

**Title of abstract:** Experiences of Tenure-Track Nursing Faculty: A Focused Ethnography

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### **Abstract**

The nursing faculty shortage is a global nursing concern. Nursing faculty members are aging, and it is imperative to recruit and retain new faculty. Although, retention challenges have been discussed in descriptive literature, there is limited research about the experiences of new PhD-prepared tenure-track faculty and, in particular, Canadian nursing faculty. A focused ethnography design was utilized to explore the experiences of new Canadian PhD-prepared, tenure-track faculty. The aim of this study was to understand more deeply the experiences of faculty in terms of teaching, research, and service. As focused ethnographies do not require extensive participant observations, virtual, semi-structured interviews were conducted to collect rich data from 17 participants representing regions across Canada. Roper & Shapira's stages for thematic analysis were used to develop key themes about research program development, teaching in academia, service, and overall transition to academia. Some key findings were research mentoring needs, teaching release time to aid research program development, mentoring for navigating academic culture, and balancing workload and life. Implications for practice were teaching time release, mentors for research and teaching, clearer explanations of tenure criteria, and standardized faculty orientations. As a paper-based thesis, the findings and implications for practice are formatted in three separate manuscripts: research focused, teaching focused, and transition focused. This research contributes to a deeper understanding of Canadian nursing faculty tenure-track experience and the influences of academic culture and personal culture of new faculty's experiences.

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