

The seal of Georgetown University is a large, light blue watermark on the left side of the slide. It features an eagle with wings spread, holding a shield on its chest and a cross in its talons. Above the eagle is a lyre. The seal is surrounded by a laurel wreath and the Latin motto "SIGILLUM UNIVERSITATIS GEORGETOWNIANAE" and the date "1864".

Barriers to Nursing Faculty Scholarship Productivity in the Academic Setting

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DISCLOSURES

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Presenters have no actual or potential conflicts of interest in relation to this presentation.

LEARNING OBJECTIVES

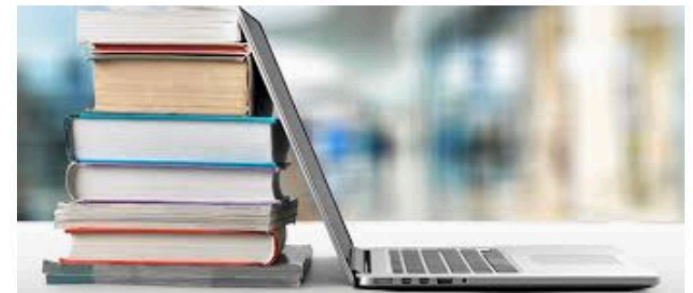


The learner will be able to:

- Identify perceived barriers to scholarship productivity among non-tenure track faculty
- Recommend potential solutions to promote faculty scholarship

Why is Scholarly Activity Important?

- Expectation for tenure *and* non-tenure track faculty for promotion in rank
- Essential foundation for nursing discipline
- Bridges science and clinical practice
- Provides greater job satisfaction
- Enhances overall health care



Challenges to Productivity

- Increased faculty workloads related to vacancies and rapid expansion in doctoral programs

(Arian, Soleimani & Oghazian, 2018)

- Nursing faculty –
 - Additional expectations for practice, including certifications, licensure, and continuing education
- Early career faculty
 - Challenging to establish career scholarly trajectory
 - Require orientation to teaching and evaluation
 - Less experience with research, writing, and IRB

Challenges to Productivity

- Facilitate productivity to meet demand for faculty

(Smeltzer, Sharts-Hopko, Cantrell, Heverly, Wise, Jenkinson, & Nthenge, 2014)

- Frequently perceived barrier in literature

➔ lack of mentoring

- Determining barriers in each setting important to implement



Study Aims

- Identify perceived barriers to scholarship among university non-tenure track faculty
- Compare faculty sample characteristics to perceived barriers
- Recommend potential solutions to promote faculty scholarship

Methods

- Cross-sectional, descriptive study
- Investigator-developed, 20 question survey tool - factors identified from literature review
- Designed to compare sample characteristics and explore identified barriers to scholarship productivity
- Setting:
 - Carnegie classification R1 university
 - Doctoral Universities - Very High Research Activity
 - School of Nursing and Health Studies

Procedures

- Approved by expedited IRB
- Survey responses were anonymous
- Distributed electronically to 226 full-time, part-time and adjunct non-tenure track nursing faculty
- Data analysis was completed using descriptive statistics and SPSS software



Demographic results

- 50 responses (22%):
 - 24 (48%) FT
 - 24 (48%) PT/adjunct
 - 2 did not respond
- Doctoral degree: 71% of FT and 38% of PT/adjunct
- Enrolled in doctoral education: 16%
- Primary responsibility:
 - 52% teaching
 - 48% administration, research, or practice

Comparative Results

Differences by employment status:

➤ Fulltime faculty

- More time devoted to scholarship ($p = .023$)
- More time devoted to service activities ($p = .002$)
- More time devoted to administrative activities ($p = .032$)

➤ Adjuncts

- More time devoted to clinical practice ($p < .001$)

Perceived Barriers to Productivity

- Faculty asked to rank potential barriers from 0 (no barrier) to 5 (most significant barrier)
- Higher mean scores indicate identified barrier was more significant as impediment to scholarly activity

Top 4 Identified Barriers



FACTORS

MEANS

- | | |
|---|-----|
| • <i>Lack of available time to engage in scholarly activities</i> | 3.7 |
| • <i>Lack of protected time to engage in scholarly activities</i> | 3.6 |
| • <i>Difficulty maintaining work/life balance</i> | 3.4 |
| • <i>Lack of funding mechanisms to support scholarship of teaching or application</i> | 3.4 |

Additional Highly Ranked Factors



FACTORS

MEANS

- *Mental energy required for role complexity – practice, teaching, service, scholarship*
- *Support for scholarship work outside peer-reviewed journals*

3.1

3.0

Factors With Lowest Ranked Means

FACTORS

- *Scholarly writing skills*
- *Confidence*
- *Work habits*
- *Motivation*

Results

- Significant difference found comparing the means of the 5 top rated barriers to the means of the 5 lowest rated barriers ($p < .001$)
- No significant difference in scores between fulltime and part-time/adjunct faculty
- No significant difference in scores between faculty who are employed in one position compared to those employed in two positions

Conclusions

- Recommendations for practice:
 - Protected time for faculty scholarship
 - ▶ Impacts faculty budget
 - Creative realignment of workloads
 - Strategies to improve scholarly productivity and avoid distractions (Schrager and Sadowski, 2016)
 - Faculty development and early-career mentoring on time and energy management strategies
 - Healthier and better working environments

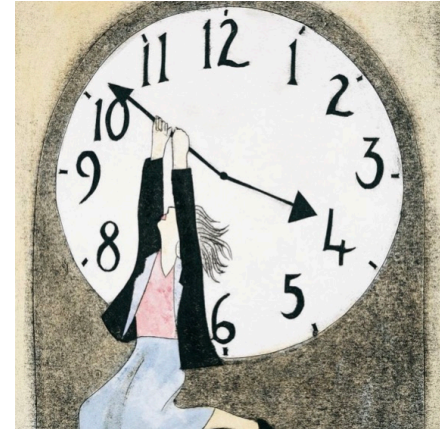


Limitations

- Small sample size
- Distinct context – Non-tenure track faculty employed at a high research designated university
- Investigator developed survey tool

Key Implications

- Workload/inadequate time is a significant barrier to faculty scholarship



- Mentoring related to work-life balance may be the most important type of mentoring
- Permanent solutions may require financial commitment

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QUESTIONS?



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