. These development plans would tie into the annual review

process in order to give timely feedback to the faculty member regarding progress to tenure.

Role expectations have been discussed in this section as they relate to tenure. The next section will discuss academic discipline differences.

Expectations and tenure related to the disciplines will be discussed.

Academic Disciplines

As more professional fields of study became part of the landscape of higher education, the need to differentiate and classify these fields emerged. Clark (1987) discussed the functions and relationship that disciplines have on academic life. He observed that there has been an increase in specialization in fields of study and emergence of new disciplines within higher education which has led to organizational restructuring with the department being the unit of service where the disciplines are housed.

Stark (1998) discussed the classification system for academic disciplines devised by Anthony Biglan in the 1970s. Biglan's intention was "to capture the research dimension of the discipline" (p. 358). One of the underlying assumptions of his model was that "faculty are reasonably accurate judges of emphases that guide not only their own field but other fields within the university" (p. 358). This is one of the guiding principles related to the current system in which Rank and Tenure committees have faculty from different fields of study assessing faculty portfolios for tenure and promotion.

Stark proposed that Biglan's classifications of disciplinary dimensions are not adequate in addressing the current composition of professional fields of study

and traditional liberal art disciplines within the academy. She stated that professional fields of study differ from the traditional disciplines in that they may have a service orientation and this should be addressed within their evaluation process. The scholarship generated by professional fields of study differs from traditional liberal art disciplines. These differences must be addressed during tenure and promotion reviews.

Nursing as a professional field of study has experienced difficulties with the tenure and promotion process. Nursing has a practice component which does not fit into the traditional academic model. The American Association of Colleges of Nursing published a position statement in 1999, *Defining Scholarship for the Discipline of Nursing*. The position statement was developed because nursing faculty were being evaluated under the traditional definition of scholarship. The traditional definition of scholarship did not encompass practice, which is a substantial component of nursing. According to this professional organization, Boyer's model defined scholarship in nursing. The model with its four aspects of scholarship: discovery, teaching, applications in clinical practice, and integration of ideas is a template to evaluate scholarship. Discovery and teaching relate to the traditional parameters of the academy. In assessing application and integration criteria, nursing would include reports related to clinical practice, professional certification and specialty degrees, clinical demonstration projects, policy papers, peer-review publications, interdisciplinary projects, and awards (AACN, 1999). This model of academic assessment has previously been advocated as a method of addressing discipline differences

within the tenure process. The next section will address the impact of mentoring and how it could facilitate faculty advancement.

Mentoring

Mentoring has long been used in careers as a mechanism for achieving professional success. One of the more widely accepted theorists on mentoring is Bowen. His definition of mentoring as found in the work by Olson and Connelly (1995) stated that mentoring occurs when a senior person (the mentor) in terms of age and experience undertakes to provide information, advice and emotional support for a junior person (the protégé) in a relationship that lasts over a period of time and is marked by substantial emotional commitment by both parties. In higher education, mentoring has been identified as a mechanism that can promote effective socialization into the academic role (Brown, 1999; Magnussen, 1997; Murray, 2000; Owens, Herrick and Kelly, 1998). Mentoring can be approached in two ways, a formal system in which the mentor and newcomer are assigned by the organization, and an informal method in which the relationship develops on a voluntary basis (Gazza & Shellenbarger, 2005; Quinlan, 1999).

In order to develop an understanding of the relationship of mentoring with socialization and role development, it is important to outline the concepts and research involved in the mentoring process. Yoder (1990) highlighted the definition of mentoring as a structured role within an organization that has a strong interpersonal relationship between a mentor and protégé. Role development in academia is an important aspect of the socialization of new faculty. It provides the novice faculty member information as to the expectations

required of him or her. Guidance in this aspect will allow the new faculty member a faster learning curve regarding tenure expectations.

Relationship is a key component of mentoring. Levinson, who has extensively researched the mentorship process, outlined four phases in the relationship: initiation, gain from the relationship, separation, and redefinition. Each has distinct tasks for both the mentor and protégé (Yoder, 1990). In the initiation phase, the relationship between the mentor and protégé is established. Establishment of a relationship depends on the ability of the two parties to contact on a personal level and to fulfill the implicit requirements of the mentorship. In the second phase or cultivation part of the relationship, the protégé gains continued knowledge and skills necessary to do his or her job within an organizational structure. In the third phase known as separation, the protégé is able to function more independently and navigates the organization gaining confidence in his or her role. During the final phase of the relationship, the mentor and protégé's relationship becomes that of equals (Yoder, 1999).

The roles associated with the mentor include teacher, counselor, sponsor, guide, and friend (Jones & Tucker-Allen, 2000; Prestholdt, 1990; Yoder, 1990). The mentor utilizes different roles to provide a learning environment for the protégé. Mentoring allows the junior member of the organization to become familiar with both formal and informal operations of an organization. It is especially helpful in allowing the inexperienced member of the organization to learn the culture and politics from one who has experience. The relationship established by the mentor and protégé is very intense and may last over an

extended period of time (Owens, Herrick & Kelley, 1998). In order to have a successful relationship both individuals must invest emotionally and devote time to cultivating the roles associated with each party. The intensity of the relationship allows the protégé to identify with the mentor professionally and begin to emulate him or her.

Nursing has built a substantial body of literature relating to the importance of mentoring in the profession. As a profession, nursing can trace mentoring back to Florence Nightingale, who mentored others into nursing as she envisioned it (Stachura & Hoff, 1990). Mentoring is used as a mechanism to socialize novice nurses, nursing managers, and nursing faculty (Prestholdt, 1990; Stachura & Hoff, 1990; Stewart & Krueger, 1996). Numerous research and anecdotal articles highlight the successful acclimation to the faculty role with the assistance of mentoring (Brown, 1999; Genrich & Pappas, 1997; Magnussen, 1997; Mundt, 2001; Norton & Spross, 1994). A subset of mentoring articles is geared specifically to minority nursing faculty regarding the advantages of mentoring to academic advancement (Davidhizar & Giger, 1999; Jones & Tucker-Allen, 2000). The concepts discussed in the literature speak to role acclimation, navigation of organizational climate, and advancement which were supported through mentoring relationships. This important concept is explored in the study regarding the impact they had on tenure attainment.

As noted in the literature presented mentoring can be a key component in faculty success within higher education. Development of mentoring programs

can enhance faculty retention. The next section will address issues related to women within academia.

Gender Issues

As primarily a female profession, nursing faculty (with less than six percent is male) is affected by the same issues that affect all female members of academia (ANA, 2006). This section will summarize literature related to the issues and concerns associated with tenure attainment, salary, and life-work balance from a female perspective.

Numerous studies have been conducted regarding tenure attainment among women faculty (Armenti, 2004; August & Waltman, 2004; Drago & Williams, 2000; Gander, 1999; Jackson, 2004; Perna, 2001; Riger, Sokes, Raja and Sullivan, 1997; Ward & Wolf-Wendel, 2004; White, 2005). Studies from the 1990s to present have consistently shown that women achieved tenure in significantly fewer numbers than men. The reasons stated anecdotally and supported by research include childbearing and childrearing, family responsibilities, workloads that are heavier in teaching versus research, lack of mentors, and organizational climate. Professional organizations such as the American Council on Education from its Office of Women in Higher Education issued an executive summary addressing the work-life dilemmas facing new and junior faculty members. Even though the summary identifies this as a problem affecting both male and female faculty members, the authors described the impact on and outcomes for women. The outcomes, as acknowledged in this report, include more women in adjunct and nontenure track positions, lack of job

security, exclusion from leadership and governance positions and personal responsibilities affecting career paths (American Council on Education, 2006).

White (2005) noted that in the past 30 years there have been many initiatives to improve the status of women in higher education. The number of women with Ph. D.s has increased. In 1998, 42% of all doctoral candidates in 1998 were female. Even with the increase in the number of women with doctorate degrees, only 13.8% held full professor tenure positions in research institutions. The author noted that this percentage did not change in a five-year period from 1994 to 1998. White further noted that the numbers of women who achieve full professor positions are higher in community colleges and less prestigious institutions. Many authors have noted that women in academia will choose a community college or a college whose primary focus is teaching in order to achieve the work-life balance (Marcus, 2007; White, 2005).

Decisions regarding pregnancy and children are difficult ones for junior female faculty members. Ward and Wolf-Wendel (2004) noted that higher education organizations acknowledge that there are work-life balance issues within academia. The authors state that even though some administrators are attempting to "respond to faculty demands" for some balance, the pretenure years are still extremely stressful for women who have children or become pregnant during this period (p. 233). Armenti (2004) interviewed women faculty members from a Canadian university to identify timing of pregnancy decisions in regards to tenure. The author discovered that younger female faculty members often decided to postpone having children until they had achieved tenure. She

also noted that during the search process, some of the participants stated while being interviewed they hid the fact that they were pregnant. Armenti has termed this situation as “the hidden pregnancy phenomenon”(p .228). The current academic system of tenure with its timeframe and requirements often proves to be difficult for women who wish to become mothers during this period. Drago and Williams (2000) discussed the need to alter the present tenure track system to a ten-year system in order to provide equality for female faculty with children.

In a study that examines faculty satisfaction by gender, discipline, and institution, Vane Hecke and Lawrence (2005) surveyed faculty members employed through the Michigan system of higher education. Of the 11,892 surveys sent, the researchers had a response rate of 37% (n=4,448). The researchers found that 49% of faculty in tenured positions, 72.7% were male and less than 30% were female. In addition they reported that 60% of women were in non-tenured track positions. Female faculty reported that they spent more time on teaching (approximately four hours) and less time engaging in scholarship (4.5 hours) than their male counterparts. It was not clear from the findings if this was reported by women in a tenure-track position. As evidenced by this report, increased time spent on teaching will decrease the amount of time available for scholarship. In an organization where scholarship is the number one criterion for promotion, this could have a negative influence on promotion.

Culture and organizational climate have also been researched to see their effect on female faculty and tenure attainment. Riger, Sokes, Raja and Sullivan (1997), in their research on the perceptions of work environment, outlined five

barriers for women in achieving success: dual standards, lack of mentors, sexist attitudes and comments, decreased networking opportunities, and family responsibilities. Jackson (2004) found that women experienced a different organizational socialization than their male counterparts. In a study with 665 tenured engineering faculty members from 19 research intensive institutions, she found that women noted that they were twice as likely as their male counterparts to be discouraged from pursuing tenure. Female faculty were more likely to find the tenure process political and subjective. They found that the organizational environment was less than optimal for their advancement towards tenure.

The literature documents that the tenure experience can be perceived as more difficult for female faculty members. Family responsibilities, uneven workloads, and organizational environment comprise the barriers to tenure for female faculty members. Female faculty members decide on positions at higher education organizations such as community colleges or less prestigious institution where the requirements for tenure may not be rigorous as those for research universities.

Summary

The literature reviewed in this chapter addressed the current state of the tenure process in higher education. Role and role expectations from the individual faculty and organizational perspective were summarized along with outlining the discipline differences in assessing scholarship. Mentoring as an individual and organizational tool for faculty success was presented along with

the issues related to women and the academy. Chapter III discusses the research methodology used for this study.

Chapter III

Methodology

This study examines the experience of nursing and nonnursing faculty who achieved tenure at a large Catholic university within the past four years. A qualitative research design using a socialization framework examined tenure attainment from the perspective of the individual faculty member. Socialization was analyzed from both the preservice and inservice phases of the faculty member's career. Austin (2002) observed that researchers such as Anderson, Golde, Nyquist and Sprague supported the premise that graduate school can be considered as part of the early career period for faculty. This chapter outlines the methodology used in this study.

Overview of Study

A descriptive qualitative approach was used in data collection. This methodology promotes an understanding of the experience of tenure attainment from the perspective of the individual faculty member. It describes the process in the faculty member's own words. This qualitative approach allows the researcher to understand and examine the human experience from the viewpoint of each faculty member (LoBiondo-Woods & Haber, 2006). The outcomes of the study allow nursing and other professional fields of study in higher education to gain an understanding of preservice and inservice phases of socialization and their consequence on successful tenure attainment.

Even though there is a significant body of information about the experiences of junior faculty with the tenure process, little has been documented

regarding faculty success in this area (Austin, 2002; Johnsrud, 2002; Murray, 2000). This study serves as a template for developing an understanding of this process as experienced by a select population. It highlights the similarities and/or differences identified by faculty in professional fields of study compared to traditional liberal art disciplines in describing the experience.

This study uses a convenience sample from a large, suburban Catholic university located in the Middle Atlantic states. The university is organized into eight colleges and schools based on academic commonalities. The largest, the College of Arts and Sciences has 210 full-time faculty members listed on the university website. The College of Nursing has 47 full-time faculty listed on the university website. The College of Education & Human Services lists 56 full-time faculty and the School of Diplomacy and International Relations lists 13 full-time faculty.

The names of the eligible participants came from the Provost's office in the format of the annual Convocation programs. Faculty who obtained tenure from the years 2003 to 2006 were recruited for the study. Thirty-eight faculty members from the university excluding faculty from the Law School were granted tenure during this period. During the recruitment process, the researcher found that 11 tenured faculty had left the university since attaining tenure. It was explained to the researcher in one of the interviews that faculty often left after receiving tenure. The explanation given was that faculty will often use tenure to leverage professional advancement and compensation at other higher education

institutions. Ultimately, there were 27 newly tenured faculty members, met the criteria to participate in the research project.

A letter soliciting participation (appendix A) was sent to faculty members who met the study criteria. Follow-up phone calls and e-mails were conducted within a week of the letters being sent to establish interview appointments. Of the 27 faculty eligible to be interviewed at least six were on sabbatical. This left the researcher with an available sample of 21 potential participants. Thirteen faculty members participated in the study which is a 61% response rate. In terms of categories: four out of four nursing faculty members participated (100%); five out of eight faculty members from professional fields of study participated (62%) and four out of eleven traditional liberal art faculty members participated (36%). In looking at the low participation rate from traditional liberal art faculty, there were three refused citing workload and lack of time as reasons for not participating and four faculty members that did not respond despite numerous phone calls and e-mails. It could not be determined if these four faculty members were on sabbaticals. The researcher noted that it appeared to be common practice for faculty to take a sabbatical within two years of obtaining tenure. Faculty who participated in this study chose to have the interviews conducted in their offices. Data were obtained during a single interview session with each faculty member. The interviews lasted 45 minutes on average with the shortest one being one-half hour and the longest lasting an hour and a half. Criteria for inclusion in the study were as follows: 1) an earned doctorate, 2) the

doctorate can be either a Ph.D., D.N.S. or Ed.D., 3) tenure attainment within the past four year period, and 4) a curriculum vitae.

Study Limitations

The following have been identified as limitations to this study: 1) The study being conducted in a Catholic, teaching university setting and results may not be applicable in other settings. 2) The study focuses on tenure attainment as a measure of success and the findings may not be applicable in higher education organizations that do not grant tenure. 3) The sample of participants in the study was small. 4) The faculty from professional fields who have obtained tenure as compared to faculty from the academic disciplines was limited. 5) This study interviewed faculty members who were successful in the process, therefore, their perspective is positive.

Institutional Review Board

This study was reviewed by the Seton Hall University Institutional Review Board and followed all the requirements for the protection of human subjects. An informed consent form (appendix B) was given to each faculty member who agreed to participate in the study. After the participants signed the consent form, the researcher conducted the interview. The consent outlined the purpose of the study, risks and benefits of the study, and study procedures along with ensuring anonymity and confidentiality. The faculty had the right to withdraw from the study at any time.

Research Design

Interviews were conducted to collect data. As previously stated, faculty from the fields of nursing, other professional fields of study and traditional liberal art disciplines were selected for the study. Success of the nursing faculty is important to the researcher due to the complexity of this professional field and differences in preservice socialization of nurses. Faculty from the professional fields that are similar to nursing were used to provide a basis for comparative analysis. Traditional liberal art disciplines were interviewed to provide further analysis of the parameters for success. Interviews were structured on the following concepts which emerged from a review of the literature: 1) preparing for the faculty role, 2) socialization to the faculty role both preservice and on-the-job, 3) Preparation and participation in teaching, scholarship, and service roles that assisted in tenure attainment, 4) perceptions related to organizational/department orientation to duties and expectations of the faculty, 5) perceptions related to gender, 6) perception of competitiveness for tenure, 7) mentoring, and 8) organizational and department support.

Interviews were recorded to allow the researcher to have a record for analysis and to allow for coding of data. Coding provides a “means of categorizing” (Burns & Grove, 2005 p. 548). Based on the review of the literature, before data collection, the researcher identified broad concepts that related to the experiences of junior faculty members. The concepts encompassed both the preservice and inservice experience of the faculty members. These concepts served as a frame of reference for structuring the

interview questions. In order to code the data, the concepts were further divided into specific categories. A coding tool was developed by the researcher outlining these concepts and categories. The interviews were transcribed to have a written format to identify concepts and themes that emerged from the sessions. Categories were further refined with inclusions and exclusions based on the data which emerged from the interviews. Transcripts of the interviews were reviewed and coded numerous times to capture data that materialized during data analysis. The coding tool can be found in appendix C.

The concept of mentoring will be used to illustrate this process. Mentoring is the broad concept with subcategories of preservice and inservice. These two subcategories were further subdivided into formal and informal (mentoring). These concepts and categories were established from a review of the literature. These concepts were further refined during the interview process when other categories emerged. An example of an emerging category from the interviews comes under the heading of preservice mentoring with the theme of peer mentoring emerging during the interviews. This form of mentoring was mentioned by three faculty members during their interviews. It was incorporated into the coding tool and the researcher reanalyzed all transcripts for this theme.

The concepts that were established from the review of the literature and served as a guide for the interview process were: educational preparation for the faculty role, mentoring support for the faculty role both preservice and on-the-job, preservice and on-the-job socialization to the faculty role, participation in teaching, scholarship and community roles that assisted in tenure attainment,

and faculty development both formally and informally for the faculty role (includes but is not limited to educational programs, readings and networking sessions with other faculty), discipline expectations and differences in the faculty role in comparison to organizational expectations, gender differences for the faculty role, perception of competitiveness for tenure, and organizational and department support for the individual's faculty members success in obtaining tenure.

Table 1 shows some of the interview questions based on the above concepts. The interview questions were prepared to identify preservice and inservice socialization. These questions served as a guide for the researcher during the data collection process. The researcher used other questions during the interview process to facilitate discussion and to elicit addition information or to clarify comments made by the faculty member.

Table 1 :

Interview Questions

Research question	Concept	Preservice socialization	Inservice socialization
What influence did educational background have regarding the decision to become a faculty member? (RQ 1)	Education	<p>What was the focus of your dissertation?</p> <p>Describe your educational path to the faculty career.</p> <p>How long did it take you to complete your doctoral degree?</p> <p>Describe how your graduate education prepared you for your faculty position(s).</p>	<p>What courses and/or continuing education have you done postdoctorate?</p> <p>Do you ever take courses in teaching or research postdoctoral degree to help you in your faculty role?</p> <p>Does your department or the university offer faculty development programs?</p> <p>Is this your first teaching position?</p> <p>How did your other jobs prepare you for tenure?</p> <p>Is this your first job postdoctoral degree?</p> <p>Did you have any other full-time jobs?</p>
Was there a role model or mentor who had an influence their career? (RQ 2)	Mentoring	<p>Did you have a formal or informal mentor in graduate school?</p> <p>Describe your relationship with your faculty advisor.</p> <p>Describe your relationship with your dissertation chairperson</p>	<p>Did you have a formal or informal mentor(s) during your novice faculty years?</p> <p>Describe your relationship with your mentor.</p> <p>Who was the most influential person during</p>

		<p>and members of your committee.</p> <p>Who was the most influential person during your graduate education?</p> <p>Describe what networking you did as a graduate student.</p> <p>How did you get your first teaching position?</p>	<p>your novice faculty years?</p> <p>Describe your relationship with that person.</p> <p>What if any networking opportunities do you have with other faculty (within organization or outside the organization)?</p>
<p>What significant factors led to being successful in the faculty role? (RQ 4)</p> <p>What are their perceptions regarding their roles and the impact that each of the roles had on their success? (RQ 5)</p> <p>What impact has workload and other faculty responsibilities had on their success? (RQ 6)</p>	<p>Academic roles and responsibilities</p>	<p>Were you a teaching or research assistant during your doctoral education?</p> <p>If so, what impact did it have on your novice faculty years?</p>	<p>Describe the process by which you were informed about the expectations of your role.</p> <p>Describe the preparation that you had for the faculty position.</p> <p>Describe the feedback or assessment process regarding how you were doing in your role.</p> <p>How did you manage the aspects of teaching, research and service?</p> <p>How did you balance the three areas?</p> <p>Describe the factors which influenced your preparation for the faculty role.</p> <p>What advice would you give someone who was considering a faculty position in terms of their</p>

			preparation for the role?
In examining workload requirements, how do faculty view their workload requirements compared to other faculty within the organization? (RQ 7)	Discipline	Describe the discipline expectations for your position post graduation.	Describe the discipline expectations for your present position. Describe any differences between your academic discipline and others within the university setting.
What were the behaviors, attitudes and feelings experienced in the process of tenure achievement? (RQ 3)	Tenure	How familiar were you with the tenure requirements during your doctoral studies? Did anyone ever discuss tenure with you during this time?	As a novice faculty member, how were you informed about the requirements for tenure? What in your opinion counted the most in obtaining tenure? Describe the factors that help you to succeed in getting tenure. How competitive is the process? Tell me about the research you are currently conducting and have conducted in the past. What advice would you give a new faculty member in terms of tenure achievement? What personal characteristics enabled you to succeed in obtaining tenure?

<p>What are perceived department and organizational expectations for faculty and how were they communicated? (RQ 8)</p>	<p>Organization/ department support</p>	<p>Who assisted you in obtaining your first faculty position?</p>	<p>Describe the support process provided by the department and/or university for tenure attainment.</p> <p>Who do you think was most influential in assisting you in obtaining tenure?</p>
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RQ = Research Question

The questions served as a guide for the interviews, which were conducted in a conversational manner. The conversational interview format allowed the interviewer to probe or explore subjects which emerged during data collection. The interview process began with an introduction of the researcher who then stated the purpose of the study. The interviews were conducted in a quiet environment. All faculty members requested that the interviews be conducted in their offices, to which the researcher agreed. Faculty members allotted an hour for the interview. Faculty members signed an informed consent form to participate in the study and have it audiotaped. No names were used during the recording. The research subjects were assigned a code for reporting data and maintaining confidentiality. Faculty from professional fields of study were assigned P1 through P5, traditional liberal arts faculty T1 through T4, and nursing faculty N1 through N4. Tapes were marked with the code and date of the interview. Tapes and interview transcriptions are stored in a locked cabinet. All audiotapes will be erased upon completion of the study. All transcripts, coding information and curriculum vitas are kept in a locked cabinet and will be

destroyed three years after completion of the project. No data will be stored electronically.

In this study, the validity of the research was established through the fact that the data presented represented the subjects' experiences and perceptions. As the researcher, detail was adhered to in the attention to detail and confirmation of information (Speziale & Carpenter, 2003). The criteria of credibility, dependability, confirmability and transferability were addressed through analysis of the data. Confirmability is established through the tools used to document the themes and concepts. The final criteria for rigor, transferability or fittingness will be determined by readers who find that the study has meaning in similar situations.

In summary, a descriptive qualitative study was conducted to examine the experiences of faculty members who were successful in tenure achievement. Interviews were conducted with 13 faculty members from a Catholic university. Their perceptions were recorded and analyzed to determine the similarities and differences in their experiences. The next chapter outlines data obtained from the interviews.

Chapter IV

Data Analysis and Findings

This chapter presents the analyzed data to the research question: From an individual faculty member's perception, what factors, both institutional and personal, were influential in allowing the faculty member to be successful in tenure attainment? It examines the experiences of recently tenured faculty members from a large private Catholic university in the Middle Atlantic states. Faculty members who attained tenure within a four-year period were interviewed to describe their preservice and inservice socialization experience to the faculty role and to give insights regarding his or her tenure process. Data from the interviews are summarized and statements from the participants outline their perceptions. The data are organized into two sections. The first section addresses the preservice socialization experience regarding their graduate education. The second section relates to the inservice socialization process of the faculty member within the university.

Population

Thirteen faculty members who obtained tenure from 2003 to 2006 participated in the study. In terms of demographics, 30% (n=4) of the participants were male and the remaining 70% (n=9) were female. The ethnicity of the subjects broke down into the following figures: 27% minority (15% Asian, 7% Black) and 87% white. The University Fact Book (2003-2004) reported that the demographic composition of the faculty consisted of 403 full-time faculty,

43% female and 57% male, 17 % minority (15 Black, 8 Hispanic, 32 Asian, 1 Native American) and 83% white.

This is in alignment with the National Center for Education Statistics (NCES) data on overall minority faculty employed in higher education in 2005. NCES data stated 16% of faculty in higher education were minorities (6% Black, 6% Asian). This university differs from the national statistics in that it has a higher percentage of Asian minorities than Black. According to the 2006 *Digest of Education Statistics*, there was a 46% increase in the number of women receiving doctoral degrees in the period between 1994 to 1995 and 2004 to 2005. This study had a higher percentage of minorities and women compared to the faculty population in general which could be reflective of recent hiring trends to attract women and minorities to academia in addition to the fact that nursing is a predominantly female profession and four of the participants were from nursing.

Faculty members were classified according to three categories, professional fields of study, traditional liberal arts, and nursing. Data were recorded according to the four categories: the individual faculty category and all faculty. As previously stated, a faculty coding system was designed to preserve the faculty's anonymity and confidentiality. These codes are used in reporting the words of the faculty.

The next section examines the preservice socialization experience of the faculty members. It will relate the impact that their graduate experience had on their tenure attainment. The career path of the faculty members is also discussed.

Preservice Socialization Phase to the Faculty Role

Traditionally, doctoral education has been the process to acclimate graduate students to the faculty role (Austin, 2002). It has also been considered the “first stage of the academic career” (p. 95). This socialization experience was intended to introduce the graduate student to the various facets of the faculty role. With the advent of professional fields of study such as nursing and business, this aspect of socialization is often altered due to nonacademic career paths which these students pursue postgraduate studies. Indeed many faculty from professional fields often come into academia as a second career and at a later age than traditional liberal art faculty. Traditional graduate student socialization may be altered for students in professional fields of study for various reasons. One explanation is that the primary focus of the field is to prepare students for nonacademic careers (e.g. business). Secondly, these students may have intended to pursue careers outside academia post gradation.

This section of the research examines the preservice socialization pathway of the faculty interviewed. It inspects the journey that these faculty took to an academic career. The data regarding similarities and disparities between traditional liberal art and professional fields of study such as nursing are summarized according to the secondary research questions as they relate to this socialization phase.

Research question: What influence did educational background have regarding the decision to become a faculty member?

Under this question, factors such as graduate research, educational path to faculty career, time to completion of degree, and preparation for faculty role were explored. The findings are summarized in Table 2. Factors relating to educational decisions and impact on career are outlined.

The career path of the faculty is analyzed including undergraduate and graduate education sequencing. Table 2 summarizes the higher education trajectory of the faculty. A continuous pathway or lockstep is defined as uninterrupted full-time academic studies from masters degree straight through to doctoral degree. Hiatus is defined as an interruption of studies. All faculty interviewed had completed doctoral programs before participating in the research study.

Table 2:

Educational Pathway

	Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Lockstep (Undergraduate To Doctoral)	60%	25%	25%	38%
Hiatus Pre Masters	40%	75%	75%	62%
Hiatus Post Masters	40%	0%	50%	30%
FT	100%	100%	25%	76%
FS	20%	50%	0%	23%

* FT = Full-time graduate student post Masters ** FS = Fellowship

Analysis of the pathway shows that only five faculty members or 38% of the 13 faculty members interviewed attended school continuously from undergraduate education through doctoral degree. Three from the professional disciplines, one from traditional liberal arts, and one from nursing followed this uninterrupted path. Eight of the interviewees took a break following undergraduate education before continuing on to their graduate education. They held various positions post baccalaureate degree. Jobs varied from staff nurse, teacher, bike messenger, military duty, and research assistant. A significant finding in this area was that the traditional liberal art faculty who reported a break in their education attributed it to a lack of career direction. Faculty from the professional fields of study and nursing were working in their fields in nonacademic positions. These faculty members (professional fields of study and nursing) had not decided on an academic career at this point in their careers. This decision came later in their lives.

In terms of educational pathway, 60% or three of the faculty members from professional fields of study reported that they needed advanced education to succeed in their stated fields, compared to 25% (n=1) in traditional liberal arts and nursing. Based on the interviews, the faculty members who chose a continuous path from undergraduate through graduate studies had not decided on an academic career at this time. The attractiveness of an academic career arose during their graduate studies. This suggests that graduate study is a key component in the socialization process to academic life.

The second aspect of the continuity of the pathway focuses on the educational preparation from the master's level through doctoral education. Only four or 30% of all interviewed faculty members stopped at the masters level and waited a period of time to resume their studies. Of importance to note is that two faculty members from nursing , one from education, and one from library science did not immediately start their doctoral studies upon completion of their masters degree. Three of the four faculty members (nursing and education) worked in higher education holding full-time teaching appointments as instructors with masters degrees. Their academic careers did not begin immediately post master's degree. These faculty members worked in nonacademic positions. One faculty member taught in the K-12 system while the nursing faculty members functioned in advanced practice roles in clinical settings. They decided to pursue careers in higher education later in their careers and then decided to obtain a doctoral degree. The nursing and education faculty members worked on their doctoral degrees while functioning full-time in faculty positions. Only three faculty members pursued their doctoral education on a part-time basis and all three were nursing faculty members.

These data highlight the differences between nursing faculty and faculty from other fields of study. Sixty percent (n=3) of the faculty from professional fields of study and 100% (n=4) of the faculty from traditional liberal art disciplines reported a continuous pathway through graduate education. Only 50% (n=2) of the nursing faculty continued their studies from their master's degree through their doctoral degrees without interruption. Another significant finding was that

75% (n=3) of the nursing faculty did their doctoral education part-time as compared to faculty members from the other two groups who completed their doctoral studies full-time.

Many faculty members discussed the attractiveness of an academic career during their graduate studies. Three faculty members from professional disciplines, all four from traditional liberal arts, and two from nursing made the decision to become faculty members during their graduate studies. As P1 stated, "I decided on the academic route because I could do both (academia and consulting). I can become an academic- do research and get tenure and then on sabbatical I can go and spend some time in the policy world as well" (interview, October 29, 2006). The intellectual stimulation of the career was seen as one of the attractions for T1. He stated, "It (academic career) was tremendously exciting, intellectually engaging and I do think that I never had any doubts from that point on (Ph.D. study) that it was what I wanted to do" (interview, November 11, 2006). The ability to balance research with teaching was a strong incentive for some faculty members in choosing an academic career. T2 related, "I thought teaching was really neat but I liked the idea that ... I could balance it with research" (interview, November 25, 2006). This sentiment was also articulated by N4 in that during her master's program she found that "I learned that I had a passion for research. I also learned that I liked to teach" (interview, January 17, 2007). These quotes suggest that the preservice socialization to faculty life was present during their graduate education. The three faculty members who had

fellowships during their graduate studies had known that they would be applying for faculty positions.

Data were also collected outlining the career trajectory of the subjects. The study examined both academic and nonacademic positions held post graduate education. Graduate education for the purpose of this research is defined as postmaster's degree. Second career is defined as the faculty member having a nonacademic career in his or her field of study before taking a faculty position. Table 3 also identifies if the faculty member functioned in an adjunct position prior to assuming a full-time faculty position. Second faculty position indicates a prior full-time faculty position. Table 3 summarizes the information regarding academic career trajectory.

Table 3:

Career Trajectory

	Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Second Career	60%	0%	75%	46%
First f/t academic Position	40%	25%	0%	23%
Second f/t faculty Position	20%	50%	25%	30%
More than 2 f/t Faculty Position	0%	0%	75%	23%

f/t = full-time

Four of the 13 faculty members are in their first academic position and have successfully obtained tenure. Two professional faculty, one traditional liberal arts, and three nursing faculty have held adjunct faculty positions during their academic career. Two professional faculty members previously taught as adjuncts at the university and were asked to apply for the full-time faculty positions. Three of the four nursing faculty members have been employed in two or more full-time faculty positions, and the fourth had one full-time teaching position prior to coming to the university.

There are a few explanations for nursing faculty having multiple positions. The first is the great availability of nursing positions within and outside of academia. Faculty members in nursing are aware that there are multiple opportunities for them. As N1 stated, "I knew coming here that you only have five to six years but it wasn't especially a concern to me because I could go somewhere else"(interview, December 6, 2006). The second reason involves a faculty member who did not receive tenure in a prior position. N2 was turned down for tenure in a prior teaching position. The reasons she reported were twofold: the first was a very demanding workload, and the second was that the organization had changed its focus regarding the type of research valued within the organization. This faculty member's research focus is qualitative based, and the institution was looking for quantitative research studies. She related that it was a valuable learning experience for her and helped clarify the need to carve out a reasonable workload and to make research her number one priority in her

present position. The third reason for the multiple positions were that two faculty members, N3 and N4, had relocated due to their husbands' positions.

Three of the faculty members (all women) had been in tenure track positions prior to coming to this university and reported favorable midpoint reviews. The three faculty members, two in nursing and one in a professional field of study, had left their prior academic positions due to their husbands' job relocations. The prior work experience proved to be a significant finding. These faculty members had the experience of preparing for tenure before coming to their current organization. An additional benefit was that it enabled them to have an established research agenda and publications in process. As one faculty member N3 stated, "It kind has worked out for me where I had previous work done. I had it published here"(interview, November 22, 2006). This proved to be valuable in terms of her obtaining tenure within her current institution.

One hundred percent (n=4) of the traditional liberal arts faculty members chose academia as their first career compared to 40% (n=2) of faculty from professional fields of study and 25% (n=1) in nursing. One striking difference in career paths is the fact that three of the nursing faculty members had had more than two faculty positions compared to the faculty members in the other categories. This finding reflects the strong job market for nursing faculty. The National League for Nursing report on Nurse Educators for 2006 stated that there is 7.9% vacancy rate in baccalaureate and higher education programs (Kovner, Fairchild & Jacobson, 2006). There is strong competition among nursing programs for doctoral prepared faculty.

To summarize the career trajectory of nursing faculty compared to faculty from professional fields of study and traditional liberal arts faculty, nursing clearly has a different path. Only one nursing faculty member had a continuous education path. This faculty member was the only one to attend graduate school on a full-time basis in addition to being a research and teaching assistant. Of the participants, three faculty members from professional fields of study and three from nursing had nonacademic careers before their first academic career. The traditional liberal arts faculty members (n=4) all had academic careers postdoctoral degree. Nursing faculty members held more than two or three full-time academic positions. Only one faculty member from a professional field of study and two from traditional liberal arts were in their second full-time academic position and none from either category had three positions.

Research question: Was there a role model or mentor who had an influence on their career?

In the preservice socialization phase, the study explored whether the subjects had a mentor during their graduate studies and whether the mentor had a decisive role regarding the subject's academic career. The definition of mentoring for the purposes of this study was operationalized by Bowen. He stated that mentoring occurs when a senior person (the mentor) in terms of age and experience undertakes to provide information, advice and emotional support for a junior person (the protégé) in a relationship that lasts over a period of time and is marked by substantial emotional commitment by both parties (Olson & Connelly, 1995). Mentoring can be approached in two ways: formally, in which

the mentor and newcomer are assigned by the organization, and informally, in which the relationship develops on a voluntary basis (Gazza & Shellenbarger, 2005; Quinlan, 1999). Data were collected to determine whether the faculty members interviewed had formal and/or informal mentors during their pre-socialization period. Additional information was obtained regarding the effect that the mentor had on the academic career of the faculty member.

Table 4:

Mentors – Preservice Phase

	Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Formal Mentor	80%	100%	25%	69%
Informal Mentor	60%	50%	25%	46%

Nine of the faculty members mentioned a formal mentor, in each case their doctoral dissertation chairperson. As seen in table 4, 80% (n=4) of the faculty in the professional fields of study and 100% (n=4) of the faculty from traditional liberal arts disciplines identified their dissertation chairperson as a formal mentor. Nursing had only one faculty member who mentioned a formal mentor. She also stated that this mentor was her chairperson. The faculty reported that this mentoring had a strong influence in guiding and shaping their future research agendas. Eight of the 13 participants indicated that they continued some, if not all, of their graduate research agenda into their faculty careers. P1 states the importance of mentoring on scholarship:

As for training regarding research and scholarship, my mentor was incredibly influential – for training regarding my teaching, he was one of multiple influences on me. So I see his imprint on me more on my scholarship than my teaching probably (interview, October 29, 2006).

Four faculty members stated that they did not have a formal mentor during their graduate studies. One of the subjects (P5) was doing her doctoral education during her tenure application so that she did not identify a formal mentor from her graduate education. She did identify mentors from her current position at the university. The other three were from nursing and they attended their doctoral programs on a part-time basis. It appears that part-time attendance in doctoral studies has an impact on the student's ability to form a formal mentoring relationship.

Forty-six percent (n=4) of the subjects discussed having informal mentors during their graduate education. Three of the faculty identified various faculty members from their graduate studies functioning in this role. T2 mentioned many informal mentors during her graduate experience. She stated, "There were several other professors ... that were useful in kind of figuring it out – how it all works"(interview, November 25, 2006). In regard to the role of informal mentor, an interesting concept emerged during the interviews with three faculty members. They identified informal mentors who were fellow students. Two faculty members from professional fields of study and one faculty member from liberal arts identified this concept. One of the faculty members termed this concept peer mentoring. He (T1) stated:

I think we did a lot of what you would call peer mentoring – peer support. Just bouncing ideas off each other ... and a lot of interactions and that really added a whole new dimension to the graduate school experience. That made it more valuable (interview, November 11, 2006).

Another faculty member, P3 further reinforced the value of mentoring by fellow students:

I had to go to a teaching orientation and the senior TA's would be mentoring me - bouncing ideas off each other and a lot of interaction and that added a whole new dimension to the graduate school experience.

That makes it just more valuable (interview, November 8, 2006).

Teaching and research were the areas where peer interaction was utilized. The value of peer mentoring comes from the ability to learn in a nonthreatening environment where all ideas and interactions are treated as creditable. None of the nursing faculty stated that they had informal mentors among their fellow students. Two nursing faculty identified faculty from their graduate programs who functioned as informal mentors. Informal mentors are more effective than formal mentor according to N4, if "there is a natural kind of a link. You can show concern and hopefully students will come under your wing"(interview, January 17, 2007). She observed that assigning mentors doesn't always work because there may not be that personal connection or bonding between the people. Another nursing faculty member identified a peer from a nonacademic work environment who functioned as a mentor in guiding her towards a graduate program. She (N3) stated:

However on the master's level I did have a mentor ... and she was the one who told me to go for a doctorate ... she's the one I talk to a little bit and she was more helpful in my career trajectory" (interview, November 22, 2006).

The difference in preservice socialization for nursing is most pronounced in the area of mentoring for nursing compared to the faculty in the other professional fields of study and traditional liberal arts faculty. Only 25 % or one faculty member in nursing identified a formal mentor from her graduate experience. This was the faculty member who attended doctoral studies on a full-time basis. This faculty member was the only one to identify informal mentors during this phase of her educational career. The lack of identified formal mentors for part-time students is an area that needs to be explored.

Research question: What are the perceived department and organizational expectations for faculty and how were they communicated?

The study examined departmental and organizational expectations related to tenure. In the preservice phase this question examined the support that the faculty member received from their mentor or graduate program in getting their first academic position.

None of the faculty interviewed had utilized a mentor or anyone from their graduate program in assisting them in getting an academic position. All faculty members interviewed had secured their positions on the strength of their curriculum vitae, interviewing skills, and fit with the organization. Many of the faculty members interviewed were surprised at this question. P1 identified that

the role of the mentor was in making them (the student) attractive for the job market. The faculty members interviewed felt that it was their own skills and perceived organizational fit that made them successful in obtaining their academic positions. The decision to apply for an academic position within this organization was based on an available position (P2, T1, T3, T4), geographical location (P1, P3, N1, N3, N4), recruitment (P4, P5, N2), and compatibility with the organization (P1, T2, N3, N4).

In this area, no patterns emerged among the different categories of faculty. Faculty members chose a position based on a variety of reasons. The influence of their graduate program and mentor was not significant in applying for a position.

Research questions: What are their perceptions regarding their roles and the impact that each of the roles had on their success?

What impact has workload and other professional responsibilities had on faculty success?

Preparation for the faculty role during the preservice socialization phase was assessed through research questions five and six. In examining aspects of the role in terms of their graduate education, the study focused on role preparation through formal courses, teaching and research assistantships. Formal courses are defined for this study as courses specific to pedagogy. The category of instructor in the table refers to graduate students who had functioned and had the title of instructor while completing their doctoral studies. Table 5 summarizes the findings in this area.

Table 5:

Role Preparation

	Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Teaching Assistant	40%	100%	25%	53%
Research Assistant	80%	50%	25%	53%
Instructor	40%	25%	25%	38%

The data reveal that in terms of role preparation, 53% (n=7) of the faculty had a teaching assistant position while in doctoral studies and 53% (n=7) had a research assistant position. It should be noted that some of the subjects had both positions: one professional faculty member, two traditional liberal arts faculty member, and one nursing faculty member. These students apprenticed under the tutelage of faculty members for their future roles. Two faculty members, P3 and T2 had formal courses related to teaching. These courses related to being oriented to their teaching duties as teaching assistants. T2 stated, "I felt I had a lot of preparation coming in (to the teaching role)" (interview, November 25, 2006). She had also attended a national program called, *Preparing Future Faculty Program*. P3 also felt that she was well prepared for the faculty role at the end of her doctoral studies.

Some subjects functioned as instructors at the end of their doctoral studies (P1, P3, and T4). N1 and N3 worked as full-time faculty at the instructor level. These nursing faculty members had their master's degree but did not have

a doctoral degrees. This is a common practice in nursing due to the lack of doctoral prepared faculty.

Some subjects reported that much of the faculty role was learned after they took faculty positions. N1 acknowledged that she learned on the job with the assistance of others. T1 observed that he had "... very, very intensive training in the subject matter ...and then the pedagogical training we got on the fly" (interview, November 11,2006). N2 acknowledged, "I had absolutely no preparation for things like faculty meetings and I mean I could put together a syllabus and figure out how to do assignments and how to tie it in with what requirements were. But, the other faculty stuff I knew nothing about"(interview, November 9, 2006). Acclimation to the role, comes from being a teaching assistant, as evidenced by the following statements: P3 reported, "When you were a teaching instructor, you find out you actually like teaching and it's quite enjoyable. You also like the research part of the career" (interview, November 13, 2006). This was also the case with T3, who stated, "I had to be a teaching fellow and I realized I really liked that and that it became an option to apply for a teaching career" (interview, December 6, 2006). These comments indicate that, for many faculty members, the preparation for academic roles during the preservice phase depends on the roles that they had during their graduate studies. In this area, the most striking difference is that only one nursing faculty member had been both a teaching assistant and research assistant during her graduate studies. This contrasted with all of the traditional liberal art faculty

members who had functioned in one or both roles and four of the faculty from the professional fields of study who also had functioned in one or both roles.

In summarizing the similarities and differences in the presocialization process for the nursing faculty compared to faculty members from professional fields of study and traditional liberal arts the following can be concluded: 1) During graduate studies, many faculty members began to be attracted to an academic career. 2) Nursing does have a different path to an academic career. Only one nursing faculty member followed the traditional pathway. Three of the nursing faculty members had other full-time nonacademic positions in nursing prior to coming to academia in addition to the fourth nursing faculty member who had non-academic nursing positions while in graduate school. 3) The education trajectory of the nursing faculty differs from most members of academia. Three of the nursing faculty members completed doctoral education on a part-time basis as compared to the other faculty members in this study who did their education on a full-time basis. The type of socialization a student experiences is minimal when it is done part-time. Part-time students are less likely to be offered teaching or research assistantships. These students may also be holding down full-time positions while attending school. This would limit the time that they have available for the graduate school experience along with limiting interactions with fellow students and faculty. Formal and informal mentoring did not occur for the nursing faculty who pursued their doctoral education part-time. 4) In terms of role acquisition and socialization, nursing acquires the skills to do the role based on job experience rather than exposure during their graduate studies. Three of

the four nursing faculty members had more than two full-time academic positions prior to coming to the university. They were proficient in the academic role before joining the faculty at this institution. 5) The nursing faculty members are aware that there are many other academic and nonacademic positions available to them, therefore, tenure is not as important to them. Many of the academic positions accessible to nursing faculty members do not require doctoral degrees. 6) A theme that emerged from the interviews was the concept of peer mentoring. This was identified by multiple faculty members and deemed extremely beneficial to them in terms of learning the roles related to academia. This theme has not been identified within the literature. Faculty members who spoke about peer mentoring were extremely positive regarding the role it played in their pedagogical development. Teaching and research were the areas impacted. 7) Formal mentors did not play a role in assisting faculty members in getting a job but were extremely important in determining the faculty member's research agenda.

This summarizes the preservice socialization assessment done in this study. The next section will examine the information and data concerning the tenure process at this university. It will examine the tenure experience and tenure success of the faculty members.

Inservice Socialization Phase

The faculty members' perspective on personal attributes, roles, workload, and organizational expectations as influences on their tenure attainment are documented for this phase of their socialization. The impact these areas had

regarding their success is identified. Themes and patterns that emerged from the interviews along with a summary of the data are presented.

Research question: What influences did inservice education have on their understanding and success with the tenure process?

The impact of professional development postgraduate school was examined during the interview process. Postdoctoral professional development programs related to tenure were discussed. Many faculty members (N1, P1, P5, T1, and T2) related that they had attended programs on tenure requirements that were held at the university. These programs were given on an annual basis and appeared to be well received by the faculty who attended. The faculty reported that it gave them an overview regarding the tenure process at the university. T1 also discussed how a program called *Managing the Tenure Track* was helpful to him regarding the process of tenure and development of his application portfolio. Informative and helpful were the words used to describe these programs. No attendance at external (to the university) professional development programs related to tenure or the tenure process was identified by the faculty. External professional development programs attended by faculty members related to areas of disciplinary interest.

Research question: Was there a role model or mentor who had an influence on their career?

The influence of a mentor on tenure attainment was the focus of the second research question. This question explored what role if any mentoring had in terms of faculty success. Boyden (2000) noted that "there is obvious

value in working with senior faculty in formal mentoring programs".(p. 106). She further stated that the mentoring process assists junior nursing faculty members in their transition to academic role and responsibilities. The importance and value of an assisted transition to the academic role through mentoring have been documented in numerous nursing articles (Brown, 1999; Nugent, Bradshaw & Kito, 1999; Owens, Herrick & Kelly, 1998).

Utilization of a formal and informal mentor was explored during data collection sessions. Bowen's definition of mentor and the concepts of formal and informal mentoring served as the framework for data collection. Formal mentoring is defined as having a senior faculty member assigned to a junior faculty member for the purpose of assisting with acclimation to the faculty role, in addition, to enlightening the junior faculty member about organizational expectations. Informal mentoring is defined as a senior faculty member taking an interest in the junior faculty member's career. The context of mentoring experience was defined as being within the university.

In addition to the categories of formal and informal mentors, a third category termed modeling emerged from the interview process. Modeling is defined as seeking specific behavior(s) related to a role. This differs from mentoring in which there is a personal relationship involved. A key component of modeling is that the advice or behavior is solicited from multiple sources and done on an informal basis. It is a form of assimilation into an organizational structure by which the newcomer learns the norms of the culture (Myers & McPhee, 2006).

This study defines modeling as advice or behavior sought from senior faculty by junior faculty members regarding the tenure process, especially in regard, to the application and scholarship expectations. This need for assimilation regarding tenure is identified as essential by junior faculty members and therefore initiated by them. The function of modeling has not been addressed in the literature in higher education. Based on the data that emerged from this study modeling was utilized by both male and female faculty. Table 6 highlights the findings related to mentors and modeling within the organization.

Table 6:

Mentoring and Modeling

	Professional N=5	Liberal Arts N=4	Nursing N=4	Total faculty N=13
Formal	20%	25%	25%	23%
Informal	60%	50%	50%	53%
Modeling	60%	100%	25%	61%
Women's Group	0%	50%	0%	15%

Only three or 23% of the faculty members reported that they had a formal mentor within the university. Those faculty members who did included one from professional fields of study, one from a traditional liberal art field and one from nursing. The timing of the mentor being assigned varied according to the department policy. N1 identified that the Dean of her College functioned as a mentor. This relationship started early in N1's career at the university. As a mentor, the Dean helped N1 focus on the tasks for tenure and provided support.

In contrast, T1 was assigned a mentor by his department to assist him with the tenure process. He stated:

...as I got closer to tenure, I was assigned a mentor and we met on several occasions. He was very helpful in terms of filling me in on aspects of the tenure process and ... reassuring me I was in reasonable shape (interview, November 11, 2006).

These faculty members found that having a mentor was valuable during the process.

As the data illustrates, 53% (n=7) of the faculty members identified having an informal mentor during their pretenure period. Fifty percent or more of the faculty in professional studies, traditional liberal arts, and nursing related that they had an informal mentor who was helpful in assisting them in tenure attainment. The faculty members who reported having an informal mentor were all female. This significant finding for this study was that informal mentoring appeared to be gender specific. Both genders functioned in the role of informal mentor. The data showed that nursing faculty utilized informal mentors at the same rate as faculty from professional fields of study and traditional liberal arts.

With the exception of one faculty member, the informal mentoring was initiated by the senior faculty member. It is interesting to note that during the interviews many of the faculty members stated that they did not recognize the assistance of the senior faculty while it was occurring. The assistance became evident upon reflection on their pretenure days. The informal mentoring took the form of suggestions as to what service commitments would be of value,

introducing the junior faculty member to senior faculty who would be “good to know,” and working on research projects with them. Only one junior faculty member, T2 sought out senior faculty members for the specific function of mentoring. She identified more than one informal mentor. She acknowledged that the mentoring relationships developed over time. In terms of one of these relationships, T2 describes how the relationship developed. She stated:

I approached her. I asked her millions of questions and I asked to have lunch with her and that developed into a mentoring relationship. She would go out of her way to tell me things and ask me how I was doing with research (interview, November 25, 2006).

To illustrate the value of this informal guidance these statements from faculty speak to the importance it had in their tenure applications. Networking and scholarship were the roles in which these informal mentors provided guidance. P4 stated, “Unbeknownst to me because when I put my application together, I realized that especially in terms of service that folks would recommend or nominate me (for committees)”(interview, December 8, 2006).

N1 related:

Dr. X was probably more influential than the Dean because she would say to me ... I think you should know this person who is running this committee. Maybe you should serve on that committee. Come on, I will introduce you (to a faculty member) (interview, December 6, 2006).

P5 recognized the guidance her mentor provided as she stated, “I did have someone who helped me a great deal – I would not have gotten tenure without

her”(interview, November 27, 2006). P5’s mentor was instrumental in assisting with her scholarship. The motivation of senior faculty member in assisting the junior member with his or her tenure process was not evident from interviews. It was not clear if this informal guidance was available to all eligible faculty members who were going for tenure, or if the senior faculty member felt a bond with a particular junior faculty member, or that he or she believed that the junior faculty member would be a valuable member of the department.

During the interviews, the researcher noted that many faculty members articulated that they would go to many different faculty members for specific areas of advice regarding tenure. This advice was related to a specific component of the role or was related to specific behaviors needed for tenure success.

Sixty-one percent (n=8) of the faculty utilized modeling during their tenure process. These faculty members actively sought out senior faculty members, within and outside their departments and colleges, for advice regarding the tenure process. The value of the advice needed to be vetted by the junior faculty member. P1 identified that when he would solicit advice from senior faculty regarding what mix of peer-reviewed articles and books would be helpful for tenure, he found that he got different signals about what was best. He related that advice regarding scholarship needed to be put within the context of disciplinary standards. Many of the faculty solicited from multiple colleagues the commonalities of the process. The following quote by P2 illustrates this part of the interaction. He stated, “I asked a lot of faculty members – my colleagues,

what was their experience and what was expected. You hear different things so you go to different sources. You have to find/pick what they are looking for" (interview, November 9, 2006). T1 also stated that he would, "talk informally about it (tenure)" (interview, November 11, 2006). Achievement of tenure success was the criterion used to seek advice from senior faculty. N1 noted:

I had two faculty ahead of me who succeeded – successful in acquiring tenure... I would go to them for advice. They... would share their packets with me and talk to me about them so I could have an idea about the kind of information to collect. They were good to me (interview, December 12, 2006).

The final form of mentoring that emerged from the interviews was the importance of the women's faculty group. This support group for female faculty was present in the College of Arts and Sciences. The two women faculty members from traditional liberal arts disciplines spoke about a women's faculty group that was helpful in giving advice. They discussed the support they received from this forum. It was evident that personal relationships were formed with members of this group. This was not mentioned by the female faculty from the professional and nursing disciplines.

In utilization of formal and informal mentors, no differences were noted between nursing and other faculty members. The data demonstrated that nursing faculty utilized formal and informal mentors at the same rate as other faculty members. Networking and advice on scholarship were key outcomes of the mentoring relationship. The formation of a women's support group in one of

the colleges within the university was found to be a key difference between female faculty from traditional liberal arts and female faculty in professional fields of study and nursing.

The influence of modeling and seeking advice from senior faculty members is an area where nursing faculty members differed from their faculty counterparts in the professional fields of study and traditional liberal arts disciplines. Only one of the nursing faculty members interviewed used modeling as a tool in tenure attainment. This faculty member also utilized formal and informal mentors. It should be noted that the remaining three nursing faculty members had been in prior tenure track positions. Also during the interview process, two of the nursing faculty members stated they had husbands who were or had been in faculty positions. Both women declared that they knew what was expected for tenure based on prior their and their husbands' experiences.

Research question: What were the behaviors, attitudes and feelings that facilitated the process of attaining tenure?

Behaviors, attitudes, and skills contributing to tenure attainment were elicited in this research question. Faculty members often identified more than one attribute that they believed lead to their success. It is often not a single factor but a combination of traits that fostered the achievement of tenure.

In terms of definitions, an information seeker was defined as someone actively going out and getting information about the tenure process at the university from senior faculty. Seeking of information from tenured faculty indicates that the junior faculty recognized the contributions that senior faculty

could offer them in terms of insight into the organizational system. This trait relates to the concept of modeling previously identified in this section.

Determination is defined as having firm intention to achieve a desired end (Merriam-Webster, 2006). In contrast motivation is seen as having a drive or focus in achieving a specific function. Personal attributes that were self-identified by the faculty members are shown in table 7.

Table 7:

Personal Attributes Related to Success

Personal Attributes	Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Determination	60%	50%	75%	61%
Disciplined	80%	50%	50%	61%
Information Seeker	60%	100%	25%	61%
Strong work ethic	60%	75%	50%	61%
Time Management	60%	25%	75%	54%
Strategy	40%	0%	25%	23%
Goal-oriented	25%	25%	25%	23%
Team player	0%	25%	25%	15%

Determination, discipline, strong work ethic, and information seeker were the attributes related to tenure success that were most frequently mentioned by the faculty members. These attributes were acknowledged by 61% (n=8) of the faculty. Disciplinary differences were noted in terms of these attributes.

Determination was noted by 75% (n=3) of the nursing faculty as being a key factor in their success compared to 80% (n=4) of the professional faculty who considered disciplined being important. Information seeker was a trait that 100% (n=4) of the traditional liberal arts faculty stated they used.

The skills of discipline and strong work ethic are closely related as seen in the following statements extracted from the interviews. Faculty members identified these attributes as integral to their success. N4 stated, "and I put very long days in. And, success has to do with hard work. I work very, very hard and long hours" (interview, January 17, 2007). Being recognized as a hard worker by your peers was considered a key component of her success in getting tenure by P5. She stated, "I do my share – I don't just join the committee and not be there" (interview, November 11, 2006).

Generating scholarship was articulated as the end result of effective time management. The importance of time management in terms of scholarly production is illustrated by the following comments. P1 stated:

Finally I decided that Monday/Wednesday teaching works very well for me because I could work on course work Monday and Tuesday. Wednesday do all my prep for that week or the following week, whatever, then have Thursday and Friday pretty much to write so I would have uninterrupted time (interview, October 29, 2006).

The significance of time management and discipline was also illustrated by N3 who stated, "You should have a research day off – one day I had nothing scheduled and I always had that in my schedule. When you have that day you

have to keep at it (doing your research)” (interview, November 11, 2006). T3 also echoed this sentiment, “You have to be very careful where you put time and what you do or you don’t have time for publications” (interview, December 6, 2006). The one faculty member who did not obtain tenure in a prior position focused her efforts on protecting her time in order to publish. N3 stated, “I guess having enough confidence in myself to be able to say “no”, and to sort of – what’s the word – protect my time” (interview, November 9, 2006).

Three faculty members acknowledged that they developed a strategy or had specific goals for achieving tenure. This strategy or plan for some faculty was based on the information they had vetted regarding the organizational expectations for tenure. For the nursing faculty, it was based on their prior exposure to tenure requirements, especially in terms of scholarship. P1 described the process of having a strategy in the following way:

I like to think of the tenure process as two phases – you can start asking questions right after you get here but quite frankly your first year or two in an academic job you are really trying to just tread water... and this is where I am and this is where I should be and how do I close that gap – so you come up with a strategy or a plan and execute it (interview, October 29, 2006).

He articulated that the pretenure years are ones that are intense and stressful for junior faculty. Another faculty member (P2) stated, “I think you have to be goal oriented – know what you are doing and know what you want to achieve (interview, November 9, 2006). Part of his goals related to the volume of

scholarship he produced on an annual basis. Interestingly, five faculty members stated that they did not have a strategy or plan regarding tenure achievement during their pretenure years. One faculty member, P4, acknowledged that she did not plan her career based on tenure. She stated, "I certainly had no roadmap for myself... I don't think that way" (interview, December 8, 2006). She also theorized that part of her feelings may be due to having had a successful career prior before coming into academia. It should be noted that having a strategy for tenure was found in the professional fields of study and nursing and was not identified as an attribute by the traditional liberal arts faculty.

There were isolated attributes acknowledged by some of the faculty members in terms of their success. These included creativity, cool-headed, motivation and initiative. These attributes accounted for individual faculty traits rather than common attributes found among that faculty members that could be considered instrumental for faculty success.

Research questions: What are their perceptions regarding their faculty roles and the impact that each of the roles had on their success? What impact did workload and their other faculty responsibilities have on their success?

Perceived organizational value related to role and workload for tenure is examined by the above research questions. The value and importance of teaching, scholarship, and service in terms of tenure attainment were evaluated. Faculty members identified the importance of these roles from the perspective of the individual departments, colleges and Rank and Tenure committees. Table 8 lists the number one criteria for tenure as noted by the faculty members.

Table 8:

Role Importance Related to Tenure

	Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Research #1	80%	75%	50%	70%
Teaching #1	20%	25%	50%	30%

Nine out of the 13 faculty members or 70% of the faculty members interviewed identified research as being the number one criterion for tenure with the remainder of the faculty citing teaching excellence as the key evaluation component for tenure within the university. Many faculty members acknowledged that they felt that there was a shift in focus within the university with research replacing teaching as the primary criterion for tenure. As N1 stated, "I think that while the university tries to be flexible in how research and scholarship are defined and allow each particular area to make their own standards – there is a greater emphasis placed upon it (research)" (interview, December 6, 2006).

It should be noted that there was a split in opinion among the nursing faculty members as to which role was most important in tenure achievement. While the majority of the faculty members from the professional fields and traditional liberal arts identified research as the number one requirement for tenure, there was no consensus in nursing.

Identification of the number one requirement for tenure is also reflective of the faculty members' primary interest with six out of the 13 faculty members affirming a love for research. Many of the same faculty stated they loved both

teaching and research. It was the ability to do, teaching and research, guided their career choice in academia. Only one faculty member (N1) mentioned that she viewed research as a duty necessary for tenure. She stated, "research is the one I can tolerate but I least like" (interview, December 6, 2006).

Eight of the faculty stated that they continued their graduate school research interests into their academic life. A continuous research agenda or pipeline was identified as being crucial to success. P3 stated:

Research and teaching are the most important but I think for research you have to establish a pipeline from the beginning, so, if someone wants to go to an academic career, they have to be on top of this from the first day (interview, November 13, 2006).

The importance of a research pipeline was also echoed by T1, "I had basically research that was already under my belt (when I got here). I had articles in the pipeline when I got here and so that helped me a great deal" (interview, November 11, 2006).

Five of the faculty identified themselves as a collaborative researchers with 8 being solo researchers. One of the nursing faculty members (N3) who did solo research before tenure is now involved in a collaborative research grant. One of the faculty members (T2) stated that her involvement in collaborative research had been a point of discussion during her tenure meeting with the university's Rank and Tenure committee. She noted that in her discipline, most of the research is done in teams. Her answer was supported by a member of the committee. Many faculty members stated that research was being increasingly

emphasized within the university's goals and mission and their perception was that it (research) was becoming more valued than teaching within the organization. This was reflected in higher standards for tenure and promotion.

The quantifiable value of research in tenure and promotion was articulated by many faculty members. As stated by T1:

Research is more quantifiable. You can look at the CV with the list of articles and you can gauge the venue of the publications. Which is a peer reviewed journal, is this top journal in this field or a well-regarded journal – these sorts of things you can just grab on to with research? With teaching is it much more difficult. It is not necessarily quantifiable because we all teach the same number of courses (interview, November 11, 2006).

The concreteness of the scholarship was also mentioned by N2 in that, “at the end of the day, no one can take away your research publications and your other publications” (interview, November 9, 2006).

Faculty perspective on the value and importance of teaching was examined. The most interesting aspect that emerged from the interviews is that average teachers get tenure and that teaching is considered a subjective criterion by some faculty members. T1 stated, “The evaluation of teaching is very subjective and it's harder to find objective criteria. (than research)” (interview, November 11, 2006). P2 said, “So the teaching evaluation is reference but something that is not a really determining factor” (research was a higher reference) (interview, November 9, 2006).

Two nursing faculty members (N2 and N3) provided insight that workload in nursing could have an impact on faculty staying focused on doing the work necessary to achieve tenure. N2 stated that one of the lessons she learned from her prior position was that, "At the end of the day, the only thing that counts is your research" (interview, November 9, 2006). She also gave insight into the fact that clinical nursing is more time-consuming and harder work than classroom teaching. N2 was able to negotiate a workload that did not include clinical. She stated, "I think it's (clinical) the time and the energy. It's exhausting after a day of doing clinical, I mean absolutely exhausting" (interview, November 9, 2006). N2 felt that doing clinical took away from her research. She stated, "And if you're doing qualitative research you need every bit of extra time. You need it for thinking and you need it with qualitative for doing" (interview, November 9, 2006). N4 also discussed the impact that teaching clinical has on a workload. She stated:

I think keeping your practice current is important. It's very important for a couple of reasons. You bring live examples to the classroom for the students... it enriches my experience in the examples I bring to my students which makes me an excellent teacher in many ways because I have a lot of practice (interview, January 17, 2006).

Keeping your practice current is defined as working in a clinical setting as a practicing nurse. N3 observed:

What happens in nursing is that they get you so into the teaching aspect and you know you are getting great evaluations and you get sidetracked

with the teaching issues that come up and you cannot balance the service and research (interview, November 22, 2006).

The workload issues as it relates to nursing have been an obstacle for many nursing faculty in achieving tenure.

Service has typically been viewed as the least important part of the tenure process. It is also the part of the process that has received the least amount of attention in terms of faculty promotion. There is no consensus as to the right amount of service among faculty members. The guiding factor seemed to be what the individual faculty member felt he or she could handle within his or her workload. As P3 stated, "I do a lot of service work as well and I see that as part of who you are within the university but I don't let service overwhelm myself. I don't want it to push out my teaching/research" (interview, November 13, 2006).

Selective service commitment was practiced by N2 who stated, "I did the minimum that I had to do committee-wise. And that I chose to do - committees that I found really, really interesting rather than saying yes to everything" (interview, November 9, 2006). She made a conscious decision as to what committees to be part of and to use her service commitment to gain greater visibility among senior colleagues. This was reinforced by T2 who stated that, "Dr. X gave me really good advice on what committees not to waste my time on and what committees would be viewed as something worthwhile or important and what committees you would meet people on" (interview, November 25, 2006).

One of the strongest themes that emerged from the interviews was faculty members' belief that their service commitments were instrumental in their tenure

success. It allowed them to network with faculty members from other colleges and departments along with showcasing their leadership or team player strengths. Faculty members acknowledged that many senior faculty they met during their service commitment were members of their college or the university Rank and Tenure Committees. The importance of the service role in tenure success is apparent in the following statements: P2 stated, "I was told that for service it is not good enough to be a member, you want to be a chair of some committee to demonstrate leadership. A lot of people can pad their committees but people will question what did you do" (interview, November 9, 2006). P5 noted, "That (networking) helped a lot because I was on committees with chairs of the departments – all the departments outside the college. When it came time for letters, I got letters from the most powerful professors, faculty members on campus" (interview, November 25, 2006). T1 had many insights into the value of service for promotion. T1 stated:

Service was really important even not so much in terms of filling out your resume so you can get tenure but you get to know people in different departments and different schools. You serve on committees with people so they get a sense of who you are and how you function. A lot of those same people that I came into contact on the various committees that I worked on later turned out to be on my tenure committee either at the Arts and Science or university level. It is important that people know who you are and have a reputation as someone who can get things done on

committees and who is willing to serve and make a difference (interview, November 11, 2006).

N1 reported:

I had a lot of service. I did a lot of service at the university level and it helped me understand about other departments and helped me to know people. I think it helped me as a person going through the tenure process to have people – have colleagues outside my area that I felt comfortable with. So besides, whatever I benefited from whatever committees I was on, it helped make me part of this bigger community (interview, December 12, 2006).

N3 stated:

About the third year, I started thinking that it sort of makes sense that years one and two, you know, your service is local and it's at the department and the college level – years one, two and three and then you start branching out after that. You get outside the college which I did and that helped a lot (interview, November 22, 2006).

These comments highlight the importance service especially on the university level has in the tenure process. They illustrate the humanistic aspect of the process and the role of collegial recognition. The value of personal recognition emerged in these interviews. There was no differences noted between the nursing faculty in this area compared to the professional or traditional liberal art faculty members.

Research question: In examining workload requirements, how do faculty members view their workload requirements compared to other faculty within the organization?

The perceived disciplinary differences regarding tenure were explored by this research question. Data and information that emerged from the interviews broadened the focus of this question to include the disciplinary standards regarding scholarship. During data collection, the issue of productivity and workload materialized in the interviews especially with the nursing faculty members.

Nursing literature on tenure has identified as one of the main barriers to tenure attainment for nursing faculty members is their workload as it relates to clinical practice and faculty practice. Pohl et al. (2002), noted that nursing faculty members have a difficult time in meeting traditional tenure promotion standards due to the demand of having a clinical practice. Nursing programs value faculty practice and believe that the program benefits from the faculty member's clinical expertise and skills in addition to having current nursing practice reflected in the curriculum (Tolve, 1999). During one of the interviews, N4 mentioned that nursing at the university would benefit from using Boyer's model on scholarship as a framework for academic advancement.

The perceived barriers to tenure as identified in the literature did emerge during the interviews with the nursing faculty. Three of the four nursing faculty members observed that nursing faculty members have unique discipline requirements which may impact their time for scholarship. The first is the

requirement of clinical assignments as part of their workload and the second is the need to maintain clinical competence. Nursing faculty members who have clinical assignments as part of their workload are in clinical healthcare agencies eight to sixteen hours a week. As N2 articulated:

It (clinical) takes up a lot of time and energy. You are getting up at 5:00 am in the morning. It is exhausting after a day of clinical. It takes time to recover from that and it really limits (your productivity). It's quite different than just going into the classroom, teaching two or three hours when you are teaching a course (interview, November 9, 2006).

N3 also speaks to the time commitment clinical requires, "You get up at 5 and you're at the hospital at 6:30 and we have to work our tails off to give all those meds and be done at 3:30" (interview, November 22, 2006). N3 advocated that one needed to be protective of one's research day in order to achieve one's scholarly productivity. Clinical days can decrease the amount of time faculty members are able to spend on research and publication. N1 observed that due to the workload requirements, "her (the Dean of the College of Nursing) acceptable standard for recommending us for tenure is lower than some of what I would call the more academic communities as opposed to the professional communities" (interview, December 6, 2006).

During the interview process, other faculty members identified that workload could decrease the amount of scholarly production. In their cases, it related more to administrative responsibilities (T1) and course overload. There was only one other faculty member who speak of clinical practice (P5).

Research question: What are perceived departmental and organizational expectations for faculty and how are they communicated?

Formal and informal communication regarding tenure expectations and requirements were explored during the interviews. The researcher noted that the data in this area report mostly a strong positive perception by the faculty interviewed. The researcher recognized that this is because the faculty members who participated in the study were successful in being awarded tenure at this institution and viewed the organization from a positive perspective.

The study defined formal expectations and communication as written guidelines related to tenure. Faculty handbook, department guidelines for tenure, and annual evaluations were some of the methods identified by the faculty members as formal mechanisms for communication of tenure requirements and progress. Informal communication is defined as verbal advice given by administrators or senior colleagues within the organization. This advice may have been sought by the junior faculty member or given by senior faculty members without solicitation. Supportive relates to the culture of the organization in terms of providing encouragement to the junior faculty member in his or her tenure application. The following table outlines the communication process from a formal and informal perspective from both the department level and the university level.

Table 9:

Expectations and Communication

		Professional N=5	Liberal Arts N=4	Nursing N=4	Total Faculty N=13
Department	Formal	60%	75%	25%	46%
	Informal	0%	50%	0%	15%
	Supportive	100%	50%	25%	61%
University	Formal	80%	50%	25%	54%
	Informal	40%	25%	0%	23%
	Supportive	60%	75%	0%	46%

In reviewing the contents of the above table it should be noted that these comments emerged from the interviews with the faculty members and that faculty were not directly asked questions regarding department or university support. As seen from the data, the professional disciplines and the traditional liberal art faculty reported that both the university and their colleges provided formal communication regarding tenure expectations. Traditional liberal art faculty found that there was more formal communication from their department while the professional faculty found it stronger from the university. Only one nursing faculty member mentioned a formal communication system regarding tenure within the organization. One hundred percent (n=5) of the professional faculty articulated that culture was supportive for tenure within their department. Only half of the traditional liberal art faculty members and one nursing faculty member mentioned a supportive departmental environment during the interviews. A

supportive culture within the university for tenure was discussed by 60% (n=3) of the professional faculty and 75% (n=3) of the traditional liberal art faculty members. These numbers may have been higher had questions been directly asked regarding supportive culture within the organization.

In terms of formal mechanisms regarding communication of expectations for tenure, it was found that some departments, especially in the College of Arts and Sciences, had formal guidelines. Other colleges, such as Nursing, were beginning to work on tenure guidelines. Other formal mechanisms that were identified included the faculty handbook and annual contracts. As stated by P3, "I would see them (tenure expectations) in the faculty guide. I would see them in the contracts that detail some of the core issues" (interview, November 13, 2006). This was reinforced by T3 who stated, "I had an idea of what was expected of me so I think they were clearly stated" (interview, December 6, 2006).

The annual review was perceived by the faculty members interviewed to be the most important gauge of their progress towards tenure. P4 stated:

The department has a process where you and I'm sure in other departments, where you present your portfolio each year and you get feedback on that. So I say that process functioned as a quasi-mentor in the process because you would get feedback on the direction where one was going (interview, December 8 2006).

P5 stated:

Based on that yearly review, the whole department would offer their advice – they would tell you based on their experience what to expect.

After five years of hearing that every year, there was no surprise – not one surprise. I knew exactly what I had to do (interview, November 27, 2006).

She further elaborated that the reviews were extremely constructive and very helpful in knowing what she needed to work on in order to achieve tenure.

Fairness of the process was expressed by many of the faculty members interviewed. P1 stated:

I think here those standards are pretty much applied fairly but you are not competing against another person. I think that everybody had to be judged according to the same criteria (interview, October 29, 2006).

This sentiment was also endorsed by T1:

I think it is reasonable (the tenure process at the university) – it's generally humane in the sense that the expectations are spelled out in advance and you have a reasonable sense that if you do what is expected of you then you have no reason to think that you will not get tenure. I think that it is good that basically the expectations are set by the department and the department can set those expectations taking into account the conditions of work life here (interview, November 11, 2006).

The importance of the departmental expectations was noted in his comments.

This was also stated by N1 who acknowledged that the College of Nursing's expectations differ from other departments due to their practice responsibilities.

She stated:

I think it's tough to balance it (practice along with academic responsibilities). I think that the Dean recognizes that and so I find that her acceptable standard for recommending us for tenure is lower than some of what I would call the more academic communities as opposed to the professional communities (interview, December 6, 2006).

Many faculty members believed that the supportive culture within the organization starts with the hiring process. Due to the competitive nature of the faculty selection process, with large numbers of applicants for one position, many faculty members believe as P2 "When people hired you, I had that assumption that they liked you and wanted you to succeed" (interview, November 9, 2006).

Gender Issues

Gender issues related to tenure have received a significant amount of interest in the field of higher education. There is a whole body of literature written about the impact of being female and achieving tenure (August & Waltman, 2004; Drago & Williams, 2000; Gander, 1999 ; Jackson, 2004; Riger, Sokes, Raja and Sullivan, 1997; White, 2005). These studies from the 1990s to present have shown that fewer women receive tenure. Marcus (2007) stated some of the reasons for the lower number of female faculty members receiving tenure included opting out of tenure track positions due to childbearing and childrearing responsibilities, choosing non-tenured and/or nonacademic positions, and being turned down for tenure.

Discrimination was defined for the purpose of this study using different standards or criteria for tenure promotion. Work balance is defined as having difficulty finding time for work and family. Table 10 summarizes the findings of the researcher.

Table 10:

Gender Differences

	Professional	Liberal Arts	Nursing	Total Faculty
	N=5	N=4	N=4	N=13
Discrimination	0%	0%	0%	0%
No Discrimination	100%	100%	100%	100%
Work-life balance – female	40%	25%	25%	30%
Work-life balance – male	20%	25%	0%	15%

As evidenced by the above table none of the participants felt that there was gender discrimination in the tenure process either at the university or department level. There were issues related to work-life balance but these were expressed by both male and female faculty members. The data are reported by gender in order to illustrate that even though this has been historically seen as a female issue, male faculty members also have concerns about maintaining a balance between work and family. It was interesting to note that one faculty member did plan her pregnancy for her tenure application year. She timed her pregnancy because the work required for the application had been completed. Two other female faculty members vocalized that they felt confident that they

could have handled pregnancy and the tenure process at the same time. Two female faculty members did not have children and five of the female faculty had older children during the tenure process. Two male faculty members interviewed for this study also related instances in which their scholarship had to be planned in order not to interfere with family time.

There was one instance where a case of role stereotyping was done. A female faculty member stated that she and other female colleagues were repeatedly requested to arrange for lunch for luncheon meetings. Once this was pointed out to the department members, all members took turns at arranging lunch after that. She felt the male colleagues making the request did it due to traditional gender roles rather than conscious discrimination.

Overall the faculty members were generally surprised to be asked about this topic. All female faculty members interviewed strongly felt that they obtained tenure due to the strength of their application and had the same opportunities for advancement as their male colleagues. There were no issues related to gender at this organization identified by the participants of the study.

Summary of Findings

In summarizing the similarities and differences for the socialization process within the organizational setting for the nursing faculty compared to faculty members from professional fields of study and traditional liberal arts the following can be concluded: 1) Formal mentors were identified by only one faculty member from each of the categories (professional, traditional liberal arts and nursing). Assignment of the mentor varied according to College or

department policy. 2) Informal mentors were utilized by nursing at the same rate as faculty from the professional fields of study and traditional liberal arts. Faculty members who had informal mentors found that they were helpful in assisting the faculty in tenure. 3) A new category of role achievement emerged from the study. Modeling which can be defined as the process of junior faculty learning behavior and seeking advice from senior faculty members. Modeling may be sought from multiple senior faculty members. This concept was related to the faculty attribute of information seeker. These interrelated concepts were found to be employed by all of the traditional liberal arts faculty and the majority of the professional faculty. Only one nursing faculty member had used these practices in her tenure attainment. 4) Women faculty from traditional liberal arts fields used a women's support group for professional advice and support. 5) Determination, discipline, information seeker, time management, and strong work ethic were the most common attributes self-identified by the faculty to be related to their success. Nursing faculty used the term determination to identify the key to their success while disciplined was used by faculty in professional fields of study. Faculty from traditional liberal arts spoke of a strong work ethic as their key to success. 6) Research was identified as being the most important indicator for promotion by the majority of the faculty in professional fields of study and traditional liberal arts. Nursing were divided between teaching and research as being most important. 7) Service was described as bringing extrinsic value to the promotion process. The value comes from the networking, leadership opportunities, and collegial recognition. 8) Workload in relation to clinical

teaching and expectation of maintaining clinically competency was identified by nursing faculty as barriers to tenure attainment. The faculty believed that the time commitment needed to fulfill their clinical responsibility took time from scholarship. 9) Faculty members felt that the annual review process was helpful in guiding their progress for tenure. It provided feedback to them on where their strengths and weaknesses were and where they needed to focus their attention. 10) No issues related to gender discrimination were found in this study.

This summarizes the data related to the interviews. The next chapter will focus on the implications of the study in terms of policy along with recommendations for future research.

Chapter V

Conclusions, Implications And Recommendations

Describing the experience of recently tenured faculty members was the focus of this research study. Thirteen faculty members were interviewed. Faculty from professional fields of study, nursing and traditional liberal arts fields participated in the research. These faculty members had received tenure within the four years prior to participating in the study. Their perspectives allowed the researcher to analyze the journey the faculty members took toward tenure. The researcher identified key aspects of the process along with areas where junior faculty members develop career strategies for tenure. The findings are extremely relevant for the profession of nursing, which is currently experiencing a severe faculty shortage. They also have broader implications for higher education organizations seeking to increase faculty retention and promote positive faculty career development. This chapter discusses the conclusions and implications for practice along with recommendations for future studies. Implications for faculty in general and nursing in particular are addressed.

Conclusions

In outlining the conclusions of this study, the researcher will present the findings organized into two phases of socialization: preservice and inservice. These phases have been identified for the purposes of this study as distinct but interrelated stages in socialization to the academic role and ultimately tenure. These two phases of the process allow both individual faculty members and their

disciplines to identify concrete steps for individuals who are interested in an academic career.

The initial phase of the process is preservice socialization. Data from the interviews showed that the period of graduate studies is instrumental in the choice of an academic career. A lockstep or continuous path through graduate education (masters through doctoral) is strongly related to the choice of an academic career. It was noted by the researcher that seven of the eight faculty members who attended graduate school in lockstep pinpointed the timing of their decision during graduate studies. As seen in this study, seven of the thirteen faculty members or 53% noted that they felt the appeal towards an academic career during graduate school. Exposure to the various aspects of the academic role through mentoring, teaching and research assistantships enabled them to experience on a limited basis what this career would entail. A love of teaching and/or research made an academic career a suitable and desirable option. This pathway was followed by all of the traditional liberal arts faculty, two faculty members from fields of professional studies, and one nursing faculty member. The eighth faculty member who had a lockstep graduate education focused her pre-academic career on educational research.

The relationship between full-time lockstep graduate studies and pursuing a career in academia demonstrates the importance of the preservice socialization phase of the academic career. The positive exposure to aspects of the role allow students to experience and decide on academia as a career. Fields of study such as nursing that are experiencing a shortage of faculty, especially doctoral

prepared faculty, must promote this preservice socialization experience in order to attract future faculty members. Nursing faculty are socialized to a clinical model and clinical practice at the graduate level. This provides a different skill set than that required for an academic career. Nugent, Bradshaw and Kito (1991) found the nursing faculty educated in a clinical model were not socialized into the academic roles. Promotion of academia is especially important in nursing and fields of professional studies where there are a multitude of career options available after doctoral studies. A recent report (2007) issued by the National League for Nursing addressed the fact that the profession of nursing should be encouraging doctoral education and increase the number of individuals interested in an academic career.

Pursuing graduate studies in lockstep is not the norm for nursing faculty. Three of the four nursing faculty did their graduate studies on a part-time basis. The exposure to the faculty role is minimized when doing graduate education part-time. These students do not have the opportunity to have teaching and research assistantships. None of the faculty members who attended graduate school on a part-time basis functioned as a teaching or research assistant. In addition, the quantity and quality of their mentoring experience was altered due to part-time attendance. This was reflected in the answers of two of the nursing faculty members (N1 and N3) who stated they did not have mentors during their graduate studies.

Mentors were identified by the faculty members interviewed as being influential in determining their research agenda as well as in finding an academic

position. The research agenda for 61% (n=8) of the faculty members interviewed began during their graduate studies. These faculty members acknowledged that this agenda was influenced by their mentors. A continuous research agenda was a key component in faculty being successful in tenure attainment. Viewing research as a continuous process rather than an isolated graduate activity would have faculty begin to establish a research agenda in graduate school which could be continued and maintained through one's professional career. A continuous research pipeline was found to be instrumental in tenure success.

Peer mentoring was a theme that emerged from the study. This was a phrase identified by one faculty member to describe mentoring activities by fellow graduate students. Peer mentoring was identified by many of the participants as instrumental in guiding their teaching and research skills. It was valued by all faculty members who reported receiving it. This concept has not been described in the literature and is recommended as a further area of study.

In summarizing what can be called a typical pathway to an academic career, the future faculty member pursued graduate education on a full-time basis without an hiatus in studies between the masters and doctoral levels. They functioned as a teaching and/or research assistant during their graduate studies. They had a formal mentor who was their dissertation chairperson who influenced their research in graduate school in addition to their future research agenda. This can be considered the typical pathway to a career in academia. Figure 1 documents the components included in lockstep graduate studies.

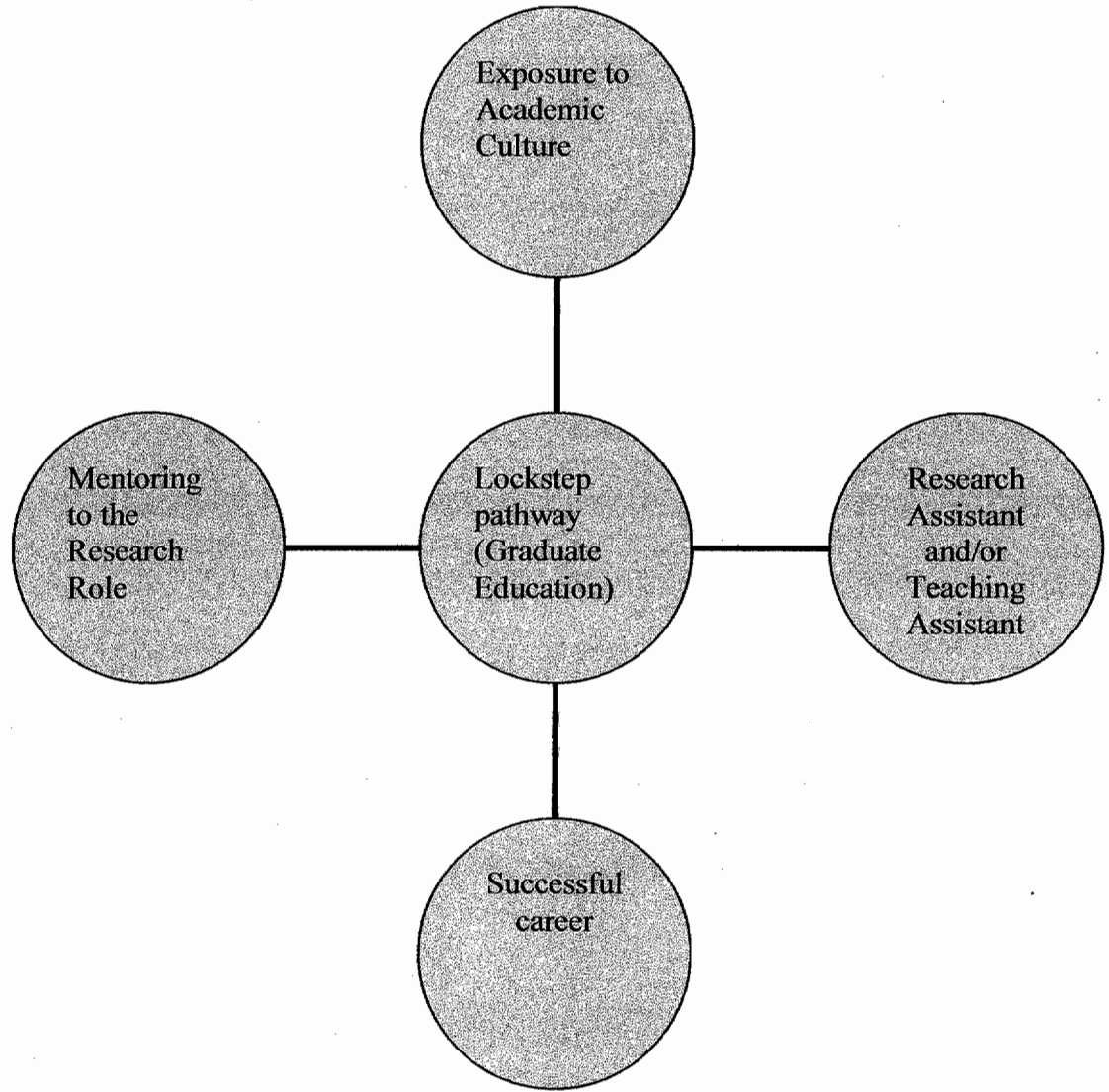


Figure 1: *Components of a Lockstep Graduate Program*

Nursing faculty members do not follow the typical pathway to an academic career. As seen from this study, only one of the nursing faculty members pursued the typical academic pathway. Seventy-five percent or three out of the four nursing faculty members took a hiatus pre-masters and 50% took a hiatus post-masters. Three of the four nurses did their graduate and doctoral studies part-

time. These faculty members did not have the opportunity to experience the prototypical preservice socialization.

Inservice socialization was defined for the purposes of the study as exposure to the various roles of an academic position while functioning as a junior faculty member. This is the actual period as a junior faculty member which either leads to tenure success or not. In examining the processes by which the 13 faculty members successfully attained tenure, several themes and patterns emerged. It should be noted that 12 of the 13 faculty members had applied for tenure for the first time and were successful in achieving it. One nursing faculty member had applied for tenure in a previous position and had been turned down. Three other faculty members (P2, N3 and N4) had been in previous tenure track positions but relocated due to their husbands' jobs.

In terms of gaining knowledge regarding the key components to tenure success, several areas are examined. Personal attributes, information regarding tenure expectations, role expectations, mentoring, organizational support, and disciplinary differences are analyzed and summarized. The conclusions related to the inservice socialization are discussed in this section.

In regard to personal attributes, determination, discipline, information seeking, time management, and a strong work ethic were the most common traits identified by the faculty as being instrumental to their success. Determination, discipline, and strong work ethic speak to the fact that the inservice socialization process requires focus and productivity to accomplish the work required for tenure. The traits articulated by the faculty interviewed in the

study mirror traits that have been identified with academic success in anecdotal and research literature related to junior faculty. Boice (2000), promoted the use of self-discipline as one of the tools that a new faculty member needs to utilize in order to develop an effective writing agenda. He also advocated the virtues of time management as a device in being productive and as a means of control. Olsen and Crawford (1998) from their research on junior faculty found that junior faculty members who practice effective time management were more likely to be successful within the role.

Research was described as being the most important criterion for promotion by the majority of faculty interviewed for the study. Research was viewed as being a more objective criterion than teaching for tenure. The explanation, which was advanced by more than one faculty member, was that a committee can count the number of publications that a faculty member has generated along with judging the status of the journal in which it is published. This is a quantifiable measure of productivity and prestige. There is no such calculus for teaching.

The importance of service in the tenure process was a significant finding of the study. This third facet of the faculty role has received the least attention in the literature. This study found that organizational service is instrumental in providing collegial recognition for the junior faculty member. Service was found to have value in terms of showcasing the faculty member's leadership aptitude and demonstrating their ability to work in a collaborative fashion. The significance of this networking was seen in two ways. The first is when senior

colleagues, who were members of the Rank and Tenure committees, have served with the tenure applicant on a committee and subsequently approved the faculty member for tenure. The second is when senior colleagues would write letters of support for tenure for the junior faculty member. Service provides value to the tenure process in a nonquantifiable manner.

Few faculty members in this study used formal mentors for assistance in obtaining tenure. Only three faculty members had formal mentors during this process. These mentors were assigned by their departments to assist the junior faculty member. The duties of the senior faculty members seemed to be mainly in providing advice regarding their tenure process and in assisting with the preparation of documents for tenure review.

Informal mentors were used by 53% (n=7) of the faculty interviewed. In this study, utilization of informal mentors was found to be gender specific to female faculty members. Their informal mentors were from both genders. Informal mentoring was found to occur in two different ways. In the first, a junior faculty member seeks out a senior faculty member and goes to him or her for career advice. This type of informal mentoring is the most common one mentioned in the literature. In this study, only one junior faculty member initiated the informal mentoring relationship. The second form of informal mentoring was found to be more common among the faculty members interviewed. Many of the faculty members stated that in reflecting back on their pretenure period they were able to identify senior faculty members who had been beneficial in guiding their careers. These senior faculty members initiated the contact and went to the

junior faculty member suggesting what committees would be helpful to their career. In addition, the senior faculty member would introduce them to other influential faculty members. This career guidance proved to be extremely beneficial to their career advancement.

Modeling was found to be used by faculty members in this study. Sixty-one percent of the junior faculty used this method of modifying behavior and seeking advice in their tenure attainment. Utilization of modeling as a means of learning the organizational expectations enabled the junior faculty to solicit information and advice from more senior faculty members regarding what the senior faculty member perceived to be the expected behavior for tenure attainment. Van Maanen (1977) identified the solicitation of information as part of the socialization process. Faculty members interviewed stated that information was gleaned from multiple sources and then vetted for accuracy. The behavior was common to faculty who were, as the researcher termed information seekers. Information seekers were faculty who actively sought out advice and guidance from senior faculty compared to loners who did not seek advice. Information seekers were found among male and female faculty members but was found to be more common among the male faculty with three out of the four male faculty members using this approach.

As seen from the results of the study, disciplinary differences are reflected in tenure process. These differences occurred in scholarship and workload. In terms of scholarship, each discipline identified and defined what constitutes scholarship for them. The volume of research expected and venue of publication

were areas where these differences were most apparent. N1 related that the Dean of the College of Nursing recommended nursing faculty for tenure with less scholarship than other disciplines. She further explained that this is due to the fact that nursing faculty often did not have time to conduct and publish research due to their workload commitments. T4, a traditional liberal arts faculty related that in his area of expertise, abstracts were considered scholarship, and T1 related that monographs were expected scholarly work in his discipline. T1 also stated authoring a book was considered the ultimate symbol of scholarship in his field. Some of the faculty members interviewed for the study identified that it was important for them to include letters from leaders in their discipline. Their statements regarded expectations of the discipline and included judgments that the faculty member had achieved it. T2 related that at her meeting with the university Rank and Tenure Committee there was a discussion regarding her scholarship and the fact that her research was collaborative not solo. Collaborative research was supported as being the norm for her discipline and she was approved for tenure.

Workload was the second area where differences among the disciplines were apparent. Clinical days versus all classroom teaching impacted the nursing faculty and one faculty member from a professional field of study. Nursing faculty who do clinical teaching are in the clinical setting supervising a group of students for a six to eight hour period. This is in addition to spending at least one to two hours prior to the clinical day visiting the agency to determine appropriate assignments for the students and the time spent post clinical grading care plans

or other assignments. This differs from other disciplines who have preceptors overseeing the students doing their practicum experiences. Nursing faculty members were the only ones who vocalized that clinical days impacted negatively on their scholarly production. All of the nursing faculty interviewed alluded to the fact that engaging in clinical teaching and supervision decreased the amount of time they could devote to scholarship. Interestingly, none of the nursing faculty members interviewed stated that it had an impact on any of the other faculty duties or roles (e.g. service). As previously stated, the College of Nursing does take workload into account when recommending faculty for tenure. This quandary is not specific to this setting, Jones and Van Ort (2001) and Paskiewicz (2003) discussed the importance of acknowledging clinical practice as a form of scholarship for tenure and promotion.

Faculty interviewed for this study identified positive sources of organizational support. Many of the faculty from professional fields of study and traditional liberal art fields reported that fact that they felt that once they were hired that the organization wanted them to succeed. In many cases, these faculty members were chosen over a large number of applicants. All but one identified it as a fair process and stated that the expectations were clearly identified. Sources of information regarding the process were found in the faculty guide, annual contracts, and annual department reviews. According to the faculty interviewed, the annual faculty reviews gave them the most concrete evidence of their progress towards tenure. Feedback was given regarding all areas of the role and identified where they needed to focus. It was also helpful in

getting their documents for tenure review organized annually rather than doing it prior to tenure review.

This study did not find any gender discrimination in regard to tenure attainment. Even with the majority of respondents female, this was not an issue. This view may be slanted due to the positive outcome the women had regarding tenure. Further research among faculty who did not achieve tenure may reveal that there was gender discrimination perceived by those who were not successful. Work-life balance was described as an issue by six of the faculty members – four female and two male. Marcus (2007) stated that the work-life balance which has historically been viewed as an issue for female faculty members is now an issue for both genders.

These are the conclusions related to the findings of this study. The next section identifies the implications for practice. The final section outlines recommendations for future research.

Implications for Practice

This section discusses how the findings can be used to assist individuals, higher education organizations, and the nursing profession regarding faculty tenure issues. Implications for individual career strategies, along with suggested policy changes are outlined. The first section will deal with career strategies for individual faculty.

This study identifies strategies for those who wish to achieve tenure. The initial strategy is the importance of preservice socialization to an academic role. It is evident from the results of this study that there is a strong relationship

between lockstep graduate studies and success in a faculty career. The typical academic career pathway is attending graduate studies full-time, working as a teaching and/or research assistant, and having a mentor for research. The socialization to the role through these various opportunities is valuable to the future academic. Austin (2002) recognized that graduate school was the first phase of an academic career with doctoral education providing insight and training for the faculty roles.

Students who express an interest in an academic career should be advised to pursue that degree on a full-time basis along with being a teaching and/or research assistant. The importance of having mentors should also be part of their academic advisement as this is a key component for a long-term research agenda. Mentors were seen to be instrumental regarding future faculty's research agendas. For the non-nursing faculty, many of the faculty interviewed chose their graduate programs based on their scholarly interests. Nursing faculty typically select a doctoral program based on convenience. Convenience being defined as commutable distance, a cohort/practical schedule program or online program. Once enrolled in a program, they may choose a research study based on expediency rather than its potential to yield a long-term research agenda.

The development of peer relations while in graduate school should also be emphasized as important in terms of support and role acquisition. Faculty, who identified the concept of peer mentoring, stated that these relations developed due to interactions with fellow students in teaching and/or research

assistantships. Peer mentoring fostered common interests and assisted them in acquiring competencies related to the roles of teaching and research. Peer mentoring was identified by students who attended graduate studies on a full-time basis.

In terms of inservice career management, the study found that it is in the best interest of the individual faculty member to begin planning for tenure upon entry to an organization. Knowledge regarding the organizational expectations for tenure is the initial step in the process. Faculty handbook, contract, and annual reviews are sources for formal guidelines regarding tenure. As seen in this study, there is an advantage to being an information seeker, and using modeling as techniques for assimilation into an organization. Informal information is obtained from senior faculty who were successful in the process. It was noted in the study results that this information should be vetted for accuracy.

Research is the number one criteria for tenure and therefore the faculty member must have an active research agenda from day one and be productive in publishing their scholarship. Faculty who took a break during their first few years of teaching describe a hectic period of trying to catch up on their scholarship in order to prepare for tenure. Solo or collaborative research projects seem to be discipline specific. Junior faculty should identify discipline-specific research norms for tenure prior to pursuing their research.

In terms of personal attributes that faculty members identified as being important to their success, determination, and discipline were listed as the characteristics which most faculty interviewed felt contributed to their success.

These attributes indicate a strong resolve is needed to do the work required for tenure. Time management is another important behavior identified by the faculty members. Being able to carve out time for conducting and writing up their research is essential for success. Faculty interviewed for this study were able to have a substantial portfolio for tenure. Many of the faculty members stated that time management was an essential component of their success. In analyzing the volume of work that is needed to be successful in tenure attainment, faculty would need to utilize this skill to manage the work required by tenure. The importance of service for networking and collegial recognition was another result of this study. Junior faculty members in mapping out their academic career must invest some time in determining how they wish to devote the time for service commitment. Even though this is not the most important criteria for tenure, it does have intrinsic value to the process.

The overall perception by the faculty members interviewed for this study was that this university was a supportive environment for tenure. Supportive environments tend to have happy, productive faculty. From the data gathered there did not appear to be a finite number of tenure positions granted per year rather the faculty member had to meet the criteria set for tenure within their department, college, and ultimately the university. Organizations must have clearly stated criteria for tenure in order to promote faculty success. Annual reviews by departments and divisions are a good means of identifying expectations for tenure and tracking faculty progress toward this goal. Senior faculty who comprise the membership of the department and division review

committees provide useful advice to junior faculty regarding the review process along with providing guidance regarding the unwritten rules of the organization (Gazza & Shellenbarger, 2005). Early and frequent feedback can be key to faculty success especially with junior faculty members who may not have had the preservice socialization (Olsen & Crawford, 1998).

Higher education organizations must recognize that practice disciplines such as nursing and fine arts have criteria for their specialties that do not fit the typical academic model. As these disciplines become housed within baccalaureate and graduate programs, tenure requirements, and standards for these faculty members must be addressed differently. This requires that the Chief Academic Officer identify the differences, acknowledge appropriate criteria for the discipline for tenure (e.g., less service duty, productions included under scholarship), and communicate this to the Rank and Tenure Committee. As the higher education system embraces these practice disciplines, accommodations need to be made to recognize their unique differences especially in the area of scholarship and workload.

The impact of these findings are important for the profession of nursing that lack a sufficient number of doctorally prepared faculty. The effect on the profession is twofold: first, nondoctoral nursing faculty teaching in institutions of higher education do not command the same respect as their doctorally prepared peers, and second, nondoctoral nursing faculty are limited in participating in the governance of the organization by not being able to obtain tenure. As demonstrated by the results of this study, the profession of nursing needs to

promote a lockstep approach to graduate studies for nurses interested in academic careers. Rather than discourage nursing students to go to graduate school after completing their undergraduate studies, students interested in a faculty position should be encouraged to go to graduate school upon completion of their baccalaureate programs. Preservice socialization should be promoted through full-time studies, teaching and/or research assistantships, and mentoring. Mentoring is important in terms of establishing a research agenda. Development of a research agenda should be promoted in graduate school. Once a nursing faculty member is hired in a higher education institution, the dean of the program should assign senior faculty to work with the novice or junior faculty member to outline a plan for tenure. Time-management, and scholarly production should be emphasized as keys to success. One of the most important contributions that the nurse administrator in a higher education program can make to assist the faculty member is to devise a realistic workload for the junior faculty member interested in tenure attainment. Clinical assignments should be limited, and overload should be discouraged in order for the faculty member to have time to perform the scholarship necessary for tenure.

While organization support is critical, the individual faculty member's motivation is ultimately key to success in tenure. Organizations can provide the opportunity and tools that would enable success but the work still remains with the individual faculty member.

Recommendations for Future Research

This was an exploratory study regarding the perceptions of recently tenured faculty. From this study there are many areas for future research. The first area would involve replication of the same study in different types of higher education institutions to determine if similar results occur. This study involved faculty from a mid-size Catholic university in the Middle Atlantic states. This university emphasizes teaching as its core mission and is not known as a major research university even though many of the faculty interviewed identified that research is becoming more important to the core mission. To determine if the results are reflective of the experiences of all faculty within a teaching university who are successful in achieving tenure this study should be replicated in colleges that have similar core values. Another perspective can be obtained by replicating the study in major research institutions to determine what are the similarities and differences in faculty's perception regarding tenure experience within an university with an aggressive research agenda. It is recognized that the type of institution and its philosophy will attract different types of faculty but the perspective would be interesting and provide additional knowledge regarding the process.

This study examined the perspectives of faculty who were successful with tenure attainment. A qualitative study using similar questions with faculty who were not successful in achieving tenure would yield information regarding barriers either from a personal or organizational perspective to tenure. It would examine faculty career paths, socialization to the role, and perspective regarding

why they were denied tenure. It would be helpful in determining the impact that work-life issues or politics may have had in the process.

A quantitative study can be designed from the conclusions of this study. A survey of the key findings in terms of the importance of service, sense of community, supportive work environment, and the importance of presocialization can be developed and distributed to faculty in colleges and universities to continue to generate additional knowledge and validate the findings of this study. This will strengthen the findings of the research and contribute to the body of knowledge.

In terms of the nursing faculty, one of the patterns that emerged was that all four nursing faculty members interviewed had had at least one or more fulltime academic positions prior to being employed in this institution. They were not novice faculty. For all of the nursing faculty interviewed this was their first tenured position. The data from this study showed that the prior positions had a strong impact regarding the faculty members' knowledge of tenure requirements and preparation for tenure. A research study could be designed that looks at the impact of prior work experience and tenure attainment in nursing. Additionally, three of the four nursing faculty members came to their positions with established research agendas and had either prior publications or publications in the pipeline. Examining the relationship between having an established research agenda and tenure success would prove to be an interesting quantitative research project.

Given the atypical academic track of nursing faculty, one of the recommendations for further research would be to explore is how nursing faculty

view tenure and is it perceived as being important to them given the competitive job market for doctorally prepared nursing faculty. N1 offered the sentiment that tenure was not that important to her. This was only articulated by one other faculty member from the professional disciplines. It would be interesting to explore if this response had to do with having successful nonacademic careers prior to becoming faculty members. N4 echoed a similar sentiment in a follow-up conversation with her when she stated:

Nursing faculty with an established research and publication record are constantly being recruited by other organizations. Nursing faculty will move to other positions even when tenured for better compensation and titles (interview, January 17, 2007).

This competitive environment differs greatly from the job market of most academic faculty. A quantitative study of nursing faculty with 10 years of experience or more to examine career paths, importance of tenure, and career decisions would provide information for recruitment and retention of faculty.

Research exploring the phenomenon of peer mentoring within graduate education needs to be done. Peer mentoring was described by many of the faculty members interviewed as being an important part of learning the roles related to academia. This mentoring appeared to be done in terms of the roles of teaching and research. The question emerges does peer mentoring also serve the purpose of being a support system for graduate students? A qualitative study exploring this form of mentoring would provide useful information in examining this aspect of graduate life and its importance in future academic careers.

The value of service in tenure attainment was one of the findings of this study. This aspect of promotion has received little attention in the literature. Research on the tenure process has examined the importance of teaching and research on achieving tenure. Based on the data obtained in this study and the review of the literature, research into this area of the tenure process would be useful. The relationship of service to networking within the organization, recognition among senior faculty, and leadership ability would provide useful information.

The final area of research that the author identified from the findings of this study involves differences between disciplines. Many of the faculty members interviewed did state that the requirements for tenure within their discipline differed from other disciplines. These faculty articulated that the university Rank and Tenure committee members did not always account for differences between the disciplines in their review. A recommended research study would be interviewing or surveying faculty members who have served on university Rank and Tenure committees to determine what were the key components for recommending tenure and how they accounted for these differences.

These are some of the research projects that have been identified based on the results of this study.

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Appendix A: Letter of Solicitation

Marie A. Cueman
17 Briarwood Rd.
Florham Park, NJ 07932

(Date)

(Name of Faculty Member)

Address

Dear (Name of Faculty Member):

This letter is to request your participation in a study being conducted at Seton Hall University on tenure attainment. As a doctoral candidate at Seton Hall University, College of Education & Human Services, Department of Education Leadership Management and Policy this research is being conducted as part of the requirements for a Ph.D. in Higher Education Administration program. As a recently tenured faculty member, your insight regarding tenure will be helpful in assisting nontenured faculty members understand the process. The purpose of this letter is to recruit you as a member of a study regarding tenure success.

Purpose of the Research:

The intent of the study is to examine the experiences and perceptions of recently tenured faculty. It will explore the experiences, behaviors, attitudes and other factors from the individual faculty member's perspective that have lead them to be successful in tenure attainment. This information will be helpful in the retention of faculty.

Duration of Participation:

The faculty who participate in the study will be interviewed for approximately one to one and one-half hours. The interviews will be conducted in study rooms located in the Seton Hall University library. Participants do have the option of being interviewed in their offices.

Description of Procedure:

An informed consent form will be signed prior to the beginning of the interviews. The interviews will be audiotaped and transcribed. Upon completion of the transcription of the interviews, the participants will be asked to review the transcripts. Attached are sample questions from the study. The interview will consist of other questions that will evolve from the interview process. Faculty will also be asked to provide a copy of their curriculum vitae. The information on the curriculum vitae will be analyzed to support the work required for tenure.

Participation is Voluntary:

Participation in this study is voluntary and all information will be treated with confidentiality. You are free to not answer any questions or to withdraw at any time from the study.

Statement of Anonymity:

Due to this being a qualitative study with an interview format, the names of the participants will be known to the researcher. The participants will be identified during the interviews by their first name only and the audio tapes will be destroyed once the study has been completed. Subjects will be assigned a letter and number (e.g. A1) in reporting of data.

Risks to Subjects:

The researcher anticipates no negative consequences for subjects participating in this study.

Access to Data and Confidentiality:

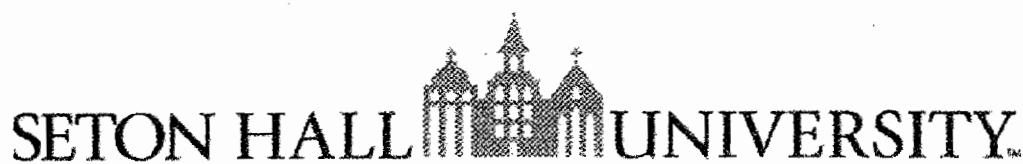
The participants will be identified during the interviews by their first name only. The tapes will be marked with assigned codes along with the date of the recording. The audio tapes and transcriptions will be stored in a locked storage cabinet located in the researcher's office. Any publications that result from the findings of this research will not include any information that will make it possible to identify the subject. Research records will be stored in a locked cabinet and only the researcher will have access to the records. Copies of the audio tapes will be kept until the dissertation is completed and then they will be erased.

Thank you, for your anticipated support and participation, in this study. Please feel free to contact me at 973.377.3003 or cuemanma@shu.edu for any questions you may have regarding the study. You will be contacted within the next two weeks to discuss your possible participation in this research project.

Sincerely,

Marie A. Cueman, M.S., R.N

Appendix B: Consent Form



1 8 5 6

Consent Form

This is a research study regarding faculty's perceptions of why they were successful in achieving tenure. Participants were selected because they have received tenure within the past four years.

1. Researcher's Affiliation:

This study is being conducted by Marie A. Cueman a doctoral candidate at Seton Hall University, College of Education & Human Services, Department of Education Leadership Management and Policy as part of the requirements for a Ph.D. in Higher Education Administration.

2. Purpose of the Study:

The purpose of this study is to examine the perceptions of University faculty members who were successful in obtaining tenure.

3. Procedures:

Participants will be interviewed by the researcher in a library study room or their office for approximately one to one and one half hours. The interview will be audio taped. Participants will be requested to provide a copy of their curriculum vitae.

4. Voluntary Nature of the Study:

Participation in this study is voluntary. Participants are free to not answer any questions or withdraw from the study at any time.

5. Anonymity:

Due to this being a qualitative study with an interview format, the names of the participants will be known to the researcher. First names only will be used during the interviews. Subjects will be assigned a letter and number (e.g. A1) on the tapes and for the purpose of reporting data.

6. Confidentiality:

The records for this study will be kept secure and confidential. Subjects will be identified by the assigned code. First names only will be used on the tape. Full names will not be used in any part of the study materials. Access to the recordings and transcripts of the recording will only be available to the researcher and her committee. The tapes will be marked with the assigned code and the date of the recording. The audio tapes and transcriptions will be stored in a locked storage cabinet located in the researcher's office. Any publications that result from the findings of this research will not include any information that will make it possible to identify the subject. Research records will be stored securely and only the researcher will have access to the records. Copies of the audio tapes will be kept until the dissertation is completed and then they will be erased.

7. Risks and Benefits of being in the Study:

The researcher anticipates no negative consequences or risks in participating in this study. If at any time during the study the participant feels

uncomfortable and wishes to withdrawn from the study, the request will be honored. The benefits of participating in this study are that the information will be used to develop a body of knowledge regarding factors that may influence faculty success.

8. Contacts and Questions:

The researcher conducting this study is Marie A. Cueman. She can be contacted at Seton Hall University, College of Education & Human Services, Department of

Education Leadership Management and Policy at the Higher Education Administration Program. The phone number is 973.313.6334 and email address is cuemanma@shu.edu . Dr. Martin Finkelstein is the research advisor for this study. He is a faculty member in the Higher Education Administration Program at the College of Education & Human Services, Department of Education Leadership Management and Policy. Dr. Finkelstein can be reached at 973.275.2056 or by email at finkelma@shu.edu . The Seton Hall University Institutional Review Board may be contacted c/o Mary F. Ruzicka, Ph.D, Office of the IRB, Presidents Hall, Seton Hall University, South Orange, NJ 07079. The phone number is 973.313.6314.

A copy of the consent will be given to all participants for their records.

Statement of Consent:

The participant has read the above information and gives consent to participating in this study.

Audio-taping Consent:

The signature below indicates that the participant is giving written permission to have the interviews audiotaped. First names only will be used on the tape. Full names will not be used in any part of the study materials. Access to the recordings and transcripts of the recording will only be available to the researcher and her committee. The researcher will be transcribing the tapes. The tapes will be marked with the assigned code and the date of the recording. The audio tapes and transcriptions will be stored in a locked storage cabinet located in the researcher's office. Participants in the study have the option of listening to the tape after the interviews and requesting that the tape be destroyed and not used.

Signature

Date

Signature of Investigator

Date

Appendix C: Coding Tool

Codes and Research Questions

Research question #1 – Education and career preparation

Concept: Preservice Socialization

PRESERVICE SOCIALIZATION	SUBCONCEPT	PRE-SOL	INTERVIEW	
	Undergraduate	PRE- SOLUG		
	Teaching assistant	PRE- SOLTA		
	Research assistant	PRE- SOLRA		
	Fellowship	PRE- SOLFS		
	Formal courses related to academia	PRE- SOLFC		
	Attractiveness of academic life	PRE-SOLAL		

Research Question #2 – Mentoring

Concept: Mentoring

MENTORING	SUBCONCEPT	MEN	INTERVIEW	
Graduate School	Formal	MENGRF		
	Informal	MENGRIN		
	Committee Chair	MENGRCC		
	Other	MENGROT		
University	Formal	MENUF		
	Informal	MENUIN		
	Women's Group	MENUWG		
	Other	MENUOT		

Research question #3 – Socialization

Concept: Socialization (on the job)

SOCIALIZATION	SUBCONCEPT	SOL	INTERVIEW	
	Networking	SOLNET		

Research question #4 - Success

Concept: Personal Attributes

Personal Attributes	Subconcept	PER	Interview	
	Determination	PERD		
	Strong work ethic	PERWE		
	Motivated	PERM		
	Perseverance	PERP		
	Disciplined	PERDIS		
	Goal-oriented	PERGO		
	Strategy	PERST		
	Non-strategy	PERNS		
	Information seeker	PERIS		
	Loner	PERL		
	Team player	PERTP		

Research questions #5 and 6 – workload and role

Concept: Research

RESEARCH	SUBCONCEPT	RES	INTERVIEW	
	Graduate school	RESGR		
	Continued →academic life	RESC		
	Continuous agenda	RESCA		
	Multiple projects	RESMP		
	Love of research	RESLOV		
	Means to an end	RESME		
	Sole researcher	RESSO		
	Collaborative researcher	RESCR		
	#1 for tenure	RES#1		
	Research as duty	RESDU		
	Referred journals	RESRJ		
	Pipeline	RESPL		

Concept: Teaching

TEACHING	SUBCONCEPT	TCH	INTERVIEW	
	Valued at SHU	TCHVA		
	#1 Criteria	TCH#1		
	#2 Criteria	TCH#2		
	#3 Criteria	TCH#3		
	Student focus	TCHST		
	Average teachers →tenure	TCHAVE		
	Attracted to SHU due to philosophy	TCHPHIL		
	Love of teaching	TCHLOV		
	Part of duties	TCHDU		
	Subjective criteria	TCHSC		

Concept: Service

SERVICE	SUBCONCEPT	SER	INTERVIEW	
	#1 Criteria	SER#1		
	#2 Criteria	SER#2		
	#3 Criteria	SER#3		
	Networking	SERNET		
	Knowledge of university	SERKNOW		
	Politics	SERPOL		
	Collegial recognition	SERREC		
	Valued	SERVAL		
	Selective process	SERSEL		
	Minimal service	SERMIN		
	Maximal service	SERMAX		

Research Question #7 – Disciplinary expectations

Concept: Discipline

DISCIPLINE	SUBCONCEPT	DIS	INTERVIEW	
	Definition of scholarship	DISDOS		

	Expectations	DISEXP		
	Network	DISNT		

Miscellaneous

Concept: Gender Differences

GENDER	SUBCONCEPT	GEN	INTERVIEW	
	Discrimination	GENDIS		
	Different standard	GENDSTD		
	Work balance issue	GENWBI		
	Work balance issues – male	GENWBIM		
	Subtle	GENSTL		
	Department	GENDPT		
	University	GENUNI		
	Women's group	GENWG		
	None	GENNO		

Concept: Expectations and communication:

Expectations	Subconcept	EXP	Interview	
Department	Formal	EXPDF		
	Informal	EXPDIN		
	Supportive	EXPDS		
University	Formal	EXPUF		
	Informal	EXPUIN		
	Supportive	EXPUS		
	Unclear	EXPUCL		

Date: _____

Special Notes:

Appendix D: Proposed Interview Questions

Preservice Socialization:

1. What was the focus of your dissertation?
2. Did you get go straight through for your education?
3. How long did it take you to complete your doctoral degree?
4. Describe how your education prepared you for your faculty positions.
5. Did you have a formal or informal mentor in graduate school?
6. Describe your relationship with your faculty advisor.
7. Describe your relationship with your dissertation chairperson and members of your committee.
8. Who was the most influential person during your graduate education?
9. Describe what networking you did as a graduate student.
10. How did you get your first teaching position?
11. Were you a teaching or research assistant during your doctoral education?
12. If so, what impact did it have on your novice faculty years?
13. Describe the disciplinary expectations for your position post graduation.
14. How familiar were you with the tenure requirements during your doctoral studies?
15. Did anyone ever discuss tenure with you during this time?

Inservice Socialization:

1. What courses and/or continuing education have you done postdoctorate?

2. Do you ever take courses in teaching or research postdoctoral degree to help you in your faculty role?
3. Does your department or the university offer faculty development programs?
4. Is this your first teaching position?
5. How did your other jobs prepare you for tenure?
6. Is this your first job postdoctoral degree?
7. Did you have a formal or informal mentor(s) during your novice faculty years?
8. Describe your relationship with your mentor.
9. Who was the most influential person during your novice faculty years?
10. Describe your relationship with that person.
11. What if any networking opportunities do you have with other faculty? (within organization or outside the organization)
12. Describe the process by which you were informed about the expectations of your role.
13. Describe the preparation that you had for the faculty position.
14. Describe the feedback or assessment process regarding how you were doing in your role.
15. How did you manage the aspects of teaching, research and service?
16. Describe the disciplinary expectations for your present position.
17. Describe any differences between your academic discipline and others within the university setting.
18. Describe the support process provided by the department and/or university for tenure attainment.
19. Who do you think was most influential in assisting you in obtaining tenure?