

**Title: The Transition from Practice to Academia -The Lived Experience of Novice Nurses**

Name: Ruth Igbekoyi

Affiliation: University of Saskatchewan

Proposed Ph.D. Student

High-quality clinical nursing practice (CNP) results from good education; moreover, CNP excellence does not guarantee instructional skills as nurse educator (NEs) because CNP's proficiency differs from academic competency. Although nurse clinicians (NCs) are not necessarily educators, yet, due to the nurse faculty shortage (NFS), universities are increasingly recruiting NCs directly from CNP into academia to teach. Transitioning from CNP to academia necessitates careful consideration of numerous aspects, including those that encourage retention and those that discourage attrition. As nurses transition from CNP to educational settings, they may encounter various challenges that impede their efficacy and assimilation.

Due to the NFS, the capacity to increase nursing enrollment exceeds the pool of qualified nurse academics to train the future generation of nurses; thus, NCs straight from practice are recruited. The emerging motif of these novice NEs' experiences encompasses work-life imbalance, pay disparity between NCs and NEs, confusion, stressful role transitions from inadequate or lack of communication of expectations regarding their role, frustration from nonexistent or vague role expectations, and a lack of structure; lack of guidance and orientation to help them adjust; unmanageable workloads and balancing academic responsibilities; and a surprising amount of preparation time, resulting in stress and negative feeling that degenerate into incivility towards administrators and other faculty members. and intentions to leave the position.

Using Schlossberg's transitional theory as a theoretical framework, hermeneutics phenomenology will be conducted to explore the lived experience of novice NEs who have transit from CNP into academic role.