A TRANSCENDENTAL PHENOMENOLOGICAL STUDY EXPLORING THE PERCEPTION OF SCHOLARSHIP REQUIREMENTS FOR TENURE AND PROMOTION IN HEALTH PROFESSIONS PROGRAMS

by

Harrynauth Persaud

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2022

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Abstract

The purpose of this study is to explore the perception of scholarship requirements for faculty members teaching in Health Professions Programs (HPP) at a public institution of higher learning located in NYC. This research was guided by the self-determination theory (SDT), which examines how an individual's social interaction can influence different types of motivations. Guided by a central research question and two sub-questions, this study utilized a transcendental phenomenological approach to gain a better understanding of HPP faculty perceptions regarding the requirements for academic scholarship. Three different data collection approaches were used, including individual in-depth interviews, word association, and journal prompts, in order to provide a better representation of the data. The collected data were transcribed verbatim and analyzed via a qualitative inductive approach using thematic analysis. For better flow and ease of interpretation, the results were categorized into themes based on the three research questions. Seven major themes were derived from the data which include: the need for clearer policies, the impact of institutional support, the lack of standardization, preparedness for scholarship, unbalanced 3-legged stool, pressure to engage in passionless work, and a broader scope of scholarly activities. The main takeaway was that clinical and HPP faculty members at this institution experienced significant challenges and barriers along the reappointment, tenure, and promotion process. Recommendations to scrutinize and overhaul the process based on these challenges were strongly encouraged, to ensure the successful professional growth of these faculty members and create a positive institutional climate.

Keywords: tenure, promotion, scholarship, academic freedom, higher education, health profession faculty, phenomenology

Dedication

This research is dedicated to my wife, Jennifer, my son, Ganesh, and my daughter, Jasmine. Words cannot express my gratitude for their unparalleled support and understanding. They have been my rock and my motivation, cheering me on every step of the way. So, from the bottom of my heart, thank you.

I also dedicate this research to anyone who believes in themselves, that they can do anything they desire, and those who value and seek an education regardless of the circumstances.

Finally, and most importantly, I dedicate this dissertation to God, who has given me the health, strength, and guidance to complete this dissertation.

Acknowledgments

I want to acknowledge and thank all the Liberty University professors who have taught me and provided helpful feedback and guidance throughout this dissertation process. A special thank you goes to my dissertation chair, Dr. Jerry V. Pickard, and dissertation committee member, Dr. Sarah Pannone, for their invaluable support, guidance, and understanding. This research would not have been possible without their help. I would also like to thank Dr. Timothy Fobbs, and Dr. Jerry Woodbridge, for their keen interest and support for student success. Finally, I want to thank my colleagues, Dr. Robert Brugna, and Dr. Bernard Beckerman for their positivity, inspiration, and encouragement to see me grow professionally.

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List of Abbreviations

American Association of University Professors (AAUP)

American Council on Education (ACE)

American Historical Association (AHA)

American Psychological Association (APA)

Clinical Laboratory Sciences (CLS)

Health Professions Programs (HPP)

Health Sciences (HS)

Institutional Review Board (IRB)

National Institute of Health (NIH)

New York (NY)

New York City (NYC)

New York State (NYS)

Occupational Therapy (OT)

Personnel and Budget (P&B)

Physician Assistant (PA)

Physician Assistant Education Association (PAEA)

Self-Determination Theory (SDT)

Social Work (SW)

University of Greatness (UG)

Word Association (WA)

CHAPTER ONE: INTRODUCTION

Overview

The criteria for scholarship as it relates to tenure and promotion varies by academic institutions and across disciplines, with no standardization in the guidelines (Smesny et al., 2007; Snider et al., 2021). In clinical and health profession programs, the qualifying criteria for faculty scholarships are even less understood, leading to very little guidance for faculty members in these programs to navigate the tenure and promotion process (Smesny et al., 2007). This chapter provides an overview of this research, which aims to understand the perception of scholarship requirements for tenure and promotion in Health Professions Programs (HPP). This will be achieved by first discussing the background of the topic, which includes the historical, social, and theoretical perspectives. This is followed by an examination of the problem statement, purpose statement, and the significance of the study. Finally, the research questions will be clearly stated, followed by a list of definitions and a chapter summary.

Background

The generalized requirements for tenure and promotion for academic institutions of higher learning within the United States (U.S.) fall under three categories: teaching, research (scholarship), and service (Drake et .al., 2019; Paskiewicz, 2003; Register & King, 2018). Within this trifecta, faculty members, particularly those in HPP, struggle more with the research or scholarship portion, mainly due to the misunderstanding that exists in this area, leading to the hesitancy of faculty engagement (Cavallario et .al., 2021). The notion of “publish or perish” has been the belief for decades in the world of academia (Niles et al., 2020), which led to the expectation that publishing in peer-reviewed journals is the expected norm as it relates to scholarship. Data compiled by the American Journal of Experts supported this belief, which revealed that there was a 56% increase in publications between 2006 and 2016, with the U.S. having the greatest number of publications, followed by China (American Journal of Experts, 2016). Acknowledging that there may be variation in requirements between private and public academic institutions, this research will mainly focus on the cultural norms for tenure and promotion within a public institution located in New York City (NYC).

Historical Context

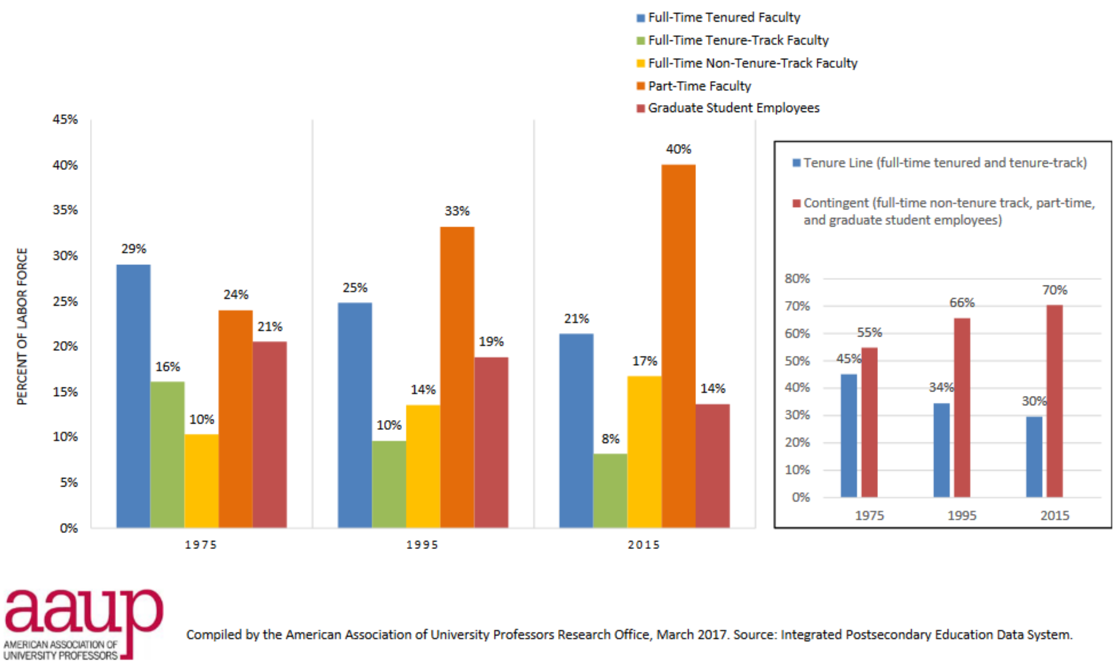
The concept of tenure and academic freedom was developed in 1915 by the Committee on Academic Freedom and Academic Tenure of the American Association of University Professors (AAUP). They created a statement called the 1915 Declaration of Principles, which was officially endorsed and accepted by the Association at their meeting in December, 1915 (AAUP, 2006b). Ten years later, the American Council on Education (ACE), in collaboration with the AAUP, consolidated the original 1915 statement on academic freedom, which was renamed the 1925 Conference Statement on Academic Freedom and Tenure. In 1940, there were further deliberations and collaborations among academic associations from which the 1940 Statement of Principles on Academic Freedom and Tenure was developed (AAUP, 2006b). This statement became the framework for policies used today in academic institutions across all disciplines regarding tenure, promotion, and academic freedom (AAUP, 2006a).

Founded in 1976, the University of South Carolina's History Department was one of the oldest and first public institutions in the U.S to have adopted specific criteria for tenure and promotion for its faculty members in 1983 (Schulz & Clements, 1999). Starting with only one faculty member, the requirements for faculty scholarship were more focused on the public application of the faculty member's work rather than scholarly publications. However, over the years, as the department's faculty members increased in number, the department was faced with increased challenges getting faculty members promoted to associate and full professor at the university level, as they were looking for more tangible forms of scholarship (Schulz & Clements, 1999). Given this predicament, the department turned to the American Historical Association (AHA) for guidance, which defined scholarship as a process and not necessarily a product (AHA, 2017). This process is said to be different from traditional research and involves innovation, integration, application, and the transformation of knowledge. It further purported that the process of peer review is essential but could include peer-reviewing from a wider group of peers and is not necessarily limited to academic peer-review (AHA, 2017).

For over 40 years the tenure system, which had served as an umbrella protecting faculty across the country, is being faced with challenges and is at the point of collapsing (AAUP, 2014). Before the 1970s, almost all full-time faculty were hired on a tenure-track position, with more emphasis being placed on teaching. In recent years, there has been a greater increase in the availability of teaching-intensive positions when compared to research-intensive positions. Most of the faculty members now hired for teaching-intensive positions were not offered a tenure-track option (AAUP, 2014). Figure 1 shows how the tenure-track appointments trends have decreased over the last 40 years, between 1975 and 2015. Overall, it showed that in 1975 the gap between tenure/tenure-track faculty to non-tenure/non-tenure track faculty was only 10%. However, four decades later, there was a significant increase in the appointment of non-tenured track faculty members, demonstrating a 40% gap between the two appointment types (AAUP, 2021). A more recent survey further supported this trend. The AAUP analyzed survey data from 2016 and found that this gap between faculty appointments is increasing. When compared to the prior survey results, as shown in Figure 1, non-tenure-track faculty has increased 3% in one year, with a current rate of 73%. See figure 2 for more details (AAUP, 2021).

Figure 1

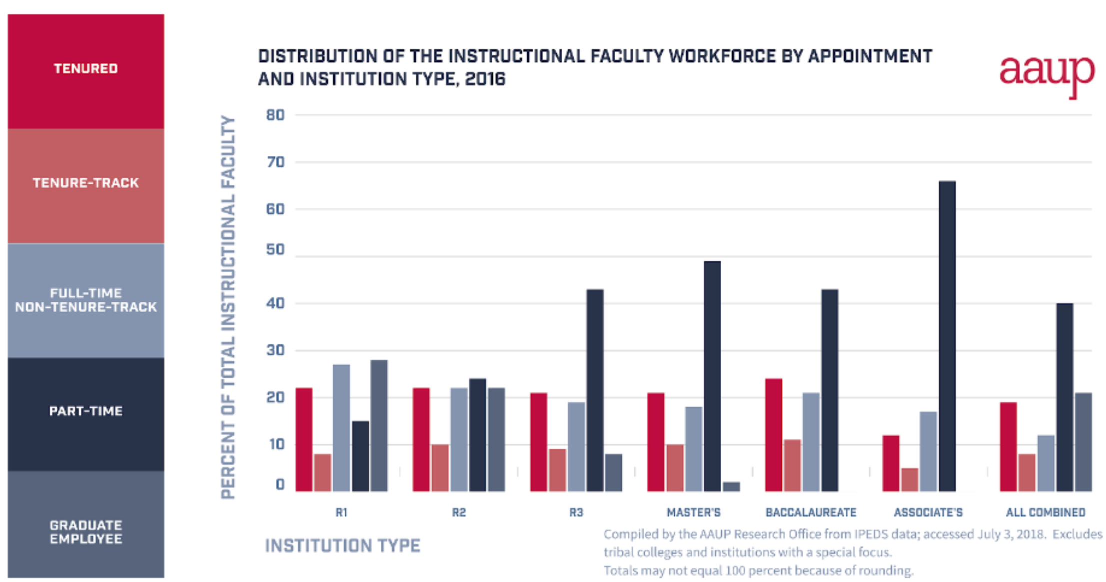
Trends in the Academic Labor Force, 1975-2015



Source: AAUP (2021) – See appendix C for permission.

Figure 2

Distribution of the instructional faculty workforce by appointment and institution type, 2016



Source: AAUP (2018) – See appendix C for permission

Those teaching in the clinical and health professions programs also experienced a similar pattern of a decrease in tenure-track appointments. It was found that before the 1980s, full-time physician faculty teaching in clinical medicine accounted for 60% of those who were tenured or on a tenure track (Walling & Nilsen, 2018; Bunton & Sloane, 2015). Fifteen years later this number dropped to 50%, and an additional 20 years later (in 2014), this number drops to 26%. In 2013, it was revealed that the rate at which full-time physicians were appointed on a tenure track line was 14% (Walling & Nilsen, 2018; Bunton & Sloane, 2015). Similarly, another study evaluating data for primary care physicians during 2018-2019 found that those who were tenured or on a tenure track accounted for only 19% (Braxton et al., 2020). A much larger study, *the Faculty in Higher Education Survey 2014-2019*, revealed that non-tenure-track faculty in the health professions have increased from 45% to 52% between 2014 and 2019. It was also found that those teaching in medical schools accounted for 22%, while those teaching in allied health accounted for 36% of all tenure appointments in the year 2019 (Fuesting & Schmidt, 2020). If the trend continues in this direction, it could signal a higher number of faculty members being faced with job insecurity and decreased autonomy with academic freedom (Flaherty, 2018).

Social Context

The recruitment of faculty in academic medicine and health profession programs is being faced with significant threats, which could lead to diminishing innovation and leadership in these areas (Straus, Straus, & Tzanetos, 2006). This is not only in the U.S. but across the globe, where professional medical organizations are expressing concerns regarding the decreasing workforce in HPP (Straus, Straus, & Tzanetos, 2006). The decision to choose a career path in academia by health professionals is driven by many factors, of which the primary reason is to make a positive impact on society, ignited from their interaction with their patients, colleagues, and clinical students (Simpson et al., 2001). Having spent many years in clinical practice, HPP faculty have a lot to offer in helping to train the new generation of health professionals.

Efforts to recruit clinical faculty have been difficult due to this barrier of scholarship and a lower salary compared to what these individuals had earned in the clinical setting (Straus, Straus, & Tzanetos, 2006). It was found that although some clinical faculty members view their department chairs as supportive, it does not fully translate into actual support, further decreasing the likelihood of buy-in and investment, which could lead to a compromised quality of education being delivered to students (Straus, Straus, & Tzanetos, 2006). Health professions faculty members need to invest more time and effort to keep up with their peers from other departments. They may experience reluctance by the Personnel and Budget (P&B) committee to acknowledge the work they have done, such as curriculum development, clinical placements, and incorporation of technological advances in teaching. Perhaps after standardization of the guidelines, an increasing number of clinical faculty may be attracted to academia, as they will have more explicit guidance on the requirements for the scholarship.

Achieving the status of being tenured has its advantages in society. When educators are given the opportunity to educate others and perform meaningful research without the influence of external forces, such as private groups, special interest groups, for-profit organizations, and governmental agencies, these efforts are more effective in creating positive effects within the community. Faculty who are stifled or suppressed due to bureaucratic policies have significant limitations to fully function in their role as an educator due to these external pressures (AAUP, 2006a). Although some may argue that achieving tenure status may not mean that academic freedom is protected, the general consensus is for the former (Hutcheson, 1998; Pfeiffenberger et al., 2014).

Theoretical Context

The self-determination theory (SDT) is a framework that is used in the assessment of motivations and personalities. It postulates that the success of one's motivations is driven by internal and external forces. Internal motivation is the primary driver of one's ability to achieve their goal as if it is driven by their own values or beliefs rather than other forces (Guillaume & Kalkbrenner, 2019). Since this study seeks to explore the perception of scholarship requirements for faculty members teaching in HPP, this theoretical framework aligns well with the current research. It will help understand the intrinsic motivation for these faculty members' views on the subject matter.

This theoretical framework has been used in many research areas in academia, including how it was utilized by faculty seeking tenure and promotion (Skewes et al., 2018). The central focus is on autonomy and its impact on other psychological needs of the individual, more specifically relatedness and competence (Deci & Ryan, 2012). The emphasis is that self-determined experience is critical to an individual's well-being, motivation, performance, persistence, and the pursuit of their goals (Deci & Ryan, 2000; Skewes et al., 2018). It is believed that one's self-confidence increases their self-determination in achieving a task (Guillaume & Kalkbrenner, 2019).

Examining the context of tenure and promotion, it is perhaps one of the more stressful aspects of academia, where one's professional career is dependent on their successful reappointment in that capacity, while at the same time having very little control (autonomy) of the process (Finkelstein & Altbach, 1997; Skewes et al., 2018). Relative to SDT, autonomy is limited in the tenure and promotion process because the requirements for faculty scholarships are determined by the institution's governing body and not by the individual instructor. As a result, it provides the opportunity to understand the relationship of the other two psychological variables, relatedness and competence, and the faculty member's perception (Skewes et al., 2018).

Problem Statement

The problem is that many faculty members teaching in HPP face significant challenges to meet the scholarship requirements set forth by the academic institution (Smesny et al., 2007). This is mainly due to a large amount of their time spent in the classroom, working with students on projects, and preparing for fieldwork, among many other responsibilities, including clinical responsibilities. Additionally, HPP faculty rarely have formal training to conduct research and be involved in the publication process unless they have completed a formal graduate degree focusing on research, such as a Ph.D. or other related degrees. The literature suggests all scholarship types are essential, and the variety of scholarships types produced by faculty is just as crucial to the success of the academic institution (Register & King, 2018; Smesny, 2007; Snider et al., 2021; Wilkins et al., 2021). Further research is needed on the suitability of scholarship related to health profession faculty members in academic institutions of higher learning (Register & King, 2018).

Purpose Statement

The purpose of this transcendental phenomenological study was to explore the perception of scholarship requirements for faculty members teaching in HPP at a public institution of higher learning located in NYC. Health Profession faculty members, for the purpose of this research, are defined as tenure-track and tenured faculty members teaching in the Physician Assistant (PA), Nursing, Clinical Laboratory Sciences (CLS), Occupational Therapy (OT), and Social Work (SW) programs. Similarly, scholarship, for the purpose of this research, is defined as the ability to produce peer-reviewed educational activities, specifically peer-reviewed journal articles. This phenomenological approach was selected since it was determined to be the most appropriate choice to understand the shared experiences of a group of individuals (Cresswell, 2007). In particular, it is expected to provide insight into the challenges faced by faculty members in HPP when preparing their portfolios for tenure and promotion. It is the hope that the findings of this research may provide some foundation for the P&B committee members to consider when evaluating HPP faculty members for tenure and promotion.

Significance of the Study

Prior research demonstrated the struggles faced by faculty members in HPP and clinical programs, urging the need for additional research to help guide the Personnel and Budget (P&B) committee members and administrators when evaluating this group of faculty for tenure and promotion (Paskiewicz, 2003; Register & King, 2018; Smesny et al., 2007; Snider et al., 2021). This study will add to the body of knowledge currently available on faculty members in HPP and their perspectives on tenure and promotion. Specifically, it will look at the perceptions of tenured and tenure-track faculty members in HPP employed at a public institution in NYC. A literature review revealed that qualitative studies focusing on faculty members within the PA, Nursing, CLS, OT, and SW programs are lacking.

Theoretical Significance

This study will be guided by the self-determination theory (SDT) to explore how clinical faculty view their contributions compared to the traditional publications related to tenure and promotion in an academic setting. It is imperative for educational leaders to understand that contributions to scholarship should not be limited to peer-reviewed articles but can take many other forms. Therefore, members of the P&B committee should establish, and incorporate a variety of measures to assess one’s ability to demonstrate meaningful scholarship contributions

(Smesny et al., 2007). Similarly, faculty members in HPP should feel comfortable that their contribution to education, despite its form, is valued and will be counted towards their scholarship. According to the SDT, individuals are intrinsically motivated to take on new challenges and learn new things through free control. This type of behavior has been found to be positively associated with academic success and good welfare (Ten Cate, Kusurkar, & Williams, 2011). It is essential to understand how this group of faculty members view their work, in and out of the classroom, as it relates to scholarship.

Empirical Significance

Prior research has been conducted among many clinical programs, particularly in the field of medicine, dentistry, nursing, and pharmacy, all with somewhat similar conclusions, that is, faculty members in these programs should be evaluated using a variety of methods, including creative contributions when seeking tenure and promotion (Paskiewicz, 2003; Smesny et al., 2007; Snider et al., 2021). Unlike other similar studies, this research attempts to add to the body of knowledge in the literature, a unique focus on the combined health profession disciplines of PA, CLS, OT, SW, and Nursing programs, one that is lacking. Further, there are limited studies in this field in the U.S., particularly public institutions located in the State of New York. As academic institutions primarily use evidence-based strategies, including those for decision-making purposes, this research will add to the pool of literature from which administrators and committee members can draw.

Practical Significance

This research may be of benefit to academic institutions' P&B committees by providing some guidance when evaluating faculty members in health profession programs for tenure and promotion. When preparing their arguments for tenure and promotion, potential applicants, newly hired, and current tenure-track faculty members may also use this research to build their portfolios. Additionally, students may find it comforting that they are being taught by instructors who have proven themselves competent by a committee of their peers to function as an educator. Providing the platform for faculty members in HPP to express their views on creative scholarship can be beneficial to both the individual and the academic institution.

Research Questions

Potential and current tenure-track faculty members of HPP are faced with many challenges and self-doubt when deciding to pursue a career in academia. The scholarship requirement for tenure and promotion in and of itself poses the biggest hurdle that these faculty will face. As a result, it may serve as a deterrent for highly qualified educators to pursue a career in academia. This could potentially lead to a shortage of academic instructors to meet the demands of improving an already struggling healthcare workforce. The following central and two sub-questions are designed to gain insight into the perspectives of these faculty members.

Central Research Question

What are the perceptions of scholarship requirements for tenure and promotion among faculty members teaching in HPP?

Sub-Question One

How do faculty members in HPP describe their scholarship expectations as it relates to tenure and promotion?

Sub-Question Two

How do HPP faculty view alternative achievements to the traditional publication when considering the requirements for tenure and promotion?

Definitions

1. *Academic Freedom* – For the purpose of this research, academic freedom is viewed as individuals having the freedom to teaching and conduct research without external influences (AAUP, 2006a).
2. *Health Profession Programs (HPP)* - For the purpose of this research, health profession programs are defined as any course of study that prepares students to practice as licensed healthcare professionals (National Center for Education Statistics, 2020).
3. *Promotion* – For the purpose of this research, academic promotion is defined as advancement to a higher academic rank within the institution (University of Florida, 2018)
4. *Scholarship* – For the purpose of this research, faculty scholarship is defined as any activity that provides a means for faculty to make meaningful scholarly contributions within their particular areas of expertise that goes beyond their routine classroom tasks (Carey, 2015).
5. *Tenure* – For the purpose of this research, tenure is defined as those individuals who have completed a probationary period and are now in protected status as it relates to job security, freedom of teaching, and research (AAUP, 2006a).

Summary

Chapter I provides an overview of this research study which is focused on exploring the perception of scholarship requirements for faculty members teaching in HPP. This section discussed the background (historical, social, and theoretical), the challenges these faculty members face, and the reasons for conducting this study. The significance of the study was also discusses, including the development of a carefully crafted central question and two sub-questions to guide this research. The problem is that many faculty members teaching in HPP face significant challenges to meet the scholarship requirements set forth by the academic institution (Smesny et al., 2007). The purpose of this transcendental phenomenological study was to explore the perception of scholarship requirements for faculty members teaching in HPP. A literature review revealed that qualitative research in health profession disciplines, such as PA, CLS, OT, and SW programs, combined with the Nursing programs, are lacking. It is the hope that this research would contribute in some way to decrease the informational gap surrounding this topic. In chapter two, the theoretical framework that guides this research will be discussed in detail, followed by a thorough review of the literature to create a solid foundation for this research.

CHAPTER TWO: LITERATURE REVIEW

Overview

The world of academia is attractive to many for various reasons. Although there are many benefits to choosing a career in academia, there are also disadvantages. Therefore, entering this career, whether as a first or second career, must be carefully thought out, weighing both the positives and negatives of the profession. This chapter begins with a discussion of the theoretical framework that underpins this research. A detailed review of the literature will then follow this to gain a deeper understanding of the scholarship requirements for faculty members teaching in HPP. Finally, this chapter will end with a summary to discuss what is both known, and unknown, from the literature.

Theoretical Framework

In its most simplistic form, theory is considered an intuition (Garver, 2008) or an explanation, or a concept regarding how things function (Sha, 2018). The American Psychological Association defines theory as a principle, or a combination of principles, that attempts to provide meaning to a set of interconnected phenomena. From a scientific point of view, it links hypotheses to empirical facts that could be used to establish relationships (APA, 2021). In other words, theory can explain connections between a certain phenomenon and a set of ideas by systematically examining both spectrums (Wimmer & Dominick, 2014). Therefore, using theoretical frameworks to guide research can be an invaluable tool as it can help to provide a sound foundation in understanding the expected results (Joyner, Rouse, & Glatthorn, 2018).

The role of theory has proven to be very useful in research, particularly in quantitative studies. However, with respect to qualitative studies, there is still no clear consensus on its usage (Nguyen et al., 2021; Tavallaei & Talib, 2010). It was found that some qualitative researchers were hesitant to utilize theory in their research as they felt that the theory would add meaning to their findings, and therefore, change its meaning (Bendassolli, 2014). This disagreement among researchers regarding the role of theory in qualitative inquiry can be very confusing to novice researchers (Nguyen et al., 2021). Regardless of the lack of consensus, theory has been widely used in qualitative research. Some of its current usage in qualitative inquiry include clarifying the current knowledge in that field, outlining the reasons for choosing a certain methodology, developing theory from research findings, and creating a framework for proposed research (Collins et al., 2018). New research suggests that using theory in qualitative research should carry the same value as quantitative studies, whether used to develop new theories or simply to examine an existing theory. Additionally, qualitative researchers should develop creative ways to use theory and clearly explain its role in their research (Nguyen et al., 2021).

This research will be guided by the self-determination theory (SDT), which has been in existence for almost four decades (Legault, 2017). SDT continues to thrive in the field of research due to its comprehensiveness and practicability, demonstrating how social and cultural drivers can have an impact on one's behavior, motivation, and personality. Recent studies have also extended its practicability to a neurological (brain) level, linking intrinsic and extrinsic motivations (Deci & Ryan, 2012; Legault, 2017). SDT was first developed in 1977 by psychologists Richard Ryan and Edward Deci with significant attention to behavior and motivation (O'Hara, 2017). SDT is a comprehensive theoretical framework with a strong emphasis on human behavior, which examines how an individual's social interaction can influence the different types of motivations. This can result in a modification of how an individual functions, as factors such as well-being, personal experiences, learning, and performances may be impacted (Deci & Ryan, 2015; Wang et al., 2020).

The SDT has found its way into the academic setting to explain behavioral patterns and is believed to be highly relevant within this context (Deci & Ryan, 2017; Wang et al., 2020). In general, this theory postulates that people can develop a sense of self-determination to fulfill their needs for autonomy, competence, and relatedness (Deci & Ryan, 2015; Deci & Ryan, 2015; Deci & Ryan, 2017; Lopez-Garrido, 2021; Wang et al., 2020). Autonomy refers to the desire for individuals to conduct themselves according to their self-awareness. That is the ability to feel like they are in control of their lives. Competence refers to the ability to achieve one's goals, whether it be mastering a skill or accomplishing a task. Individuals believe that they have sufficient knowledge and skills to perform a specific task. Relatedness refers to an individual's sense of belonging. It is the sense of closeness to a group of people to which they are associated (Legault, 2017; Lopez-Garrido, 2021; Prentice et al., 2019; Wang et al., 2020).

Over the years, SDT has transformed into what is known as the six mini theories, namely cognition evaluation theory, organismic integration theory, causality orientations theory, basic psychological needs theory, goal contents theory, and relationships motivation theory (Prentice et al., 2019; Tang et al., 2020). Combined, these six theories can explain human behavior across one’s lifespan, including education, work, relationships, health, religion, sports, stereotyping, and prejudice (Legault, 2017). In summary, the SDT framework asserts that people are influenced by their social interactions. Their intrinsic and extrinsic motivations activate their ability to satisfy their basic psychological needs for autonomy, competence, and relatedness (Koole et al., 2017; Legault, 2017).

The SDT framework was determined to be best suited for this research as it has been used extensively in the educational arena, including medical education (Sawatsky et al., 2021). In academia, teachers and professors relish the opportunity to share what they know with others (their students) and are intrinsically motivated to do so. When intrinsically or autonomously motivated, these professionals are more likely to utilize best practices and optimize engagement to achieve positive outcomes (Stupinsky et al., 2018). Internal motivation is the primary driver of one's ability to achieve their goal as if it is driven by their own values or beliefs rather than other forces. It is believed that one's self-confidence increases their self-determination in achieving a task (Guillaume & Kalkbrenner, 2019). This aligns with the concept that when faculty members feel that they are in control of their own teaching, they are more likely to perform better.

On the other hand, when motivations are extrinsic or controlled, faculty members will be less likely to be fully engaged and vested to produce the best possible outcomes. It is also believed that extrinsically motivated students may be less effective since their goal is to complete the task with the least time and effort possible (Guillaume & Kalkbrenner, 2019). Even in everyday life, it makes sense that we put more effort into the things we like to do and enjoy and less effort into the things that we don't enjoy or that are required of us. This scenario can be triangulated to the HPP faculty members, that when they are asked to engage in scholarship activities such as publication, to maintain their employment, it is possible that this will take away from their strengths of classroom teaching and practical demonstrations. This may lead to less engagement and productivity as time is taken away to perform other tasks beyond their control. Thus, using this theoretical framework will help us understand faculty's perceptions regarding their motivations for conducting research and engaging in effective classroom instructions.

An example of a research that used SDT in an academic setting includes a study conducted by Guillaume and Kalkbrenner (2019) assessing the use of SDT among faculty of color (FOC) pursuing tenure and promotion particularly to the rank of associate professor. They found that autonomy, competence, and relatedness were successful in the self-determination process in helping FOC attain tenure and promotion when used together. Another study found a positive correlation between the use of SDT and the increased utilization of best teaching practices (Stupinsky et al., 2018). Further, a meta-analysis of multiple studies assessing the usage of SDT concerning teacher motivations found that autonomous motivations among teachers were strongly associated with positive job satisfaction and well-being. On the other hand, controlled motivations were associated with teacher burnout and distress (Slemp et al., 2019). It is hypothesized for this research that the controlled motivations to engage in scholarly activities, such as scholarly publications, may have a negative impact on HPP faculty satisfaction. Conducting this study using SDT will help understand the faculty members' perceptions regarding the scholarship requirements for tenure and promotion.

Related Literature

This section will review and synthesize the literature to provide a more robust understanding of the topic at hand. This will begin with a discussion about why people choose a career in academia, including faculty who have transitioned from the clinical setting. The various academic appointment tracks will be discussed to provide better context, most notably tenure versus non-tenure-track appointments. This would be followed by a lengthier discussion regarding the requirements for tenure-track appointments, but more importantly, the significance of scholarship requirements. Finally, this section will conclude with some of the gaps identified in the literature relevant to the need for this research.

Why Do People Choose Academia?

A career can be referred to as a set of related roles that people are engaged in throughout their life. An academic career is where someone is involved in and is active in the education system, performing tasks such as teaching, research, and administrative roles to enrich the lives of others (Zacher et al., 2019). Like many jobs and career paths today, there are agreements and disagreements regarding whether or not a specific career choice makes sense, particularly, in this case, a career in academia (Cardoso et al., 2019). Of course, within logic and reasoning, since not everyone thinks and behaves the same, perceptions are expected to be different, thus the differences in these views. It was found that the number of teaching faculty has been increased, which was believed to be driven by many factors, including the rapidly growing higher education sector and the rising competition among academic institutions, among others. Despite the increasing number of teaching faculty across the globe, there is little understanding of what faculty perceived the academic role to be prior to their commitment. (Bennett et al., 2018).

For faculty members who are early in their career, navigating the academic pathways and keeping up with the profession's demands is not only complicated but could be very confusing (Mendez et al., 2019). Despite these challenges, the academic path has been attractive to many for wide variety of reasons. A common motivation is an option for national and international mobility, particularly those with research agendas (Janger et al., 2019). Academics and researchers see this flexibility of moving from one geographic location to another as the ability to circulate the brain rather than drain the brain. This change in the atmosphere allows for the stimulation of new ideas and growth, which is more easily achieved with the flexibility of academia (Janger et al., 2019). A recent study using data from the 2013 summary index of job attractiveness revealed that the United States of America (USA) had the highest job satisfaction and attractiveness for academics and researchers compared to many other European countries. Some common extrinsic motivators for rating the USA as the best overall were higher pay scales, better working conditions, early research autonomy, and a clearer vision of their future career (Janger et al., 2019).

It should be noted that the most common reason for choosing an academic career, as identified in a recent study, was the love and passion for the profession (Bosanquet et al., 2017; Mendez et al., 2019). The idea of autonomous management of their career development is another attractive feature that entices many academics (Bennett et al., 2018). However, more recently, institutions view academics as intellectual workers rather than specialized professionals (Cardoso et al., 2019). Other popular reasons for choosing an academic career include academic freedom, flexibility, job satisfaction, work-life balance, financial benefits, job security, stability (if on a tenure-track), mentoring students, contributing to society, helping to make the world a better place, national and international collaboration, networking, and professional development (Hanak, 2020; Koprowski, 2015; Kruger, 2018).

Why Do Healthcare Providers Choose Academia?

Like non-clinical faculty members, those teaching in health professions and other clinical programs have their own reasons for choosing a career in academia. Many healthcare workers or clinical practitioners are skilled in their own field of clinical practice; thus, transitioning to academia can be a complicated process, as their training does usually not prepare them for classroom instructions (Peters et al., 2019; Stewart, 2020). It was found that many clinical practitioners enter academia with minimal to no prior teaching experience since this is usually not an absolute prerequisite for these positions. For those planning to teach in the general sciences, including the health sciences, a Ph.D. is generally preferred, or for a professional program, the highest degree for that professional area of specialty (Stewart, 2020). Given these malleable prerequisites for entering academia, clinical practitioners could see these as attractive incentives.

A systematic review of 25 articles looking at why residents, fellows, or staff physicians enter academia found several commonalities (Straus et al., 2006). The desire to teach was found to be the most common reason why clinicians enter the world of academia. It was believed that giving back and training the next generation of healthcare professionals would make the world a better place (Straus et al., 2006). Those who have completed a graduate degree, such as a Ph.D. or another graduate degree focusing on research, were more likely to enter academia. Additionally, since research is of great importance to some, choosing an academic career would provide the flexibility to carry out their research (Straus et al., 2006). Other vital incentives for entering academia were attaining intellectual stimulation and the impact from their role models (Straus et al., 2006). Further research supported these reasons and added the influence of family and environmental interactions (Borges & Grover, 2012).

Among physician assistant faculty, common reasons for choosing academia include love for the profession, impacting people's health on a larger scale, improving the profession’s diversity, changing the status quo, and improving communities (LeLacheur et al., 2019). In the nursing field, it was found that nurses transition to academia for somewhat similar reasons as discussed above, and for some unique ones. These include dissatisfaction with their current clinical practice, the ability to obtain a flexible work schedule, the pursuit of autonomy in the workplace, and having prior experiences in teaching (Laari et al., 2021). Further, the ability to collaborate with other academics, receive support and mentorship, and give back to the future generation of nurses, were all valued reasons for pursuing academia (Miner, 2019). The reasons discussed above were also similar among other specialties such as pharmacy and dentistry (Klein et al., 2019; Smesny et al., 2007; Snider et al., 2021).

Academic Appointment Tracks

Potential academics generally have two options when applying for a position in academia, a non-tenure track appointment or a tenure-track appointment (Hartnett et al., 2019). Each has its own advantages and disadvantages and must be factored in based on the availability of the position, needs of the institution, and individual preference, among other important reasons. Below is a description of what each appointment track entails.

Non-Tenure Track

A non-tenure-track appointment is focused more on teaching and service, with little to no emphasis on scholarship or research. Although the research piece is encouraged, it usually has minimal impact on the reappointment decision (Tippins, 2020). Faculty in these positions typically have a higher teaching load. They are reappointed based on the contract agreed upon, which in most cases are between one and three years, with the possibility of unlimited renewals providing the ongoing criteria are met (Tippins, 2020). Some institutions have an initial two-year probationary period, especially for longer reappointments, such as three years (Drake et al., 2019).

Depending on the principles and needs of the individual, a non-tenure-track appointment can be a desirable option. Some of its benefits or advantages include no pressure to engage in scholarship or publication. Faculty can focus more on the teaching aspect if that's their passion. Additionally, there are usually no issues with contract renewal, providing no significant flaws concerning the teaching or service components exist (Tippins, 2020). As with most jobs, there are disadvantages to the non-tenure line. The most important include job insecurity, as there is no guarantee of permanent employment compared to the tenure track option. Regardless of performance, non-tenure-track employees are usually the first to be unemployed in the event of concerns with enrollment or financial issues (Tippins, 2020). Another significant disadvantage is the remuneration aspect. Generally, non-tenure-track employees earn less when compared to tenure track or tenured employees (Tippins, 2020). That being said, the decision to pursue a tenure vs. non-tenure-track would be dependent on the individual values of the person seeking that appointment.

Tenure Track

A tenure track appointment provides a sense of protection or job security as it relates to academic appointments. It generally means that once the tenured status has been achieved, a faculty member can only be terminated for legitimate reasons or cause. For example, if the institution is suffering from a significant financial loss and cannot fulfill its obligations of maintaining such faculty. It could also apply in cases where the program for which the faculty was hired to teach was discontinued, and there were no other areas to move that faculty member to (AAUP, 2006a). In other words, academic tenure can be viewed as having a continuous appointment, or a relatively permanent appointment, after having undergone a period of probation and proving themselves worthy by the academic institution by fulfilling the requirements for such appointment, of which research or scholarship is a required component (Ashcraft et al., 2021). Reappointment is done annually during this probationary period, generally for five to seven years, depending on the institution's policies, although most institutions have a seven-year probationary period (Ashcraft et al., 2021).

Across the U.S and Canada, academic rank is another essential element within educational institutions that impacts the tenure process (Mielke, 2020). The three primary forms of academic ranks for those on a tenure appointment include assistant professor, associate professor, and full professor. The assistant is said to be entry-level, while the full-professor is noted to be the highest rank of the three (Mielke, 2020). Besides the principal attractive feature of a lifetime appointment for a tenure appointment, other attractive features include protected academic freedom and a much clearer path (direction) to achieve tenure (Tippins, 2020). On the other hand, some sacrifices must be made; for example, in almost all cases, the institution decides on the required, acceptable forms of productivity, which could take a significant amount of time away from the faculty member or prevent them from trying new things (Tippins, 2020). Those on a tenure track often are hesitant to speak up or express their true self due to the possibility of retribution (Tippins, 2020). Based on personal experience and currently being on a tenure track appointment, I agree with this notion.

Tenure Track Requirements. For those appointed on a tenure track, the institution has specific criteria that must be met annually for reappointment to be successful. Therefore, before deciding to accept a tenure track position, one must carefully evaluate all the available options and whether they can meet those requirements. The generally accepted norm for tenure and promotion is usually referred to as the three pillars of academia, which are scholarship (research), teaching, and service (Ashcraft et al., 2021; Drake et al., 2019; Hartnett et al., 2019; Register et al., 2018; Schimanski & Alperin, 2018; Snider et al., 2021). Teaching refers to demonstrating excellence in the classroom, which is usually the primary function of most faculty members. Service refers to the engagement of activities that would benefit the department and the institution in general, in addition to community organizations and governmental agencies (Balogun et al., 2006).

Scholarship (Research) Requirements. Among the three variables, scholarship, teaching, and service, it is strongly believed that excellence in the scholarship component, encompassing research and publications, is the most important and crucial piece of the three, which cannot be substituted for either of the other two components (Schimanski & Alperin, 2018; Snider et al., 2021). In this current landscape, peer-reviewed publications are crucial indicators of a faculty member's excellence and competence in research, thereby underscoring their academic success (Wilkins et al., 2021). Guidance on the successful achievement of these three areas is institution-specific and may be different for each institution. Documents pertaining to the requirements for tenure and promotion are not plentiful in the literature, and most of what is available was published at least ten years ago. As such, there needs to be consensus across institutions as to what constitutes scholarship (Snider et al., 2021).

The earlier definition of scholarship was focused on bench or clinical research. However, this has since changed over time to include areas of discovery, integration, application, and teaching, as originally described by Boyer (Boyer, 2000; Snider et al., 2021). Scholarship of discovery refers to the original research that innovates learning. Scholarship of integration refers to synthesizing information either across or within disciplines or time. Scholarship of application refers to the engagement of research results that are collaborated and evaluated by peers across disciplines. Scholarship of teaching refers to the systematic analysis of teaching strategies and learning development (Block et al., 2015; Boyer, 2000). Common examples of scholarship include the publication in peer-reviewed journals, presentations at conferences, authoring a book or book chapters, and seeking, or in most cases, acquiring grants (Balogun et al., 2006).

Clinical and healthcare practitioners who transition to academia face many challenges, of which the first five years are believed to be the most difficult. Because healthcare professionals are not trained as academics, many feel unprepared to deliver effective classroom instructions and fear they will not meet the institution’s expectations (Stewart, 2020). Unlike those trained in a Ph.D. program with a strong focus on research, those in the health and professional programs are only required to achieve the terminal degree in their field as qualifications for teaching in academia (Smesny, 2007). Thus, depending on the program, a baccalaureate degree or masters' degree, as terminal degrees would permit those in clinical practice to enter academia. This could pose a challenge for these faculty members as they prepare their portfolios for tenure and promotion, where scholarship is highly valued.

For faculty in the health sciences professional programs, many have a dual role in academia and the clinical settings, where they have to attend to the needs of their patients and their communities and keep up with the institution's scholarship requirements as well. While some of these programs employ HPP faculty on a non-scholarship line or 'clinical' line, those on a tenure-track line will be required to engage in scholarly activities (Smesny, 2007). Grant acquisition is considered a highly valuable contribution to scholarship, which has caught the attention of many faculty members in the health-related field. However, although it was found that funding from the National Institute of Health (NIH) has increased, successful funding to many junior researchers has decreased, mainly due to the competition for funds (Smesny, 2007). This in itself poses a significant barrier for HPP to acquire appropriate funding for research, thus limiting their scholarly activities.

With the increasing number of prescriptions written each year for the past 20 years, the demand to increase the number of practicing pharmacists has also increased (Smesny, 2007). Adding to the shift of a doctorate degree being considered as the entry-level degree in pharmacy, faculty in these programs are faced with additional challenges such as engagement in curriculum development, higher teaching load, larger class size, and extra time spent on seeking out clinical sites (Smesny, 2007). When coupled with the retirement of experienced faculty members, and the lack of peer-mentorship, junior faculty members are at a higher disadvantage in their efforts to keep up with the scholarship requirements (Smesny, 2007). Similarly, other professional programs such as medicine, dentistry, and nursing are all struggling to meet the demand and supply predicament of improving quality care to their patients, while at the same time facing challenges to meet the rigid scholarship obligations set forth by academic institutions (Smesny, 2007).

The challenges faced by HPP and clinical faculty members have created a disproportionate promotion to vertically move up the academic rank, which has triggered the need for more research (Register et al., 2018). Of the limited research conducted in this area, there were several recommendations to bridge this gap. Of note, the need for scholarship to be evaluated in the context of each profession is of great importance. Over the years, education in HPP has evolved to include collaborative or interprofessional learning, team-based learning, and hybrid or blended learning (Register et al., 2018), all of which are essential aspects when training the next generation of healthcare professionals to address the current health crisis and health system disarray. It is recommended that reappointment committees consider the achievements in developing new knowledge and understanding; peer review, not necessarily published articles, but a review from those in clinical practice; and advancement of effective communication for faculty teaching in HPP (Register et al., 2018).

Various models of scholarship have been proposed; however, the one that appears to have aligned well with the clinical educator is the concept of community-engaged scholarship (Register et al., 2018; USF, 2021). Engagement suggests the notion of collaboration, shared decision-making, or partnership fostering a bidirectional sharing of information and ideas. Community engagement refers to the utilization of institutional resources to address issues or problems facing communities (USF, 2021). The community-engaged scholarship can be a beneficial process by which clinical faculty can demonstrate scholarship. This type of partnership is not only beneficial to the community or the institution, but it could also be an invaluable experience for students. For example, students can gain enrichment through the development of skills, mentorship, and networking, all of which could positively impact the students and society at large (Register et al., 2018).

Physician Assistant (PA) Faculty in Academia

As PA programs are expanding throughout the U.S., so is the need for qualified and experienced PA faculty, both in the didactic and clinical phases of the program (Herrick et al., 2020). Transitioning to academia certainly has its benefits, as previously discussed, but also has some downsides, and therefore, is not for everyone. Being appointed on a tenure-track is an attractive incentive for most faculty members as it provides the possibility of a lifetime academic appointment, in addition to academic freedom, and a much clearer path (direction) to achieve tenure (Tippins, 2020). However, tenure track appointments for PAs and other academic programs are not readily available, and therefore could be difficult to obtain (AAUP, 2021; PAEA, 2020).

According to the 4th annual Physician Assistant Education Association (PAEA) Faculty and Directors Report, survey data representing 238 PA programs across the U.S. demonstrated that respondents from only 42% (100) of the programs admitted that they are tenured or are on a tenure track. Among this, 25% of the faculty were found to be tenured, while 75% were on a tenure track (PAEA, 2020). For those who reported that they were not tenured or on a tenure track, 46% of them reported that their institution does not offer the options for such faculty lines. On average, the annual salary for tenured faculty was approximately $15,000 more than those who reported not being tenured, or on a tenure track (PAEA, 2020). Pertaining to academic rank, as reported by 949 PA faculty members, only seven percent (7%) were promoted to full-professors. Associate professors account for 19%, while assistant professors make up the majority (61%) of PA faculty (PAEA, 2020).

An earlier study, approximately 15 years ago conducted by PAEA, revealed that only a small percentage, 28% of PA faculty were tenured or on a tenure track, compared to the national average of 27% for all higher education faculty (Bouchard, 2009). Currently, these averages have slightly increased to 46% for PAs (PAEA, 2020) and 30% for all higher education faculty (AAUP, 2021). This is an indication that the PA profession and PA faculty see the value in pursuing a tenure-track faculty line. By increasing the number of tenure PA faculty, it is expected that PA programs and the PA profession will have a stronger foundation and representation within higher education, which is expected to have a lasting impact on the future of this profession (Cawley, 2010).

As it relates to scholarly productivity, it was found that those teaching in the allied health professions, produce less than other disciplines, while only a small percentage of faculty contribute to the majority of publications (Hegmann, 2008). For example, a 2001 benchmarking survey revealed that the average publication was 1.9 articles for allied health professionals, compared to 4.6 articles from those in other disciplines (Hegmann, 2008; Lapin & Lyons, 2005). Further, it was found that PA faculty publish fewer articles compared to other allied health profession faculty (Hegmann, 2008). A 2002 survey among 130 PA programs across the U.S. revealed that the average peer-reviewed articles published by PAs in their entire career as an educator were 1.6 articles, with an overall publication of 3.2 articles. Other activities, such as conference presentations, posters, and workshops, averaged at 4.3, while grant proposals averaged at 1.3 submissions (Hegmann, 2008). Upon further examination, it was found that the majority of peer-reviewed publications were done by those who were tenured, on a tenure track, or in the full professor rank. This was consistent with the institution's scholarly demands in these academic ranks seeking tenure and promotion (Hegmann, 2008).

A follow-up to the previous 2002 research, conducted in 2010, revealed a slightly upward trend in the scholarly productivity for PA faculty members. The average peer-reviewed publication increased from 1.6 to 4.2 articles for a faculty entire career as a PA educator (Hegmann, 2012). On reviewing the publication trend for the PA faculty's previous three years, their average publication was 1.7 articles compared to one (1) article as reported from the 2002 study. A similar trend was found where those who are tenured, on a tenure-track, or on a professorial line, were the ones who published the most (Hegmann, 2012). Other variables that were found to increase the likelihood of peer-review publication include a higher degree. PA faculty who held a Ph.D. or other doctoral degrees published at a significantly higher rate than those with other degrees. Faculty who published prior to entering academia were more likely to publish in their academic career (Hegmann, 2012).

Interestingly, an even more recent PA faculty survey done in 2017 revealed that academic lifetime publications for PAs dropped almost 50% compared to the 2010 survey. That is, the number of publications now averaging 2.7 versus the 4.2 articles as previously reported (Hegmann, 2020). Considering the data collected in the last two decades from these surveys, the average number of peer-review publications is estimated to be 2.8 articles for PA faculty in their entire career as an educator. Similarly, consistent with the previous studies, those who are tenure, on a tenure track, or hold doctoral degrees, were the ones that published the most (Hegmann, 2020).

The burden to publish has certainly created a stressful environment for PA faculty, to a point where a significant number had considered leaving the institution or academia altogether (Hegmann, 2020). Common reasons for leaving academic, as supported by research include the lack of support for scholarly work, a fair tenure and promotion process, a lack of institutional support and a sense of community, and appropriate support from the PA program's administration (Beltyukova & Graham, 2017; Coniglio & Akroyd, 2015). Further, there was a negative correlation between the faculty member's age and the potential for leaving academia. This trend is consistent with other research, where it was found that younger PA faculty members were significantly more likely to leave academia when compared to older faculty members (Coniglio & Akroyd, 2015; Hegmann, 2008).

There are other barriers faced by PA faculty when trying to keep up with the scholarship requirements at their institution. It is believed that PAs are considered a "professional," rather than an academic discipline. These faculty members are required to have a higher level of clinical expertise instead of formal academic training or training related to research, thus decreasing their probability of publishing in academic journals (Hegmann, 2008). The lack of mentorship, limited time dedicated for research, and limited availability of research-oriented colleagues were also found to be contributors to the lower levels of scholarly publication (Hegmann, 2012). Some techniques that could be useful in helping academic PAs successfully navigate the scholarly writing and publication process have been recently published (Reed & Artino, 2021). Six of these identified approaches include starting small, creating efficacy through efficiency, refining the idea, seeking interprofessional mentorship, building or joining a team, and navigating the publication process (Reed & Artino, 2021).

Regardless of these challenges and barriers, it is imperative to have profession-specific standards or benchmarks, to measure success in these areas (Hegmann, 2012), as there is no one size fits all. But more importantly, it is critical that academic institutions recognize this disconnect and provide increased support for the recruitment and retention for qualified PA faculty members (LeLacheur et al., 2019). As identified in the literature, one of the major barriers for clinical PAs transitioning to academia is the lack of teaching experience, (Herrick et al., 2020). To help minimize this barrier, at least two innovative ways have been proposed. The first proposal is focused on expanding the existing academic fellowship program for PA programs. Currently, there are only 5 PA programs in the U.S. engaging in this practice. Potential candidates will spend at least one year in academia learning about the various aspects of PA education (Herrick et al., 2020). The second proposed method is to increase the awareness of PA faculty jobs among PA students. Those showing interest will be coached and mentored appropriately with the hope of a continued relationship with the program after graduation (Sasek, 2016). Despite being small-scale studies, these remain viable options that could help increase the prevalence of PA faculty members.

Nursing Faculty in Academia

Nursing faculty have long recognized that being involved in research is important to the survival of their profession, particularly in the higher education space. Dating back to 1952, when the first research journal in nursing was published, nursing educators and leaders were encouraged to join the wagon for engaging in scholarly research. However, for years thereafter, there was little research done by nursing faculty (Megel et al., 1988). It was discussed that for nursing faculty members to be successful in navigating the tenure and promotion process, they must first be aware of the process and the requirements needed. Research has shown that only about 37% of nursing faculty were able to successfully obtain tenure, which is believed to be lower than other allied health disciplines (O'Connor & Yanni, 2013). Like other disciplines, nursing faculty recognized that academic progressions, such as promotion, have their benefits, such as career advancement, organizational recognition for productivity and contributions, and an increase in financial compensation (Clark et al., 2019).

Tenure track faculty in nursing are having a difficult time meeting the demands of career advancement due to the limited availability of nursing research and opportunities for research in nursing. The demands for nursing faculty in academia were described as walking through a maze that can be overwhelming and hinder professional growth (Solis, 2017). Those transitioning from clinical practice, without a background in research, face significantly more challenges when attempting to navigate the tenure and promotion ladder in an academic institution (Solis, 2017). There exists significant variation among faculty with respect to their scholarly productivity, whether it is article publication, conference presentations, or obtaining grants, particularly for clinical professorial track nursing faculty (Tschannen et al., 2014). This lack of standardization was hypothesized to be many things, including the lack of institutional support and variation in the availability of resources (Tschannen et al., 2014).

Not much research is available in the literature regarding the scholarly productivity of nursing faculty. Dating back to research conducted almost 30 years ago, it was revealed that the average publication rate was one peer-reviewed article, one non-peer-reviewed article, and one to two conference presentations per year (Megel et al., 1988). Those who produced the most, that is, having at least eight articles, were found to be due to peer pressure. These high producers tend to spend less time in teaching, more time with administrative duties and co-authored with mentors (Megel et al., 1988). Unlike past research which showed that those who published the most were intrinsically motivated, this research found that the motivation to publish was mainly due to curiosity and the yearning to do well in their jobs (Megel et al., 1988).

More recently conducted research looking at clinical nursing faculty found that those in the clinical associate professor rank published approximately one article per year for the most recent six years, prior to their promotion. On the other hand, those in the clinical full-professor rank were found to publish on average two peer-reviewed articles per year for the most recent six years (Tschannen et al.,2014). Conference presentations and acquiring grants were also counted as scholarly productivity. Clinical associate professors averaged approximately 16 presentations compared to 22 conference presentations for the clinical full-professor rank in the preceding six years (Tschannen et al.,2014). Interestingly, the acquisition of grants was slightly higher for clinical associate professors compared to clinical full-professor, 2.0 versus 1.7. These grants were categorized as training or program grants, instead of research grants. Further, consistent with prior research, higher professorial rank was found to be associated with a greater number of scholarly productivity (Tschannen et al.,2014).

Navigating the tenure and promotion maze is not without its barriers and challenges. Common barriers reported by nursing faculty are higher student enrollment, faculty attrition (Smith et al., 2019), lower compensation (Smelter et al., 2017), and lack of writing experience (Dhakal & Tornwall, 2020). The lack of time and time management were found to be major barriers to scholarly productivity (Dhakal & Tornwall, 2020; Garand et al., 2010; O'Connor & Yanni, 2013). Higher teaching workload (Smelter et al., 2017; Smith et al., 2019) was found to be a contributor to lower scholarly productivity and fewer nursing faculty entering academia (Smelter et al., 2017), which was corroborated by an earlier study (Smelter et al., 2016). Not surprisingly, a positive relationship was found between fatigue and scholarship requirements, and higher teaching loads (Poole & Spies, 2022). Those who were productive were found to spend approximately 6-20 hours per week engaging in scholarly activities (Smelter et al., 2016).

In the field of nursing, the shortage of nurses has been found to be correlated to nursing faculty shortages (Volkert, 2021). The recruitment and retention of nursing faculty could be both costly and time-consuming (Garand et al., 2010). Therefore, it is important that strong emphasis be placed on helping these faculty members with their scholarly activities (Volkert, 2021). Several techniques have been proposed to recruit and retain nursing faculty, which have appeared to be promising. The idea of a mentorship program (Hafsteinsdottir et al., 2017; Tschannen et al., 2014; Volkert, 2021) has been tested and found to be successful. For example, one research created a program where mentors and mentees meet twice annually to discuss their progress and to develop ways to improve their scholarly work. After one year, it was found that 77% of faculty participate in some form, completing 18 scholarly projects, a successful concept (Volkert, 2021). Other research added that mentorship and peer support have been shown to improve inclusiveness, diversity, intellectual enrichment, and professional development, fostering a positive organizational culture (Smith et al., 2019).

Writing retreat (Noone & Young, 2019), scholarship circle (Dhakal & Tornwall, 2020), and interdisciplinary research (Solis, 2017) were also proposed. For example, faculty participated in a writing retreat that lasted for several consecutive days. During this time, they received instantaneous peer-review feedback and were provided with the opportunity for improvement. At the end of the retreat, the majority agreed that this structured process improved their writing skills and knowledge, in addition to boosting their self-confidence for future writing and publishing (Noone & Young, 2019). On a similar note, the scholarship circle involved a 10-week cycle (meeting once weekly) of synchronous and asynchronous online lectures, presentations, and peer feedback with support from a librarian. This format showed positive improvements in productivity, although the highest producers were found to be those with prior research background and those with doctoral degrees, as consistent with prior research (Dhakal & Tornwall, 2020). The idea of interdisciplinary research is simple, yet very powerful. It was built on the concept that the collaboration with faculty members from other disciplines will create an atmosphere conducive for knowledge expansion, professional growth development, and the contribution to scientific growth, which was found to be successful (Solis, 2017).

An interesting concept was proposed and tested by Garand and colleagues (2010). This involved the development of a faculty progression tool, which is comprised of two parts. The first part was the creation of a grid to guide the achievement of significant milestones, while the second part consisted of a series of feedback received from senior faculty members. Because of its successful implementation, this concept was used beyond the nursing department and received significant positive feedback. The utilization of this tool helped to provide structure and recommended practical suggestions that would most likely guide faculty on how to best use their time for professional growth, while at the same time aligning with the goals and mission of their institution and program (Garand et al., 2010).

Since the nursing profession is a clinical practice area, it was proposed that the work done in clinical practice should also be considered important when it comes to tenure and promotion (Clark et al., 2019). A significant number of nursing faculty members continue to engage in clinical practice while in academia, and since their work in this area also leads to the dissemination of education and improvement in patient care, this area should not be overlooked. Activities such as obtaining and maintaining national certification in a specific practice area, analyzing quality improvement data, creating new partnerships with clinical sites, being involved with interprofessional teams to improve quality of care and safety measures, and practicing evidence-based practices are some common scholarly activities that should be considered (Clark et al., 2019).

In addition to the techniques and activities described above, there are several suggestions documented in the literature to help nursing faculty navigate the tenure and promotion maze. These include knowing the institution's requirements and the department resources (O'Connor & Yanni, 2013), and planning for scholarly productivity at the time of initial appointment, which includes collecting and organizing one's achievements over the years (Clark et al., 2019; O'Connor & Yanni, 2013). Other suggestions include understanding the importance of teaching and service and how it fits into the big picture, developing a research agenda, and presenting your case convincingly and persuasively (O'Connor & Yanni, 2013). Further, it is recommended that institutions establish diverse scholarship types, offer faculty development programs, and make available needed resources, such as funds for travel, consultation with statisticians, and editorial review. But more importantly, clearer guidelines and expectations for tenure and promotion must be established and documented (Tschannen et al., 2014).

Clinical Laboratory Sciences (CLS) Faculty in Academia

The increasing number and complexity of laboratory testing is an indication that the need for more CLS professionals and faculty should be a priority (Salazar et al., 2021). Research pertaining to CLS faculty is very limited and outdated. Among the very few studies that were conducted, there were some similarities to other allied health professions. CLS faculty have struggled over the years to keep up with the scholarly requirements of their institutions for tenure and promotion (Karni & Waller, 2011). The impacts on faculty productivity were also believed to have also led to program closures, due to a decreasing number of faculty. For example, it was found that between 1970 and 2008, the number of CLS programs declined from 791 to 106 programs in the U.S. (Karni & Waller, 2011; Waller et al., 1988, Waller et al., 1999).

Benchmarking scholarly productivity has also been a challenge given the paucity of data availability. A series of three national surveys conducted between 1985 and 2008 found CLS faculty members are rising to the challenge. Those with doctorate degrees have doubled, from 26% to 52%, while those in the associate and full professor ranks have increased from 38% to 54%. The number of peer-reviewed publications has also increased (Karni & Waller, 2011; Waller et al., 1988, Waller et al., 1999). By the end of 2008, approximately 36% of CLS faculty had no publications, 31% one to five publications, 14% six to ten publications, and 19% more than 11 publications, a marginal average increase over the years (Karni & Waller, 2011; Waller et al., 1988, Waller et al., 1999). It was determined that approximately 50% of the scholarly work was done by only 10% of the CLS faculty. International presentations and grant funding ranked the highest among the various types of work done. This was followed by research publications, refereed abstracts, national presentations, book chapters, and entire book publications (Waller & Karni, 2010).

A separate research involving 556 participants found that among those who were required to engage in research, the majority of them spent approximately one to 12 hours for this task, while only a very small percentage, spent more than 13 hours per week. A significant number of CLS faculty did not spend any time with research activities (Laudicina et al., 2011). The publication of peer-reviewed articles was slightly lower than the publication of non-peer-reviewed articles and can be categorized as follows: 71% published no articles, 13% published one to two articles, 5% published three to four articles, 6% published five to ten articles, and 5%

published 11 or more articles. Those with higher academic rank were found to publish the most (Laudicina et al., 2011).

The lack of available time for research was cited as an important barrier by one study (Karni & Waller, 2010). Faculty spent about 22 hours per week teaching. Approximately 40% of them spent between one and eight hours, while about 28% spent more than eight hours engaging in scholarly activities. The lack of funding for research and limited training and mentorship were also contributors to low scholarly productivity (Karni & Waller, 2010). The most common concern from faculty was that research was not listed in the job description, as noted in another study (Laudicina et al., 2011). This was followed by the lack of funding, no opportunity for research, and limited research space and equipment. Other barriers cited include lack of collaborators, faculty did not feel competent for research, limited support such as help with statistical analyses, and a lack of recognition for engaging in research (Laudicina et al., 2011). Providing solutions to these barriers would be a step in the right direction to help CLS faculty increase their scholarly productivity.

Occupational Therapy (OT) Faculty in Academia

It is without a doubt that navigating the academic tenure and promotion process can be challenging, especially for entry-level and tenure-track OT faculty members, as it presents new and unfamiliar landscapes for these faculty (LeVan, 2020). The increasing number of OT programs has led to an increased need for OT faculty. As expected, this has led to increased demand for OT faculty to engage in research so as to improve evidence-based practice (Gupta & Bilics, 2014). It is believed that the inexperience and unfamiliar territory, especially among new faculty, can potentiate major hurdles for them (Gupta & Bilics, 2014). Those considering transitioning to academia are cautioned to only make such decisions after carefully considering all benefits and drawbacks (Masagatani & Grant, 1986), which include understanding the expectations of their academic institution (Crepeau et al., 1999).

Consistent with other allied health disciplines, the attention to increase scholarly productivity for faculty members in OT programs has increased over the years, for which research and publications have been the focus (Gupta & Bilics, 2014). Peer-review publications are not new to this field, since the first official journal for OT was published by the American Occupational Therapy Association (AOTA) in 1922. The journal has undergone a few name changes over the years and is now known as the American Journal of Occupational Therapy. Academic journals for OT research have had significant growth in this current digital age; therefore, the opportunities for research dissemination and publications are abundant (Brown et al., 2018).

Earlier studies, conducted approximately 30 years ago found that most OT faculty members who entered academia were new to the field. The majority held master's degrees, and some had published books. Only about 10% had published more than 3 research articles (Gupta & Bilics, 2014; Parham, 1985). A recent survey conducted by the AOTA in 2010 showed an overall improvement in these numbers. It was found that approximately 60% of the OT faculty held doctoral degrees. Faculty spent approximately 16% of their time engaging in scholarly work, 51% on teaching, 21% on administration, and 12% of their time on service. In terms of peer-reviewed publications, 47% had no publications, 18% had one publication, 9% had two publications, 14% had three to five publications, and 12% had greater than 6 publications (AOTA, 2010).

Further research on faculty members representing OT programs from across the U.S., including Puerto Rico, found that only 65% of the OT faculty members held doctoral degrees

(Gupta & Bilics, 2014), a similar number reported by the American Occupational Therapy Association's survey (AOTA, 2010). Scholarly work varied across expertise and years of teaching experience. For example, more experienced faculty members were found to produce at a higher rate. About 25% did not engage in any scholarly work, while 30% seldomly, 29% occasionally, and 16% frequently conducted educational research. Over the course of seven years, only 23% of the faculty admitted to having had any publication (Gupta & Bilics, 2014). Unfortunately, the number of publications for OT faculty was not evaluated in this research.

A Canadian study of 47 OT faculty found that 68% of the faculty were tenured or in a tenure-track position. Approximately 79% reported that scholarly work, such as research, was an expectation of their academic duties (Thomas et al., 2016). About half the faculty spent 30-40% of their time in research, while about one-third of them spent less than 10% of their time engaging in research. Overall, approximately 24% of the OT faculty conducted educational-based research (Thomas et al., 2016), slightly higher than that found from research conducted by Gupta and Bilics (2014). Among the 47 participants, only 44 peer-reviewed articles were published over the last ten years, approximating an average of 1 peer-review article per faculty (Thomas et al., 2016).

Several barriers have been identified as to why OT faculty were not engaging in scholarly work. The three most commonly cited, which were also consistent with the reasons cited for other allied health programs, were limited funding (Gupta & Bilics, 2014; Thomas et al., 2016), time constraints (Thomas et al., 2016), and lack of mentorship (LeVan, 2020). Understandably, a deterrent to conduct research was found in institutions that do not place much value on research or where faculty's efforts to engage in research activities were not acknowledged (Thomas et al., 2016). Furthermore, it was found that the planning for tenure and promotion in academia can be complicated and mystifying among institutions that have no clear policies or too many policies in this regard (LeVan, 2020).

Collaboration, mentorship, and strategies to improve funding from external agencies were the most common strategies discussed to overcome these hurdles to enhance scholarly work (Thomas et al., 2016). Occupational therapy faculty who received mentorship responded positively, indicating that the mentor-mentee relationship provided the platform for them to get information, support, have someone to talk to, and ease their stress (Falzarano & Zipp, 2012). It was also discussed that those who had a background in research showed a personal interest in conducting research, and were supported by their institution, and were the ones to most likely engage in scholarly work. (Thomas et al., 2016). Thus, fostering a positive culture and outlook towards research could benefit the faculty and the institution.

One framework that was proposed, tested, and showed promising outcomes to increase scholarly productivity among OT faculty was the concept of a curricular model (Scott et al., 2013). In this framework, students and faculty collaborated on curricular projects across the curriculum to produce meaningful research that applies to clinical practice. Over the years, this faculty-mentored research initiative had led to an increase in scholarly productivity. The resulting products were commonly disseminated at conferences and via journal publications (Scott et al., 2013). In addition to the scholarly benefits for students and faculty, it is expected that the community would also benefit from these community-based collaborative initiatives. However, it cautioned that since these projects could be cumbersome, faculty should consider the demanding time constraints involved before taking on such projects (Ivey et al., 2016).

Analogous to the community-based initiatives, the development and delivery of problem-based learning were also believed to have significant value for OT faculty. Because problem-based learning (interdisciplinary collaboration) involved participants and collaborators from different sectors, addressing population-based issues, these initiatives should be counted towards scholarship achievements (LeVan, 2020). It is true that many clinical OT faculty value their clinical work as a critical aspect of their educator responsibilities. Therefore, when negotiating their academic roles and responsibilities, their clinical work should be part of the equation to avoid work overload and burnout (Scoggin et al., 2000)

Another valuable proposal is the use of a portfolio that presents a detailed record of the faculty's teaching, service, scholarship, advising, and professional development contributions. Attention and emphasis should be placed on how these achievements add value to OT practice (LeVan, 2020). Since research is considered the most valuable piece for scholarship (Linse, 2017; Yon et al., 2002), its narrative should be clearly explained to the P&B committee regarding the relevance of the research, the peer-review process, and its applicability to the institution and current clinical practice (Glassick et al., 1997). Incorporating the various methods and initiatives discussed above can help OT faculty navigate the convoluted process of tenure and promotion.

Social Work (SW) Faculty in Academia

For many years, faculty teaching in SW programs has focused their attention on educating students and engaging in institutional service, while scholarship was viewed as a tertiary component, or rather something extra (Green, 2008). However, in more recent years, this trend has shifted to emphasizing scholarship as the most important component, replacing the value of teaching, and placing little to no emphasis on service to the institution, as it relates to tenure and promotion (Green, 2008). The faculty publication project conducted between 2000 and 2004 among leading graduate programs, found that programs with higher expectations for

SW faculty to engage in scholarly work led to an increase in journal article publications (Green & Baskind, 2007). Not only did the publications continue to rise, but there was also the collaboration with multiple authors and even an increase in submission to non-social work journals. Those employed in the master of SW programs had higher expectations to publish (Green & Baskind, 2007).

Other research found similar results. For example, one study collected data from 150 deans and directors of several graduate programs via the Internet administration of the Work Role Salience Index, which revealed that despite some variation in the expectations, scholarship or scholarly work was found to be the main component expected from most of the institutions. The respondents agreed that the role of scholarship has become and is expected to be very important when making tenure and promotion decisions (Green, 2008). Prior studies have rated peer-reviewed publications as the most valuable item for tenure and promotion. Other valuable works include research focused on social work topics, single or first authorship, and articles published in top-tiered journals (Sapiel, 2003). It is important to note that although the expectations for scholarship have increased over the years, there are no clear guidelines as to what constitutes scholarship, or the forms of scholarship that would be acceptable by the tenure and promotion committee (Sapiel, 2003).

Earlier research done between 1991 and 1999 revealed that SW faculty members were publishing approximately 8.2 articles on average, which was approximately 1.5 article more than their publications in the previous decade (Green & Baskind, 2007). A broader set of data collected between 1991 and 2017 among sociology professors, revealed somewhat similar trends. Separated by rank, new instructors hired at the assistant professor rank published approximately 4.8 peer-reviewed articles, which was almost twice the amount published in the previous decade (Warren, 2019). Both of these studies revealed that as academic rank increases, so does the number of publications, a similar trend in other research and across disciplines (Green & Baskind, 2007; Warren, 2019). It was hypothesized that this increase in publication could have been a result of a higher number of faculty holding PhDs, and the availability of technological innovations to boost productivity (Warren, 2019).

Common barriers faced by SW faculty members were similar to those of other disciplines, as documented in the literature. These include lacking appropriate mentorship, limited time availability, inexperience with strategic planning for publication, and minimal collaboration. Among these, mentorship was cited as the most common barrier (Allen et al., 2018; Zerden et al., 2015). Similarly, it was voiced that engaging in research and writing publishable articles takes a significant amount of time, rating the time factor as a significant challenge to produce scholarly work (Allen et al., 2018). The organizational climate was also identified as an emerging theme in one research (Zerden et al., 2015).

The importance of early identification of these challenges and the implementation of corrective measures is expected to be of benefit not only to the individual but also to the academic institution they are affiliated with. Researchers in the field of SW agreed that new faculty should receive the appropriate mentorship, and institutional leaders should consider adjustments to faculty workloads, thus providing them with sufficient time to do research. Additionally, it was identified that policy changes surrounding structural and systemic barriers would also be beneficial (Shillington et al., 2020). Each discipline and institution are unique and has its own challenges; therefore, possible solutions must be specifically tailored to that institution, with buy-ins from its leaders. Institutional support, through multiple initiatives as discussed above, and in the literature, is an essential step in aiding faculty members to succeed in their academic careers.

Gaps in the Literature

Based on a thorough review of the literature, several gaps were found that support the need for this research.

1. Despite the documented findings that faculty in HPP are at a disadvantage with respect to their ability to keep up with the scholarship requirements, most of the studies were conducted among a limited number of health programs. These mainly include medicine, nursing, pharmacy, and health sciences (Klein et al., 2019; Laari et al., 2021; Paskiewicz, 2003; Smesny et al., 2007; Snider et al., 2021). There were very limited to no studies assessing programs such as physician assistant, clinical laboratory sciences, occupational therapy, and social work.

2. A fair amount of studies in this field were conducted outside of the U.S, mostly in the United Kingdom and Canada (Hafsteinsdottir et al., 2017; McLean et al., 2020; Snook et al., 2019; Thomas et al., 2016; Wilkins et al., 2021). Thus the need to increase the number of studies assessing the impact of academic institutions within the U.S is warranted.

Summary

The literature highlighted the many reasons why people, both clinical and non-clinical faculty, choose academia. Popular benefits include flexibility and job satisfaction, work-life balance, financial benefits, job security, stability, academic freedom (if on a tenure-track), mentoring students, contributing to society and helping to make the world a better place, national and international collaboration and networking, and professional development (Hanak, 2020; Koprowski, 2015; Kruger, 2018).

Across the globe, the generally accepted norm regarding the requirements for tenure and promotion include the three pillars of academia known as scholarship (research), teaching, and service (Ashcraft et al., 2021; Drake et al., 2019; Hartnett et al., 2019; Register et al., 2018; Schimanski & Alperin, 2018; Snider et al., 2021). Despite these commonalities, there is disagreement across institutions about what constitutes scholarship (Snider et al., 2021). However, it was found that in the current landscape, peer-reviewed publications are said to be crucial indicators of a faculty member's excellence and competence in research, thereby underscoring their scholarly success (Wilkins et al., 2021).

Faculty members teaching in HPP were found to experience a higher level of difficulty keeping up with the scholarship requirements set forth by their academic institutions (Peters et al., 2019; Stewart, 2020). The barriers and challenges for faculty members across these five discicplines, PA, Nursing, CLS, OT, and SW, and their path towards tenure and promotion were somewhat similar. The most common barrier was identified as the lack of available time, followed by the lack of mentorship. Other common barriers include lack of funding, limited experience with research, higher faculty workloads, and limited institutional support.

The literature revealed that although a fair amount of studies was conducted in medicine, nursing, pharmacy, and health sciences, there were very few or no studies assessing programs such as physician assistant, clinical laboratory sciences, occupational therapy, and social work. As a result, this research has theoretical implications of adding to the already depleted literature. Additionally, the practical value of this research is that the findings can help provide some guidance to the tenure and promotion committee, which can be helpful when evaluating faculty members teaching in HPP.

CHAPTER THREE: METHODS

Overview

The purpose of this transcendental phenomenological study was to explore the perception of scholarship requirements for faculty members teaching in HPP at a public institution of higher learning located in NYC as it relates to tenure and promotion. In particular, PA, Nursing, CLS, OT, and SW programs were examined. In this chapter I described the study design, restated the research questions, and identified the research setting and participants. The researcher's role and positionality were also discussed, in addition to the procedures involved, which include obtaining Institutional Review Board (IRB) approval and the recruitment plan. Further, the data collection and data analysis process were clearly outlined, followed by a discussion of trustworthiness, ethical consideration, and a chapter summary.

Research Design

The primary goal of qualitative research is to discover and describe ideas and information, particularly for topics that are believed to be complex or uncertain (Moustakas, 1994; Sullivan & Sargeant, 2011). It is a study of individuals in their natural environment, inquiring about their experiences and providing holistic, contextual interpretations to these experiences (Creswell, 2013; Creswell & Poth, 2018; Moustakas, 1994). Qualitative inquiry involves an inductive process of the collection of non-numerical data without any manipulation (Johnson & Christensen, 2014). Using this methodology allows researchers to be absorbed into examining practices and policies, questioning the meaning of concepts and phenomena, and characterizing barriers and reasons for change or intervention outcome, among many other advantages (Marjan, 2017).

There are different types of qualitative approaches, and in his text, Clark Moustakas (1994) described several common methods of human inquiry using qualitative methods. These include ethnography, grounded research theory, hermeneutics, empirical phenomenology, and heuristic research (Moustakas, 1994). Ethnography can be described as direct observations involving significant fieldwork, usually in a social setting. It can be viewed as a cultural description of the setting after a prolonged engagement period (Moustakas, 1994). Grounded theory research is where the theory is generated from the research findings. Unlike other research that uses theory to guide the research, there are no specific steps that must be followed in grounded theory, as each research dictates its own sequence of steps (Moustakas, 1994).

Hermeneutics is focused on experience and consciousness, which involves the inclusion of the researcher's presuppositions. It is described as a circle of scientific inquiry and understanding in which prejudgments are either corrected, or new judgments are formed (Moustakas, 1994). Empirical phenomenology emphasizes the participants' experiences for which the data must be first interpreted based on its meaning to the participants. These meanings are then interpreted comprehensively to provide a generalized understanding of the participants' experiences (Moustakas, 1994). Heuristic research is primarily focused on the discovery of the human experience through self-analysis and the development of a process for future inquiry. During this process, the researcher is engaged in higher levels of knowledge and self-awareness (Moustakas, 1994).

A phenomenological approach will be utilized to understand the perception of scholarship requirements for tenure and promotion among faculty members teaching in HPP. Phenomenology is mainly about the lived experiences or how people experience the world (Austin & Sutton, 2014). It is primarily geared towards understanding problems, ideas, and situations, using rich and thick descriptions from the perspective of shared understanding and experiences within the study population (Austin & Sutton, 2014; Moustakas, 1994; Patton, 1990). In its most simplistic form, phenomenology can be viewed as a methodology that aims to describe the fundamental nature of a phenomenon, using broader concepts in terms of 'what' or 'how' from the perception of those who have experienced that phenomenon (Moustakas, 1994; Neubauer, Witkop & Varpio, 2019). The phenomenological approach aligns very well with this intended study, as it is expected to understand the perspectives of this group of faculty members, using rich and thick descriptions to gain insight regarding 'what' effects or 'how' they were affected by the common practice of ‘publish or perish.’

The term phenomenology was found to be dated back since the 1700s, as stated in the Oxford English Dictionary to have been mentioned in the Encyclopedia Britannica in 1797 (Marjan, 2017). However, it was not until the 20th century that this concept was recognized as an approach or method, initially established by the German philosopher Edmund Husserl (1859–1938), for the purpose of research (Creswell, 2013; Eddles-Hirsch, 2015; Marjan, 2017; Neubauer, Witkop & Varpio, 2019). As a mathematician, Husserl believed that the approach of scientific inquiry should not be used to study humans in psychology since it is believed that people do not provide an automatic response but rather assign meaning to exterior stimuli. When research is conducted this way, without accounting for the meanings in peoples’ experiences, the data/results will be skewed (Eddles-Hirsch, 2015; Moustakas, 1994).

There are different types of phenomenological approaches that can be used to provide context for each situation. Based on the research objective, a researcher must select the type of approach that aligns best with their philosophy (Neubauer, Witkop & Varpio, 2019). In this research, the transcendental or descriptive approach will be used. As indicated in the name, this method involves providing rich, in-depth descriptions of the participants' experiences or phenomenon, rather than an interpretation of the researcher's viewpoint (Creswell & Poth, 2018; Moustakas, 1994). The central processes of this methodical approach, as described below, Epoché, Transcendental-Phenomenological Reduction, and Imaginative Variation, provide a solid framework for this research. Additionally, since this research aims to gain a deeper understanding of the faculty members’ experiences, the premise of this approach appears to be well suited for this purpose.

Transcendental phenomenology is considered the foundation from which all other phenomenological approaches were formed. Edmund Husserl, known as the father of transcendental phenomenology, viewed this approach as a suitable option for research using scientific methods. He believed that this technique would allow researchers to be fully immersed in the research to discover the underlying phenomenon while at the same time keeping their beliefs and biases in check to avoid contamination of the data, for which the idea of subjective openness is strongly embraced (Eddles-Hirsch, 2015; Moustakas, 1994). The transcendental methodological approach embraces three central processes epoché, transcendental-phenomenological reduction, and imaginative variation (Moustakas, 1994).

Epoché essentially means to avoid judgments and is the first step in any qualitative research. As a researcher, one should look at things with an open mind. Whatever is known about a particular phenomenon should be removed from the mind, and the phenomenon should be evaluated with a fresh perspective - in other words, removing our presuppositions and bracketing out our implicit bias (Moustakas, 1994). Transcendental-phenomenological reduction was described as the second step in the process, where each individual or experience is evaluated and described individually. This is followed by the development of the phenomenon, which involved compiling the individual experiences using subjective openness. During this phase, the textural descriptions of the essential components of the phenomenon are being laid out without the interference of implicit bias (Moustakas, 1994). The third and final step is the imaginative variation, with the primary goal of capturing the essential outcomes from the experiences. These crucial outcomes are combined with the essential components derived from the Transcendental-phenomenological reduction phase to provide the overall experience of the phenomenon being investigated (Moustakas, 1994).

Research Questions

Developing research questions is a careful and methodical process as it is an essential piece of the puzzle before starting any research. The goal of research questions is to explore uncertainties in areas of concern and identify the need for further investigation (Ratan, Anand, & Ratan, 2019). A carefully crafted research question can be viewed as the backbone of a good study which can provide insight into an issue or problem (Bryman, 2007; Kishore, Vasundhra, & Anand, 2011). The following questions were used to guide this research.

Central Research Question

What are the perceptions of scholarship requirements for tenure and promotion among faculty members teaching in HPP?

Sub-Question One

How do faculty members in HPP describe their scholarship expectations as it relates to tenure and promotion?

Sub-Question Two

How do HPP faculty view alternative achievements to the traditional publication when considering the requirements for tenure and promotion?

Setting and Participants

The proposed setting for this research was a single academic institution within the public institution of higher learning system in NYC. University of Greatness (UG), a pseudonym for the proposed academic institution to be studied, is located in a highly diverse area in the surrounding five boroughs of NYC. UG's current student population approximates 8,300 students, speaking over 83 native languages and arriving from more than 120 countries. Its instructional faculty is assessed at 571 members, of which 185 are employed full-time, and 385 are employed part-time. Of this amount, only 132 are tenured, and 46 are on a tenure track, accounting for 31% of instructional staff either tenured or on a tenure track.

Site (or Setting)

This institution was chosen for two reasons; first, because of my current affiliation with this institution and my first-hand experiences with the challenges faced by faculty in HPP to navigate the meandering path to tenure and promotion. The second reason was the considerably small number of tenured faculty members or those on a tenure track. This institution was found to be below the national average for utilizing their full-time employees as instructional staff. This disproportionate usage of faculty for instruction, and those on tenure-track or tenured, could signal an administrative tactic to create further barriers related to tenure and promotion.

Leadership within the UG system follows the typical hierarchal pattern, consisting of the president, provost, deans, department chairs, program directors, and general faculty and staff. Of note, this institution, being a public, academic institution, has a strong presence and backing of a labor union. Additionally, UG embraces the concept of shared decision-making, with input from various committees and sub-committees. In general, at larger public institutions of higher learning in NYC, reappointment for tenure and promotion begins at the department level, by the department P&B committee. Once the department P&B committee feels that the candidate has satisfactorily met the requirements, their application is then forwarded to the college-wide P&B to be voted on collectively. This committee primarily consists of the president, provost, deans, and department chairs. The institution's president has the power to overrule any decisions, regardless of the collective voting results. All final decisions must be approved by the board of trustees.

Participants

Participants were recruited from a convenience sample at a single academic institution, UG. In particular, those employed in the PA, Nursing, CLS, OT, and SW programs were targeted for recruitment. These departments were chosen since there is little to no research available, thus the basis of this research. Inclusion criteria include (1) Current full-time faculty that are tenured – as it is believed that they would have valuable input regarding their experiences on navigating the tenure and promotion process. (2) Full-time faculty on a tenure-track but have completed at least one year of service. This one-year time frame allows faculty to orient and adapt to the institution's culture and policies, giving them ample time to make unbiased and informed decisions. (3) Tenured or tenure-track faculty members who have retired from their full-time status within the last three years but are still active in some form within the institution. This affiliation will allow these faculty to stay current with the policies and experiences within the institution, making them suitable candidates.

The sample size in qualitative research has generally been small compared to quantitative studies (Mason, 2010). Several reasons for this include the concept of saturation, where at a certain point, more samples do not necessarily mean new data. Thus, the inclusion of additional samples beyond the point of saturation is meaningless. Qualitative studies are focused on creating understanding and meaning from the data, rather than showing causation or correlation, which also supports the decreased emphasis on the sheer number. Additionally, although not as important as the above two points, qualitative research generates a significant amount of data, which would make the analysis phase very time-consuming and not practical (Mason, 2010). Researchers in the field have found that acceptable saturation levels can be achieved for sample sizes between 5 and 15 participants (Fusch & Ness, 2015; Namey et al., 2016; Persaud et al., 2021; Polkinghorne, 2005). Based on current evidence-based research, the expected sample size for this research is estimated to be between 10-15 participants, or until saturation has been achieved. Not surprising, data saturation was achieved at approximately 8-10 participants from the 13 participants recruited.

Researcher Positionality

As a tenure-track faculty member in a health profession program, this research is of great importance to me, based on my actual experiences transitioning from clinical practice to academia. My institution's emphasis and expectations regarding publication have solidified the long-standing idea of “publish or perish.” With this ingrained in me, it has been challenging to keep up with the unofficial one to two peer-reviewed articles per year for tenure and an even higher expectation for promotion. Having undergone the training to become a clinician and working in the field for many years, it is true that many clinical programs do not train their students to become researchers. Instead, their training is focused on evidence-based practices to function efficiently in clinical practice. I say this from personal experience as someone who has undergone formal training and is licensed to practice as a physician assistant and medical technologist in New York State (NYS). Neither of these degrees equipped me to conduct formal research or deal with the intricacies of the publication process. For those who wanted to conduct research and make contributions to the current literature, it would require further training in this area, in most cases a higher educational degree focusing on research. However, the same can be achieved through self-learning.

Discussion regarding a career, in most cases, is a conversation that usually begins during childhood for most people. It is also known that sometimes these choices and decision-making do not always evolve as predicted, for many reasons, including life changes, financial situations, academic reasons, changes in life’s trajectory, and experiential encounters, among many other things. For example, growing up as a child, I have always imagined myself in the medical field, for which I have attempted to do everything in my power to achieve that goal. Although I didn't become a physician as initially planned, I am currently a practicing physician assistant, performing similar duties as I had hoped for. Additionally, I never imagined myself transitioning to higher education as my current primary career while practicing medicine as a secondary career choice. This decision was made based on my life experiences, for which it was believed to be the best route taken.

As a clinician, determining a career shift from clinical practice to academia was not a difficult decision because of my love for teaching and giving back. However, I was faced with several questions to determine my readiness and whether or not I would succeed in this environment, or am I setting myself up for failure? Some of the questions I had were, should I choose a tenured track or a clinical lecturer track? What were the differences? What are the requirements for each? Which position would be more beneficial for me in the distant future? Am I equipped to function in an academic setting? What is meant by teaching, scholarship, and service? Will I have time for research and publication? Will there be institutional support to help in this area? What if I am unable to meet the publication requirements? Would I not be reappointed? The list of questions on my mind was endless, as I am sure would be true for anyone practicing in the clinical setting and is considering a career change into academia.

Fortunately for me, I was already enrolled in a Doctor of Public Health degree and was already exposed to the various research courses, with a background on conducting research and an introduction to the publication process. I was confident that I would be able to meet the scholarship requirements of the institution, for which I have successfully achieved thus far. In my experience, those faculty members with limited to no research training and on a tenure track have struggled to comply with the scholarship requirements. Though most saw the long-term benefits of being on a tenured track, some chose to pursue a clinical lecturer line, which does not require the scholarly productivity for reappointment or decided not to pursue academia after all. It is my firm belief from my experience that many clinical faculty entering academia do not fully understand, or underestimate, the demands of the scholarship requirements necessary for tenure and promotion.

Interpretive Framework

The social constructivism interpretive framework will be used to guide this research. The foundation of this approach is that we as human beings can shape our future based on our past experiences. That is, we can make sense of our experiences to find meaning within our environment (Creswell & Poth, 2018). In the context of this research, I have shaped my future based on my experiences with the tenure and promotion process. However, it is my goal to understand the experiences of others in a similar situation and help them find meaning based on their experiences. I want to understand how they view their social identity among their peers. These meanings can help them shape their future positively and successfully.

Philosophical Assumptions

This research was based on my experiences and philosophical assumptions, as it is true that one conducts research based on their philosophical assumptions. I believe in the notion of fairness and equality, where everyone should be given the opportunity to grow personally and professionally. In an academic setting, everyone should be fairly evaluated based on their unique contributions, as no one size fits all. Below is a discussion of my philosophical assumptions.

Ontological Assumption

Ontological assumption refers to one's reality that is only known to them or that in the consciousness (Neubauer, Witkop & Varpio, 2019). Researchers are faced with multiple realities, for example, from the perspective of themselves, the participants, and those reading the research findings (Creswell & Poth, 2018). Acknowledging that everyone's story may be somewhat different as they may have different experiences and, thus, different realities, it is important for me as a researcher to remind myself to stay neutral and focus on the unique underlying experiences of each participant.

Epistemological Assumption

In transcendental phenomenology, the epistemological assumption asserts that the researcher should make every effort to get close to the participants (Creswell & Poth, 2018); however, they must separate themselves and be bias-free to understand the phenomena using descriptive means (Neubauer, Witkop & Varpio, 2019). Epistemological assumptions are your beliefs about what knowledge is, how it can be gained, and at what point in your results are you considered to have sufficient knowledge (Johnson & Christensen, 2014). I believe that knowledge can be viewed as any piece of new information that could be useful in creating change. Knowledge can be gained through multiple means, including formal and informal experiences throughout our lives, such as having a conversation with someone, taking a course, conducting research, observations of others' behaviors, etc. For the purpose of this study, gaining sufficient knowledge can be accomplished by achieving saturation in the data that will create new meaning, which can be helpful in many ways in the future.

Axiological Assumption

I firmly believe that this research will add much value to the body of literature currently available. Faculty members in HPP have many contributions to academia. I believe that the work we do as healthcare workers, such as patient care and other contributions to the healthcare and public health systems, should be acceptable and equivalent to the publication requirements set forth by academic institutions. Having acknowledged this biased view, I constantly reminded myself of the critical role I play as a researcher and bracketed my beliefs out of the equation to legitimize the findings of this study. Although it was my assumption that other faculty members in clinical programs felt the same way, every effort was made to collect and interpret the findings without implicit bias.

Researcher's Role

As the human instrument in this research, I am responsible for every aspect of this study, which was written in my voice, except for chapter four (results section), which was written in the voice of the participants. As a brief background about myself, I have always been in the healthcare field, working in various areas across the medical spectrum, including a Medical Assistant, Clinical Laboratory Technologist, and Physician Assistant. With each job change across the medical arena, I have moved closer to the clinical side of medicine to finally reach the stage of a clinician, which provided me the ability to diagnose, treat and educate patients and their families. It was not until a few years as a clinician that I was offered the opportunity to be an educator, as an adjunct instructor, at the institution that I graduated from, an opportunity that I did not pass up. This has led to other opportunities within this academic institution that resulted in my transition to academia as a full-time instructor.

Moving to academia from a clinical setting to function as a classroom instructor has undoubtedly been faced with some challenges since I had no formal training in classroom instructions. However, by dedicating myself to 'learn the ropes,' with the help from other faculty and staff in the department, I have successfully shown some improvement, and I am now comfortable with my job-related functions. Currently, I am going up for my seventh reappointment with tenure. Although I have managed to navigate the reappointment and tenure process, and kept up with the publication requirements, others like myself have struggled, and are currently struggling, to maintain the expected norm of publication. It would be interesting to gain insight into these faculty members’ perspectives regarding this topic, thus forming the basis for this research.

The school of health sciences and professional programs at UG is comprised of several programs, including PA, CLS, Health Sciences (HS), Nursing, SW, and OT programs. Since the Health Sciences program is non-clinical and does not lead to a licensed professional degree, I opt not to include this program, as it is not categorized as an HPP. All of these programs are physically located in close proximity to each other, and as such, faculty members from each program are familiar with each other. It is important to note that these programs operate independently and have no influence over each other. I would like to be clear that I currently function as the associate director of the PA program; however, all decisions made in the program are collaborative, with the director having the final determination. Participants who were recruited from this program were not directly supervised by me, or they are in the protected status of tenured. Their participation was voluntary, without the possibility of any repercussions.

Given my current experience with the P&B committee and the tenure and promotion process, I believe that the system or process could benefit from some insight regarding the important work HPP faculty do outside the classroom. Having acknowledged this bias, every effort was made to minimize my beliefs from contaminating the results. This will be primarily through the constant reassertion of maintaining researcher objectivity or bracketing throughout this research. Bracketing refers to the technique used to diminish any potentially detrimental effects of presumptions that may taint the research process (Fischer, 2009; Kim, 2020; Tufford & Newman, 2012). In other words, researchers can acknowledge their biases based on their experiences while ensuring that such experiences do not impact the interpretation of the participants' experiences (Creswell & Poth, 2018).

Procedures

The procedural steps discussed below explained how and what necessary steps were taken to help execute this research. This include obtaining the required institutional IRB permissions, as well as a discussion of how the recruitment took place. Seeking and obtaining approval from the appropriate research ethics committee or IRB ensures that this research complies with human subjects' ethical protection (Grady, 2015).

Permissions

An IRB application was submitted on 4/8/2022 to Liberty University’s IRB and received exempt approval on 5/22/2022, IRB #: IRB-FY21-22-946, (see appendix A). Inquiry with the IRB team at UG revealed that a separate IRB approval from UG was unnecessary since Liberty University was the IRB of record. The IRB approval letter referenced above was shared with UG

IRB's office on 5/23/2022. No additional approval was needed to proceed with participant recruitment. This research adhered to the highest ethical standards, set forth by the IRB committee at Liberty University.

Recruitment Plan

Recruitment began on 5/26/2022 and continued through 7/31/2022. Participants were identified based on their publicly available profiles at UG from these five programs, PA, CLS, Nursing, OT, and SW. A convenience sampling, coupled with a snowball technique, was employed for this research. These techniques were used due to the fact that a single institution was being studied where all five of the programs to be studied are located in close proximity. After a preliminary review of the participant's public profile to determine if they met the inclusion criteria, they were contacted via my Liberty University's email with details of the study. They were provided with a link to access the information sheet which contain all the necessary study materials, including the informed consent, as deemed necessary by Liberty University's IRB.

Data Collection Plan

Careful attention was placed on the data collection technique. The literature suggested various techniques, including but not limited to interviews, observations, use of questionnaires, and the review of documents, each with its own strengths and weaknesses (Williamson & Johanson 2017). For this research, three different approaches were utilized, including individual interviews, word association, and journal prompts, in order of data collection sequence.

Those who were willing to participate in this research were required to sign the online consent before proceeding to a brief demographic survey (see appendix B), which reviewed the inclusion criteria. Both the consent and demographic survey were hosted on the online survey platform, Qualtrics. The demographic survey was manually reviewed by myself (PI), and those who met the inclusion criteria were sent a follow-up email to schedule a date and time for the interview. To avoid information overload and burnout, recruitment emails were sent out to two to three individuals at a time. This spacing seemed to work very well, for time and data management. Although, data saturation was achieved at approximately 8-10 participants, several interviews were pre-scheduled, leading to a total of 13 participants over approximately two months.

Individual Interviews Data Collection

It was determined that an in-depth individual interview was most appropriate for this research, as it provided a more private atmosphere for participants to share their innermost personal feelings, which may even be sensitive to them. This concept was supported by research where it was found that in-depth interviews are preferred over focus groups for topics of personal and sensitive nature (Sargeant, 2012). A set of semi-structured open-ended questions were used to guide the interview. This allowed for uniformity of the questions asked, while at the same time provided the opportunity for participants to elaborate on their answers, while minimizing the possibility of leading participants to a specific answer.

The interview was conducted by the primary researcher (myself) and each interview lasted approximately 30-60 minutes, although the majority lasted for about 40 minutes. Eleven of the interviews were conducted via the online platform, Zoom, one was conducted in-person, and another was done via telephone. Each session was audio-recorded using a handheld recorder. For the interviews conducted using a video conferencing software, the record feature on that software was not used. Instead, the audio emitted from the speakers were recorded. Field notes were also taken during the interview.

Face-to-face interviews have been accepted as the best overall technique for qualitative data collection; however, with the current changing landscape of technological advances, the shift to remote interviews has been increasing (Johnson et al., 2019). Researchers evaluated more than 300 qualitative interviews conducted either in-person, via telephone, or using the video software, Skype. It was found that although the in-person interviews have their advantages in terms of stimulating the conversation, the other two methods, telephone, and Skype, produced similar quality data and did not vary significantly (Johnson et al., 2019). Other studies have supported this claim of using remote interviews as suitable alternatives to in-person interviews (de Villiers et al., 2021; Solorio et al., 2021; Trate et al., 2020; Weller, 2017). Being considered the gold standard, every effort was made to conduct these interviews face-to-face for this study. Despite all efforts, most of the interviews were conducted remotely, since recruitment was during the time when most faculty were off campus on their summer break.

All of the data collected were converted into a digital format and stored on the principal investigator's (PI) personal home computer with password protection. The data was also placed into a password-protected zip folder as a second layer of security. Data pertaining to this study will not be shared with anyone unless legally required. Data storage is expected to last for at least three years (as per Liberty University's policy), with a possibility of indefinite archiving in a digital format, if deemed necessary. However, should the data no longer be required, it will be destroyed via electronic shredding and deleting using reputable antivirus software.

Individual Interview Questions

The following set of interview questions were used to guide the discussion. Each question is specifically designed to provide insight on the central question or the two sub-questions.

1. Please tell me about yourself and describe your role within this institution (UG).

2. What is your understanding of Tenure and Promotion in general? (CRQ)
3. Please describe your understanding of the Tenure and Promotion process at UG, and include any specific written or unwritten requirements by the institution you are aware of. (CRQ)
4. Please explain your view regarding the fairness in which the P&B is evaluating faculty members from across disciplines. (CRQ)
5. What are your thoughts on the experiences with the tenure and promotion process for those employed in a different department, let's say, for example, English or Psychology? (CRQ)
6. Before transitioning to academia, what was your understanding and expectations of the requirements for tenure and scholarships at an academic institution, in particular a public institution such as this one? (CRQ)
7. Since your academic appointment, please describe any changes to your original expectations. (CRQ)
8. As someone with a clinical background, think back to when you first started as an instructor and your path towards tenure, how would you describe your preparedness to meet the demands for tenure and promotion at UG? (SQ1)
9. Why do you feel this way? (SQ1)

   Note: This question is referring to the answer given for the above question.
10. It is well established and generally accepted that publications in peer-review journals are the cultural norm for fulfilling the scholarship requirement. Please share your thoughts on this unwritten rule. (SQ2)

11. What do you believe are some activities/work/artifacts that could be substituted and carry equal weight as a peer-reviewed published article? Please explain why you feel this way. (SQ2)
12. What challenges have you faced thus far, if any, when navigating the tenure and promotion process? (CRQ, SQ1, or SQ2)
13. Is there anything else you would like to share regarding this topic? (CRQ, SQ1, or SQ2)

Please note that all the above questions were reviewed and approved by my dissertation chair and committee member.

Individual Interview Data Analysis Plan

The questions outlined above helped provide useful information to answer the CRQ, SQ1, and SQ2. For example, question 1 served as the ice-breaker, making participants feel comfortable sharing while also reconfirming the inclusion criteria and eligibility for this study. Question 2 helped to provide insight regarding the participant's perception of the tenure and promotion process, thereby providing valuable information to address the CRQ. Question 3 also helped to provide insight regarding the participant's perception of the tenure and promotion process at this institution, thereby providing valuable information to address the CRQ. Questions 4 and 5 allowed for more insight regarding the participant's perception of the tenure and promotion process at UG, thereby providing valuable information to address the CRQ.

Question 6 helped to provide insight regarding the participant’s expectations of the tenure and promotion process, thereby providing valuable information to address SQ1. Question 7 was a follow-up from question 6 which also helped to provide insight regarding the participant's expectations of the tenure and promotion process, thereby providing valuable information to address SQ1. Question 8 and 9 provided further insight regarding the participant's expectations of the tenure and promotion process, thereby providing valuable information to address SQ1. Question 10 helped to provide insight regarding the participant's perception of alternatives to the traditional publication requirements, thereby providing valuable information to address SQ2. Question 11 also helped tp provide insight regarding the participant's perception of alternative options to the traditional publication requirements, thereby providing useful information to address SQ2. Finally, questions 12 and 13 were believed to have components that could supplement the CRQ, SQ1, or SQ2, given that the answers provided can take any direction.

Since the goal is to understand the phenomenon being studied in qualitative research, care must be taken in the analysis phase to produce an unbiased interpretation of the data (Lester et al., 2020; Sargeant, 2012). Data analysis for this research followed the process outlined by Moustakas (1994) for analyzing phenomenological research. This process began with a verbatim transcription of the interview data. This was followed by a qualitative inductive approach using thematic analysis, after which an interpretive analysis was conducted in three stages: deconstruction, interpretation, and reconstruction (Sargeant, 2012), consistent with the common techniques described by Miles and Hubberman (1994).

Deconstruction is the descriptive phase which involves the iterative process of reading through the data line-by-line multiple times to identify common themes and sub-themes (Saldaña, 2016; Sargeant, 2012). As recommended by Saldaña (2016), data coding was initially conducted separately for each participant, which allowed for new viewpoints when coding the data for subsequent participants. Interpretation refers to making sense of the coded data rather than attributing meaning to it. This was achieved by applying both observational and manipulative methods such as identifying repetitions, similarities and differences, keywords in context, and word co-occurrence (Sargeant, 2012).

The reconstructive stage, or the final stage, involved the process of repackaging the data in meaningful ways, such as major themes that represent the collective feedback from the participants. These themes and any evident codes were triangulated to identify meaningful relationships elicited in the interpretation phase. The identified relationships were used as the driving force for the results and discussion section of this research, interconnecting the theoretical perspectives and any existing data in the current literature (Sargeant, 2012).

Word Association Data Collection

The word association (WA) approach was selected for its simplicity, yet a powerful tool for data collection (De Deyne et al., 2019). This technique has been used for centuries to understand the organization and content of words to understand general behavior (Fitzpatrick et al., 2015). Because of its game-like structure, this data-collection method was viewed as fun and engaging, requiring little effort and time from the participants. It provided an opportunity for participants to share their raw emotions and expressed their internal representations. It was found that when compared to other tasks or data-collection techniques, WA provides the researcher with a more comprehensive and impartial approach to assess meaning (De Deyne et al., 2019). As such, this technique was determined to be very fitting for this research. The WA test provided an avenue to explore the meanings of the trigger word (as listed below in the word association list) and its association with other trigger words.

The WA task began immediately after the individual interview for each participant. They were provided with a word (see list below), one at a time, and asked to provide the first word or words that immediately comes to their mind (De Deyne et al., 2019; Nielsen & Ingwersen, 1999), followed by an explanation of their chosen word. This allowed for additional data to be collected for analysis. These WA trigger words were only asked once, as research suggests that the first answers given to the trigger words in WA tests are believed to be the strongest association with the given prompt (Shono, Ames, & Stacy, 2016). The trigger words list that was used for this test was developed from the main terminologies used in academia related to tenure and promotion. This was expected to provide an alternative viewpoint of the participant of the same concept being studied, thus strengthening triangulation.

Word Association List

Teaching

Tenure

Publication

Articles

Promotion

Service

Reappointment

Academic Freedom

The responses to these words have certainly helped to support addressing the CRQ, SQ1, and SQ2.

Word Association Data Analysis Plan

The responses acquired underwent a content analysis, which involved assigning codes to the concepts and categorizing the data to form meanings (Cetin & Timur, 2020; Ekici, 2016). This include creating a frequency table that helped identify the repetition of words and phrases (Akaydin, 2021), which were used to generate a cluster of associated interpretations of the trigger words (Cetin & Timur, 2020). This cluster of word responses were viewed and interpreted as the participant's conscious or unconscious understanding of the presented concept

(Nielsen & Ingwersen, 1999). Specifically, I looked for similarities or words that provided similar meanings among the responses. These similarities were categorized into themes that represent the collective understanding or feelings of the participants. The resulting themes were used to supplement the themes derived from the one-on-one in-depth interviews.

Journal Prompts Data Collection

Journal prompts were selected as the third data collection method for this research. It was determined to be a beneficial strategy to supplement the responses elicited from the individual interviews and the word association. Reflexive journaling was also believed to contribute to the reliability of a study (Lincoln & Guba, 1982). This technique was carefully selected for many reasons, including allowing participants to be more reflective without interruptions (Janesick, 1999). Participants were not under the time pressure of providing an immediate answer; instead, they had the ability to write and make any changes at their leisure while at the same time projecting their views in an active voice. The technique of using journal prompts provides an extra data set that were used to explain and describe the studied phenomenon (Janesick, 1999).

Taking into consideration the comprehensiveness of the individual interview questions and the time factor associated with completing journal prompts, there were only three questions for this data collection method. The following questions were asked so as to provide insight on the overall experience of the participant with the process of tenure and promotion. Participants were asked to provide at least one to two paragraphs for each of the three questions below.

1. Please describe your overall experience with UG’s reappointment, tenure, and promotion process. (CRQ and SQ1)

2. As someone from a clinical background, compared to others in non-health-related programs, what challenges have you faced or expect to encounter when preparing for the reappointment/tenure or promotion process? (CRQ and SQ1)
3. If given the opportunity, what changes would you make to the current process used by the P&B committee to evaluate candidates, and more specifically candidates from HPP, for reappointment/tenure and promotion? (CRQ and SQ2)

The three journal prompt questions outlined above were sent via email to each participant two to three days after the initial interview. The responses were captured anonymously using the survey platform, Qualtrics. The reason for this was to avoid overloading the participant with similar questions in a short period of time, but also to minimize the amount of time between the data collection methods, which may have the potential for the participant to lose interest in the study. To maintain the line of communication, a thank you email was sent the following day after the individual interview, reminding the participants that they should expect to receive the journal prompt questions in another one to two days. They were asked to complete the journal prompts within two weeks but was given additional time as needed.

Journal Prompts Data Analysis Plan

Responses from the journal prompts were compiled and evaluated for similarities, differences, and the introduction of new ideas or concepts. As outlined by Moustakas (1994), the process of phenomenological analysis was incorporated. This included the iterative process of reading and re-reading the data, and through a reductive process, themes were categorized based on commonalities found from the data (Bashan & Holsblat, 2017). These themes were triangulated to complement those obtained from the individual interviews and the word association analysis. These three data sets provided a comprehensive evaluation of the participants' perspectives regarding the tenure and promotion process at UG, compared to either one method alone.

Data Synthesis

The data synthesis involved making sense of the data, that is, to develop a process that combined all the data and repackage it in a comprehensive manner that sheds light on the research objective to help answer the main research question and two sub-questions. For this research, the data was synthesized using the method laid out by Moustakas (1994), a modification of Van Kaam's approach. This involved looking at the data from two levels – at an individual level and a group level.

At the individual level, the first stage involved evaluating the complete transcribed data for each participant. This then underwent a preliminary grouping of the data, also known as horizontalization. The expressions and quotes that were most relevant to the experience were extracted during this process. The data then underwent a process of elimination or reduction of the quotes based on their relevance and importance. Quotes and expressions that did not appeared to belong were eliminated. This was followed by clustering the data for the development of emerging themes. The compiled themes were then validated by cross-referencing back to the data to accurately reflect the participants' feedback. Common overarching themes were then listed, followed by an explanation of what it represents. This was followed by supporting quotes from the data. The last stage at the individual level involved providing meaning to the individual experiences. Finally, at a comprehensive level, the participants' feedbacks from all three data-collection methods were compared and contrasted to provide an overarching description of the participants' experiences (Moustakas, 1994). See table 1 for a summary of this process.

Due to the large amount of data that was generated from this qualitative research, the computer software Dedoose was utilized to help improve the efficiency of data management (Al-Busaidi, 2008). Please note that the purpose of this software was used solely for data management and organization, and therefore, played no role in the interpretation of the data, which was done by the PI (myself).

Table 1

Major Stages in the Data Synthesis Process

	Stages	**Description**
Individual Level	Stage 1	Evaluated the complete transcribed data for each participant
	Stage 2	Preliminary grouping of the data, also known as horizontalization
	Stage 3	Clustering the data for the development of emerging themes
	Stage 4	Validation of the compiled themes from the transcripts
	Stage 5	Development of common overarching themes
	Stage 6	Added supporting quotes to the overarching themes
	Stage 7	Added meaning to the individual experiences
Group or Comprehensive Level	Stage 8	Individual feedback from all three data-collection methods were compared to provide an overarching description of the group’s experiences

Note: I developed this table based on Moustakas’s (1994) modification of Van Kaam's approach.

Trustworthiness

Quality and rigor are very important elements in qualitative studies compared to quantitative studies, with a stronger emphasis on validity and reliability. Given this unique nature of qualitative research, factors such as effect size, strength of association, and statistical power, although important, are of lesser value (Sargeant, 2012). Authenticity and trustworthiness are two of the many ways to promote validity and reliability in qualitative research. Authenticity (validity) is aimed at the quality of data and the data-collection process, whereas trustworthiness (reliability) is aimed at the quality of the data analysis (Sargeant, 2012). This section outlined how validity and reliability were achieved, particularly by looking at credibility, transferability, dependability, and confirmability.

Credibility

Credibility refers to how well the findings of the research were presented (Kitto, Chesters, & Grbich, 2008; Sundler et al., 2019). That is, do they accurately reflect what the participants are saying? Credibility issues can arise from either or both the methodology or how the findings were presented (Sundler et al., 2019). Among the several ways to achieve credibility, it was demonstrated by using member checking, peer debriefing, and triangulation in this research.

Member checking is a great way of ensuring the accuracy of the data as it provides participants the opportunity to clarify what they meant or whether the interpretation accurately reflects what they were saying (Carlson, 2010; Creswell & Poth, 2018; Kitto, Chesters, & Grbich, 2008). Since it cannot be assumed that I will accurately interpret the participant’s data, participants were invited to review a summary of my interpretation of their transcript for accuracy. Additionally, clarifying questions were asked during the interview.

Peer debriefing is another way to externally check or validate that the findings have been interpreted correctly. Comparing this concept to quantitative studies, peer debriefing can be viewed as inter-rater reliability (Creswell & Poth, 2018). It is believed that any good qualitative researcher should find a way to incorporate peer-debriefing, as researchers in the field have found it to improve their study's trustworthiness and credibility (Janesick, 2015). The findings of this research were peer-debriefed by two faculty members from UG, both of whom who have background and experience in qualitative research.

Triangulation refers to the technique of using multiple methods, sources, researchers, or theories to provide a more comprehensive view of the phenomenon being studied. This allows for a more comprehensive understanding of the phenomenon with the potential of minimizing bias (Creswell, 2013; Kitto, Chesters, & Grbich, 2008). In this research, the technique of data triangulation was used, where individual interviews were conducted and compared or triangulated to each other.

Transferability

Transferability, often referred to as generalizability (especially in quantitative studies), refers to how useful the data is in other settings or research. It measures whether the findings are pertinent and whether the study adds new knowledge to what has already been known (Creswell, 2013; Kitto, Chesters, & Grbich, 2008; Sundler et al., 2019). In qualitative studies, transferability is difficult to ascertain, although this concept is of lesser importance since qualitative inquiry focuses on a specific issue or phenomenon (Leung, 2015). The growing quantity of research shows that with the increasing popularity of qualitative studies, an alternative approach to assess for transferability (generalizability) is to adopt the same criteria for validity (Leung, 2015), in addition to the usage of rich, thick descriptions (Creswell, 2013; Creswell & Miller, 2000).

Despite the well-known fact that transferability is not guaranteed, in this research, it was boosted by presenting the findings using rich, thick descriptions.

Dependability

Dependability refers to the concept of demonstrating that the research findings are repeatable if the study is to be repeated using the same cohort of participants, researchers, and coders (Forero et al., 2018; Moon et al., 2016). One of the ways in which this can be achieved is by documenting a clear and descriptive process of the study methods (Forero et al., 2018), making it easier for the study to be replicated by other researchers, which was done for this research. Another notable method is the use of an audit trail (Creswell & Miller, 2000), which involves detailed documentation of the entire process that can be easily tracked and verified with the use of external auditors. My dissertation chair, committee member, and the Qualitative Research Director at Liberty University served as external auditors for the work I have completed.

Confirmability

Confirmability refers to the ability of the results to be confirmed or corroborated by other researchers and that the research findings are not contaminated by researcher bias or self-interest (Forero et al., 2018; Moon et al., 2016). That is, the results accurately reflect the experiences of the participants. This was achieved in several ways, one of which was the reflexivity or a process of self-reflection. As mentioned earlier, I have discussed my viewpoint on this topic and how the research could be biased if my self-checks are not in place, which I maintained by the constant reassertion of my role as a human instrument for this research. Secondly, the use of audit trails and triangulations, as discussed above, were also additional ways confirmability was achieved for this research.

Ethical Considerations

This research conformed to all applicable rules of Liberty University's IRB. Confidentiality was maintained and no private health information, either from medical records, healthcare providers or directly from the subjects. Any identifying information, such as names that were collected or documented, were deidentified. Participants were encouraged to avoid sharing any identifying information, and they were asked to used "participant A, B, C," etc as their code identifier. For participants who mistakenly provided identifying data, such information was deidentified and stored appropriately. Additionally, only audio recording of the interviews was captured, instead of video footage to preserve anonymity.

Participants were informed about the voluntary nature of the study, including that they will not be compensated for their time, in addition to their right to withdraw from the study at any time. They were also advised that the session will be audio-recorded and how the data will be de-identified to protect their identity. Although none of the participants requested the interview to be stopped, they were given the option to do so and delete their data should they so desired. In addition, participants were provided with a verbatim transcript of the audio recorded session and was given the opportunity to make any changes. The information sheet provided to the participants, as reviewed by the IRB committee, contained important details about the study, including any potential risks and benefits and contact information, should they have questions or concerns. Currently, there were no foreseeable risks or mitigating factors that were expected to arise from this study. No direct benefits to the participants were expected; however, it is believed that for those who are still not tenured, the findings of this study may provide some insight and guidance to help them prepare their portfolio for their upcoming reappointment or promotion.

Summary

Chapter three provided an overview of the methodology that were used for this research. This section discussed the study design in detail, which included the use of individual in-depth interviews, word association, and journal prompts. A convenience sample of 13 participants were recruited from a single academic institution within the PA, CLS, Nursing, OT, and SW programs. A detailed account of the proposed data collection process and analysis strategies have been discussed, including the researcher's role and reflexivity. Furthermore, concerns with trustworthiness and ethical considerations were also addressed.

In chapter four, the data that emerged from this research is presented in a rich, thick format to illuminate the participants’ perspectives.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this transcendental phenomenological study was to explore the perception of scholarship requirements for faculty members teaching in HPP at a public institution of higher learning located in NYC, as it relates to tenure and promotion. In this chapter I discussed a description of the participants, and a narrative form of the data categorized as themes based on the CR, SQ1 and SQ2 using the method laid out by Moustakas (1994), a modification of Van Kaam's approach. Findings were grouped as major themes which are followed by sub-themes, as available. Tables and charts were used to further illuminate these results. The chapter concluded with a restatement of the key findings based on the research questions and a chapter summary.

Participants

Participants from the PA, Nursing, CLS, OT, and SW programs were recruited from a single institution. A total of 22 recruitment emails were sent out to potential participants of which 13 responded and agreed to participate, with almost equal distribution among the programs. A majority of the interviews (11) were conducted virtually using the video conferencing software, Zoom, while one interview was conducted in-person, and one via telephone. Due to the small sample size from a single institution, there were concerns that a detailed description of each participant could potentially identify the individual. Therefore, participants' demographics (see table 2) will be discussed in aggregate as a means of protecting their confidentiality. The following randomly assigned pseudonyms will be used throughout the results section for each participant: Gilbert, Jasmine, Michael, Ronald, Karen, Toby, Sheila, Ruby, Angela, Lauren, Brian, Ginger, and Victoria.

Among the 13 participants, eight (8) identified as females and five (5) identified as males. The majority were older than 41 years of age, for which those in the age category of greater than 61 years and the age category of 41-61 years, had equal number of participants, six (6) each. Nine (9) participants identified as White, three (3) as Black or African American, and one (1) as Asian. Twelve (12) participants are full-time instructors, while one (1) is categorized as part-time. The majority, ten (10) were tenured, while three (3) are on a tenure-track. Eight (8) of the 13 participants are at the rank of Associate Professor, four (4) at Assistant Professor, and one (1) at Full Professor. Ten (10) currently hold doctoral degrees, while three (3) hold master's degrees. Seven (7) were employed at the institution for more than 10 years, three (3) for 6-10 years, and three (3) for 1-5 years. Seven (7) of the 13 participants have served in the capacity as an academic chair at this institution during some point in their career. With regards to peer-reviewed publications, four (4) participants have published more than eight (8) articles, three (3) participants published between five (5) to eight (8) articles, while six (6) participants published zero (0) to four (4) articles in peer-reviewed journals.

Table 2

Participants' demographic

Gender	Female	8
	Male	5
Age	> 61 years	6
	41-60 year	6
	31-40 years	1
Race	White	9
	Black (African American)	3
	Asian	1
Job Status	Full-Time	12
	Part-Time	1
Tenure Status	Tenured	10
	On Tenure Track	3
Academic Rank	Associate Professor	8
	Assistant Professor	4
	Full Professor	1
Highest Degree	Doctoral	10
	Masters	3
Time at Current Job	> 10 years	7
	6-10 years	3
	1-5 years	3
Peer-Reviewed Publications	> 8 articles	4
	5-8 articles	3
	0-4 articles	6
Served as a Chair at Some Point	Yes	7
	No	6

Results

Data from the demographic survey, individual in-depth interviews, word-association, and post interview journal prompts were collectively compiled and analyzed to produce the results discussed in this section using the steps described in the methodology section. For simplicity and flow, these results are categorized as main themes and sub-themes based on the three questions for this research (CR, SQ1, and SQ2). Each theme and sub-theme were supported by the appropriate data elicited from the participants, which included relevant quotes. After analysis, a total of 317 excerpts were identified which were then sorted by three main categories, producing seven major themes and seven sub-themes, and two outlier themes. See table 3 for a breakdown these categories, themes, and sub-themes.

Table 3

Themes emerged from all data sources

Category	**Major Themes**	**Sub Themes**
Perception of Scholarship Requirement	The need for clearer policies	The importance of communication
	The impact of institutional support	Mentorship
		Availability of resources
		Time constraints
	Lack of standardization	Discipline-specific guidance
		The value of departmental input
		Training for P&B members
Faculty expectations of T&P requirements	Preparedness for scholarship	
	Unbalanced 3-Legged stool	

Scholarship alternatives	Pressure to engage in passionless work Broader scope of scholarly activities	
Outlier Themes	Academic politics	
	Academic snobbery	

Themes Related to Faculty Perception of the Scholarship Requirements

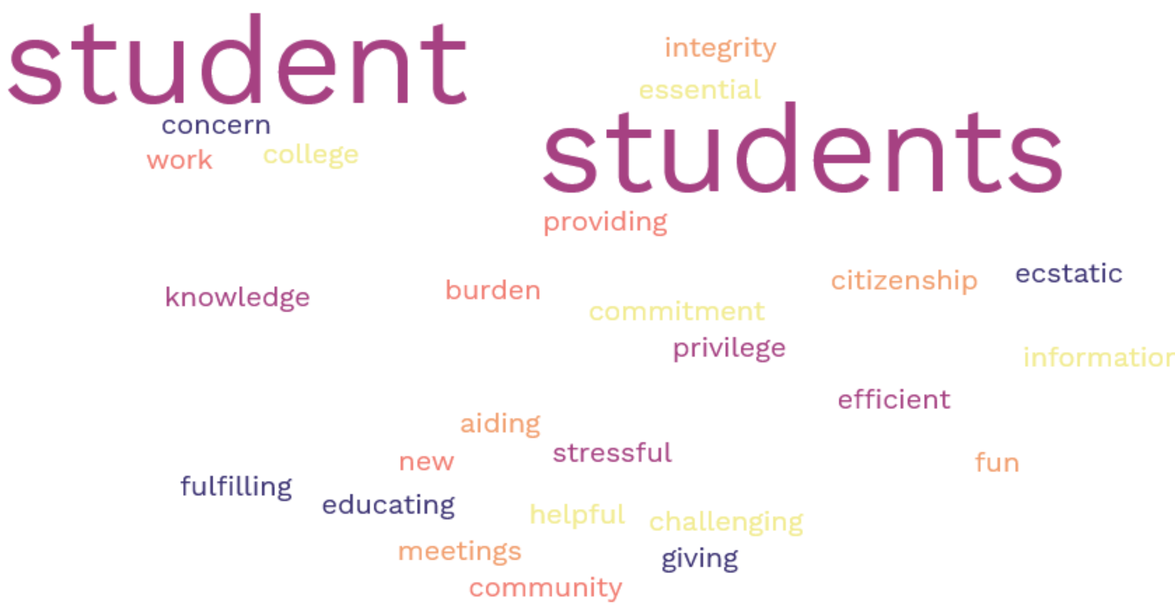
This category is meant to shed light on faculty views regarding the scholarship requirements for tenure, reappointment, and promotion process. Participants shared their perception on this topic drawing from their personal experiences and knowledge. All (n=13) of the participants expressed a general understanding of what they believed the requirements to be. There was consensus among the participants regarding the concept of the "three-legged stool." For example, Sheila stated, "you have to meet the 3 elements of the stool, you have to have research, you have to have teaching, you have to have service to the institution." Michael added:

> They always refer to the 3-legged stool, and the 3-legged stool, once again is teaching, so they want a person that's effective in a classroom for whatever the subject matter they are teaching. They' re looking for service and service, in a progressive way, and then scholarship.

During the discussing of their experiences, participants appeared to have a positive outlook for certain aspects of the reappointment and tenure requirements, such as teaching and service. The idea of teaching, disseminating knowledge to the students, and engaging in service to the institution that will ultimately help the students were the main reasons most of the participants chose academia. The word cloud shown in figure 3, highlighted the compiled responses from the word association prompts regarding how faculty felt about teaching and service.

Figure 3

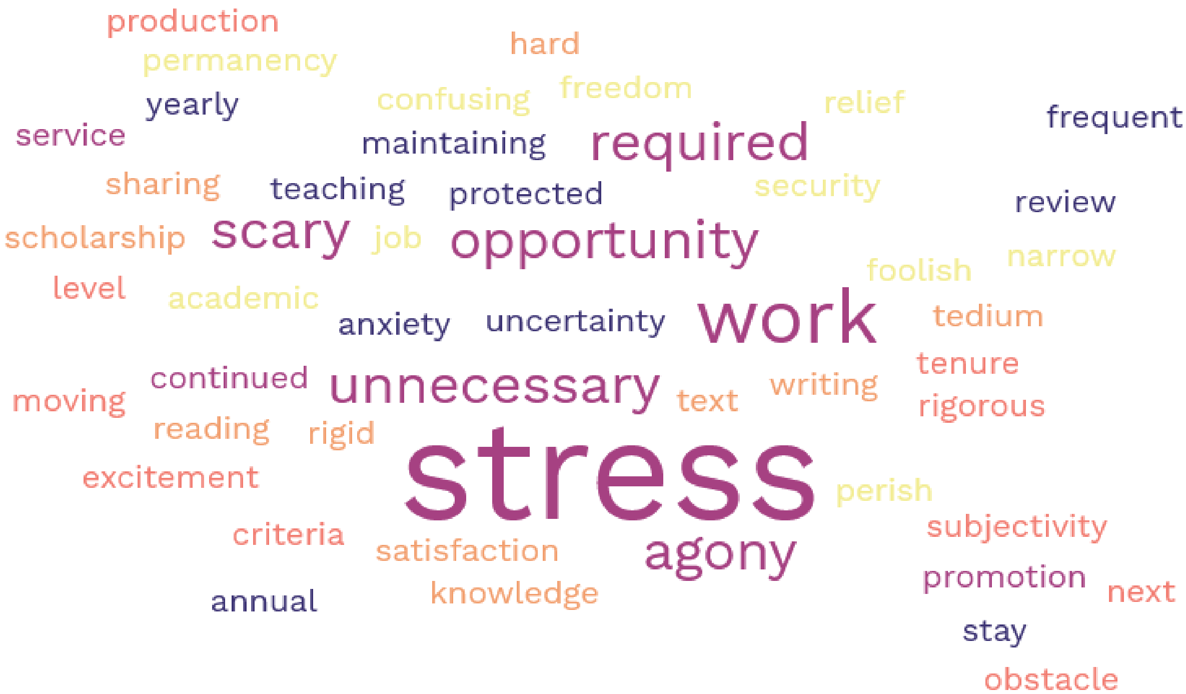
Faculty perception on the concept of teaching and service



On the other hand, the concepts of reappointment, tenure, promotion, and publication, were viewed negatively among the clinical faculty members. The most commonly cited word, compiled from the word association prompt was "stress." It was expressed that not only was the process stressful, but it also created anxiety, as it is too much work, posed as an obstacle, and perhaps unnecessary. See figure 4 for a word cloud of the responses.

Figure 4

Faculty perception on the concepts of reappointment, tenure, promotion, and publication



These negative connotations were expressed throughout this research as faculty discussed their experiences and perception regarding the scholarship requirements for tenure and promotion. Three major themes emerged which included: the need for clearer policies and guidelines, the impact of institutional support, and lack of standardization. These themes were accompanied by seven sub-themes, as discussed below.

The Need for Clearer Policies

The lack of clarity on what was needed to satisfy the requirements for reappointment, tenure, and promotion was a concern for nine participants. It was acknowledged that general guidelines existed, but not to the level that provided clear direction. As Michael puts it:

> The contract speaks to tenure and promotion, but they speak in generalities, they have general guidelines or areas and not specific, so it doesn't quantify anything, its qualitative statements that sort of guide and it's up to the institution and the perception of those you're presenting to believe that you have either met them or not met them.

Gilbert shared his understanding when he first started at the institution by saying:

> I don't recall ever seeing any written information about the tenure process, other than the fact tenure happened. Other than that, I saw nothing in writing about how that process happens, what they expect from you, nothing in writing. Even now I don't recall seeing stuff in writing relative to the tenure process.

The lack of guidance created confusion among the participants, resulting in most trying to figure out the requirements and steps for themselves, as Victoria eloquently stated, "I think most of us probably look around to see what other people are doing and what other people have done." Toby added, "As I mentioned there was this real challenge that my expectations were very different from reality. I kept on having to adjust what I thought would get me tenure as I went along, so that was a big challenge." When talking about the scholarship requirements, Ginger states, "the research is, there are really no measures, you know, there are some expectations, they are not 100 percent clear, but again it's very subjective."

The discussion continued that although clearer guidance was needed, it should still have the flexibility to evaluate candidates. For example, Karen discussed, "not that everything should be so rigid, but there should be some type of map, so we can get on the right road." Toby added to this idea by stating:

> You need to have a certain amount of subjectivity. I feel like if you ever had a committee formulated that's going to come up with these rules and guidelines, and put numbers to things, I would say it is not the best way to go.

Toby supported this point of view by explaining that judgement should be exercised by the P&B committee so that they can evaluate the different ways people apply their scholarship. The committee should have the flexibility to evaluate faculty on what they have done for the institution, their accomplishment, how well they work with students and the value they bring to the institution.

Having acknowledged that the guidelines should not be very rigid, overwhelmingly, it was voiced that better guidance and direction would put faculty in a better position to navigate the reappointment, tenure, and promotion process. According to Sheila, “A lot of people reject the idea of numbers, but I do think that further guidance is needed.” Angela supported this notion by adding:

> I would like to have that clearer guidance, because let’s say by year 3 you expected to have published 2 peer-reviewed journal articles, that they say that, and not ask me when it’s time for you to become reappointed, why you haven’t done it.

Sheila continued to explain that because there was no documentation that peer-reviewed articles were required, faculty may view it as they don’t need to publish. Her recommendation for the P&B committee as captured in the post-interview journal prompt stated:

> There should be specific milestones and criteria for progression in the departments across campus. Specific minimal number of publications required of faculty may assist in knowing if faculty are successfully on track towards promotion and tenure.

The Importance of Communication

The transfer of information across the institution, particularly upon new hiring is critical for the success of new faculty. Without the knowledge of how to navigate the system, new faculty are lost, as explained by five participants. Michael discussed his experience teaching as an adjunct before accepting a full-time position. His main focus was teaching and dissemination of information to the students, while his main source of evaluation was from student evaluations. However, as he transitioned to a full-time status, he was clueless, as he stated, “when I took a full-time position, no one explained to me prior to that what the expectations of an assistant or associate or full professor were [or] the distinct difference between the professor and the teacher." Karen explained that on the day of her interview her meeting was very brief with little to no discussion of the expectations, as she stated, "everything was very rushed because at that time people were always running to meetings. So, the message was not strongly clarified."

The breakdown in information transfer can have negative consequences on someone's productivity. Angela sounded disappointed as she discussed her experience, explaining that those who are employed on professorial lines were given release time to engage in scholarly activities; however, she was not informed of the release time until her third year of service, leading to the loss of that release time. She stated:

> The challenge to me was lack of knowledge, I didn't know until year 3 what the expectation was, and like I said that information came to me from the union rep in an email about how much release time I didn't use and now I've lost it.

This situation also created another problem for her, as she explained:

> The second challenge was to now get all of this done in 2 years. That was a bear, to try to get it all done in two years, I managed to do it by the grace of God, but that was a challenge that I wouldn't wish anybody to try to get it all done in two years, it's not a good thing.

Five participants acknowledged that the institution hosted a workshop for new faculty, known as professor 101; although, the focus appeared to be a general orientation to the college, with little emphasis on how to navigate the reappointment, tenure, and promotion maze. Karen puts it very nicely as she explained:

> I think everybody goes to the 101s [professor 101], And we would have these extensive sessions about navigating the college and the history of (the institution); I think a chunk of it should be on a maybe smaller group, this is what you need to do for tenure, ok today we're going to focus on scholarship.

In his post-interview journal prompt, Gilbert discussed that despite getting tenure, he didn't receive clear guidance as to how to navigate the reappointment and tenure maze. Although, his department chair provided some information, "the information was scattered and incomplete." As a plan of action for improvement, Gilbert mirrored what Karen previously stated by saying, "A better, more efficient system should be developed, perhaps something on the order of Prof 101."

The Impact of Institutional Support

Support from the institution, including support from colleagues and the department had an impact on faculty success. Eight of the 13 participants discussed how institutional support impacted them during their tenure. The few that had the support were happy to have received it, as it helped them throughout the reappointment and tenure process. Although, the data suggested that those who were employed the longest at this institution appeared to have had better support at the time. Ginger, who was employed at the institution for a long time stated:

> We had workshops at that time [referring to when she first started as a new faculty more than 10 years ago], it went smoothly, beautifully, I was an enthusiastic participant and there was a lot of good stuff going on, I mean I was getting money from (the institution)- there was all kind of professional development.

Lauren concurred that the little support she received had helped her progress through the reappointment and tenure process. Sheila added that she too, took advantage of a faculty grant program that was focused on writing and publication, and that helped her improve her writing and publication skills.

For many others (n=6), the lack of institutional support in various forms created real challenges and barriers when attempting to engage in scholarly work. Karen appeared to be filled with regret as she explained that she chose this institution over another where most of her prior colleagues are currently employed. Because her colleagues received the appropriate support from their institution, they were all successful. She regretfully shared, “I think I would have been a little better off than I was at this institution.” Lauren discussed how the lack of departmental support affected her mentally and emotionally. She explained that despite doing the best with what she had, her supervisor didn’t appear to believe in her abilities and provided more negative feedback, rather than support. She stated:

> One of the supervisors, told me that I wasn’t going to get tenure or promotion. It was just something she said that was really degrading to me and I’m thinking, are you kidding me? Really? I just take the negativity and I just work myself, and I did, I did it.

Almost all (n=7) of the participants who discussed the impact of institutional support agreed that academic institutions should make available the needed resources for their faculty, especially their junior faculty to grow and develop professionally. The lack of institutional support, whether tangible or intangible played a critical role in faculty members’ capacity to succeed. In her post-interview journal prompt responses, Ginger’s suggested that the institution should “provide all junior faculty with resources to do research and publish.” Brian added, “the support could have been better,” while Sheila concurred, “it would have been nice to have a little bit of help.” She bluntly stated:

> I can't say I got a whole lot of support from other people in the department around writing stuff. I sought it out; I asked a number of people to help me, and many of them said no, directly; they didn't even try to hide it.

Mentorship

Having a mentor was viewed as an enormous asset as discussed by six faculty members. Despite other challenges they may have faced, among the three participants who received the appropriate mentorship, it was viewed as most valuable in assisting them in navigating the reappointment and tenure process. Victoria discussed her positive experience stating that the reappointment and tenure process for her went smoothly because she had an excellent mentor who answered all her questions and guided her along the way. She recommended that everyone should, "talk to a mentor," and shared here experience by stating:

> I tried to use my mentor as much as I could and that was really, really helpful to me, to ask those questions exactly. What do I need to show, what kinds of numbers do I need to show on my teaching evaluations, and how many committees do I need to sit on?

Sheila concurred by adding, "trying to find reasonable guidance, trying to understand the roles, finding a mentor made a big difference." Lauren also shared that she was able to seek out two mentors, one from her department and one from a different clinical department, for which she benefitted from the diverse skillsets and knowledge.

For three participants, there were difficulties in finding the right mentorship. Karen shared how she tried to find a mentor on her own since her supervisor was not very supportive, nor did they divulge any useful information. She eventually found a mentor who helped her "acclimate to the college, but not really about scholarship and research." Due to her distasteful experience, she recommended that "the mentorship piece" should be discussed with all new faculty at the professor 101 workshop. Angela reflected on her experience, sharing the importance of having a mentor from the beginning, at the time of their initial appointment. Even though she struggled and was successfully able to navigate the reappointment and tenure process, she strongly recommended that junior faculty have a mentor. She shared, “the experience left me physically and mentally exhausted. I needed a mentor and an advisor to discuss the process with each in the beginning of my first appointment.” It was discussed that just having a mentor is not sufficient, rather having a mentor who supports and guides their mentee, is more important.

Availability of Resources

Four participants expressed frustration when attempting to obtain the appropriate resources to conduct scholarly work. Ronald discussed how the lack of resources had created a barrier for him to collect preliminary data which would limit his ability to publish scholarly articles. He discussed, “that is an obstacle, that is the kind of problem that I’m thinking that can generate research article.” Karen shared her negative experience with the grants’ office citing that there was only one person working in that office at the time; although the person was trying to help her with the grants process, there was breakdown in communication. She stated:

> I said what do I do with the budget? I never had to do the budget before, what do I do with that? And there was no further information and at the end of the summer, I was told, oh you could have hired somebody to help you. I said I don’t know that because I asked and there was no answer and we never met again. Very discouraging process for me.

This frustration was also expressed by other participants, including Victoria, who was rejected twice for grants that she applied for due to the lack of guidance.

Other critical areas, such as accessing literary resources, posed a challenge. Conducting research means reading through tons of journal articles, and if these articles are not readily available it creates an obstacle for faculty to produce high quality research. At an academic institution it is expected that these literary resources will be available and can be accessed free of charge to faculty and students. This, however, did not appeared to be the case, as Victoria explained, “resources was an issue in terms of the library, just not being able to access articles that I needed at moments, that was difficult.” Sheila also discussed her frustration with the institution when trying to find a statistician to help with her research. She explained, “I tried a couple of times to get someone to help me with statistics, because that was a real problem for me. I had a hard time finding anyone who would help.” She eventually found private help, but was very disappointed in the institution, stating, “many places have statisticians that will meet with you and help you figure out what you need and what you need to do, and we did not at least at the time I was struggling with it.”

Time Constraints

Eight participants voiced concerns about not having enough time to dedicate to scholarly work. It was discussed that one of the major misunderstandings across the institution is that not every program or department operates the same. As Angela explained, “the health professions are different from the academic departments, we operate differently, we function differently, we teach differently.” She continued to explain that in the clinical programs, much time is spent in lectures, labs, and preparing students for clinical practice. Because the end goal is to prepare “students to make the outcomes in the world outside of school, and so we need to make sure that they know what they’re doing,” faculty must go above and beyond, putting in extra time to make this happen. As a result, she explained, “it gives us less time to do some of these other things that they find so important to do, yet we find the time to do it. And then we’re criticized later about why the quantity, the quality." She voiced her frustration regarding other departments not valuing the work clinical faculty put it.

In addition to the extra time spent training students to be excellent healthcare providers, clinical faculty also lose time to service commitments. Despite being given release from the union to engage in scholarly work, some claimed that the time is not protected at a department level, as they are being forced to engage in extra service work. Karen told her story of how she was teaching four to five different courses per semester and was on the same number of committees, leaving her with little to no time for scholarship. She explained that when she asked for her service commitment to be reduced, the chair of the department stated, "you can't be off these committees because we don't have enough people in [the department] to represent on all these different committees." Sheila echoed Karen's comments by explaining that when a faculty member takes on extra service it is "not a surprise, they have trouble keeping up with their scholarship. But that's not recognized at all."

Brian shared an interesting point of view that in addition to their academic responsibilities, as clinicians and healthcare providers, they also have clinical responsibilities, and are therefore drawn in different directions, doing different things, thus leaving little time for scholarly work. When asked about challenges he faced, he replied, "the challenge would be, time." Others, including Brian, discussed how various aspects of their program, such as preparation for accreditation or reaccreditation, limited the amount of time they can allot to scholarship. He recalled being told that his focus should be on the accreditation process if he "want to even have a job, to go for tenure." The need for more time and lack of time management was vocalized by all eight participants. Toby summed it up perfectly by saying:

> When you're in the middle of it and you're working late at night, and you need to submit the paper, and you go to a meeting in the morning, and then you have a class to teach. When you're in the middle of it, it's really hard, and that's a real challenge.

Lack of Standardization

Seven faculty expressed concerns that since the guidance was not clear, there was a lack of standardization as to what constituted scholarship within the institution and even across sister institutions. As Michael explained, "Even though the college I work for is part of a university system there seems to be some inconsistency in what's needed for tenure and promotion between institutions." He alluded that each of the institutions within this university system are operating in silos. He stated:

> I'm not saying people are going to view and vote the same way, but they should be really there. The number of letters that you need for someone to get tenure, letters for promotion for full professors and so forth, is not consistent with all the other institutions that are there.

Michael continued to add that this subjectivity is translated in the way scholarship was viewed by the P&B committee members for certain disciplines, but not others. For example, there were much more flexibility and subjectivity in the arts discipline compared to those in the clinical disciplines. He stated, "the irony is that when someone comes up from fine arts, that individual may do a presentation in a public space at Home Depot, and that would be viewed as a wonderful piece of scholarship." He continued, "but someone in the applied sciences do something, it will automatically be looked at through the lens of social sciences. So, flexibility, sometimes is hard to see for those that are sort of in the middle." Gilbert shared his experience about the subjectivity by saying, “you can almost predict which people who sit on the P&B are going to be in favor of someone and which ones are going to be against it.”

It was also discussed that irrespective of a faculty members’ achievements, the order in which they are presented to the committee could play an important role on the voting of the committee members. Those presented first may be subjected to higher scrutiny, which could also hold true for the opposite. As Toby explains, “the sequence that you’re presented matters so how is that totally fair? Some of it is luck.” He discussed that for those who are borderline candidates, this sequence could determine if they get tenure or not. Further, he stated, “once that precedent is set, this is like what’s expected, to me it seemed like it varied week to week depending on who went first.”

Discipline-Specific Guidance

Given the concerns of subjectivity and lack of standardization, the concept of discipline-specific guidance was discussed by nine participants. Particularly for those teaching in HPP and clinical programs, the development of a set of criteria as to what constitute scholarships in this field was recommended by most participants. They believed that such guidance would provide more structure for the P&B committee and faculty would be fairly evaluated based on what is considered meaningful work in their area of specialty. Michael eloquently explained that “scholarship, even though it’s broadly defined, it’s viewed by the perspective of those in different disciplines.” This concept, however, is often misunderstood, “there’s a disconnect because what might be important within a discipline or profession, may not be perceived the same way as outsides,” he further explained. Therefore, he encouraged that the P&B committee members should have a different perspective and be open to discipline-specific scholarship. Gilbert added, “the members of the College P&B committee always seem to expect the same type of research from clinicians that they expect from other, more traditional departments." His frustration was evident as he continued, "the differences are explained to them over and over, but they never quite understand. It makes going through the P&B process very frustrating for both the chair and the faculty member from the clinical department."

Sheila also sounded frustrated as she commented about others evaluating a faculty members' work, when they have no experience in the field. "I think it's crazy that people in disciplines that know nothing of what our own disciplines should be evaluating our scholarship, it's just not right," she stated. She discussed that this really means, "each discipline says this is what we value," and "should define what matters." Karen also shared her frustration by stating, "others in non- health- related programs don't seem to understand or value the work we do as clinicians and paraprofessionals. They don't seem to hold research, talks and workshops in the healthcare setting in high regard." This call to action for a discipline-specific guidance was summed up nicely by Lauren, saying:

> I think that a college like this, that's really a true liberal arts college with professional programs, that it has to be kind of fluid, it really can't be too prescriptive. Because they're different disciplines that require different things. It could be discipline specific.

When asked for suggestions or what they would change about the reappointment and tenure process, overwhelmingly, participants opted for, and agreed that some form of discipline-specific guidance would be helpful. "If I were writing the rules, I would say that there should be general guidelines and specific guidelines and the P&B should consider both," Victoria stated. Ronald concurred that the importance of scholarship should be determined by each department, as he stated, "It should not be equally based criteria. Because different departments work different, so it will be different." In addition, Brian echoed this by stating, "one's experience, again, not to beat the same point over and over again, it's vastly different." On the other hand, there was a concern that too much flexibility may not be beneficial to the institution, as Ginger stated, "when you start to being very, very flexible, it's very good to the individual, but it's not good for the image of the college, then the college is going down." This viewpoint was negated by Angela in her discussion whether every discipline should be treated the same, she stated that it was like, "asking me to compare apples and oranges."

The Value of Departmental Input

It was discussed that the departmental P&B members are the ones who would have a more intimate knowledge of a faculty members contributions, and thus their input should be the most valuable when evaluating that particular faculty member. "The one thing that I do know about (this institution) is the P&B setup is that you have people totally outside of your disciplines evaluating your scholarship in a way that's probably not appropriate," Sheila stated. Toby agreed with this statement and believed it to be a flawed process, as he stated, "the problem here is that you have this huge committee of people from various disciplines, that don't understand totally or at the level that they should, the discipline they're voting on." He suggested that the, "decision should be made at a level of the school by your true peers," only then would the process be fair and just.

In contrast to this practice, Sheila shared her conversations with peers from other institutions by saying:

> Most people that I know at other institutions are dumbfounded when we tell them that the whole school comes, all the chairs come, as opposed to having a committee that's designated by the university and trained in the procedures of P&B.

Toby shared an interesting viewpoint explaining that when others from different disciplines are evaluating someone's research, they may not be able to determine what is "smoke and mirrors and what's real scholarship." He gave the example where someone was trying to repurpose the same research, because it was considered an "easy publication," and for those "that's not in the field, the words are different, they don't understand what it's all about," which could be misunderstood as new research. Jasmine, Toby, and Sheila agreed that the candidate should be evaluated by the departmental P&B, and the recommendations should be forwarded to college-wide P&B for further discussion; however, they cautioned, this recommendation should be highly valued in the final decision-making.

Training for P&B Committee Members

Department chairs are usually the ones to vote on the college-wide P&B for faculty going up for reappointment, tenure and promotion. Sometimes, these academic chairs are not adequately trained in the proper procedures, including how to evaluate one's portfolio. Seven participants believed that department chairs (P&B committee members) should be educated or receive appropriate training before serving in their capacity. Michael shared his experience during his days as department chair. He stated:

> The other thing too, is the training for chairs is a really important thing. One assumes that if you're a chair, you are knowledgeable about things, but when I became chair it was a half a day and that was all my training, it was no manual or anything like that.

He continued to explain that:

> There's lots of chairs that have served for many years who really don't understand all the correct policies and procedures," and recommends "someone steps in the role of leadership, and institution really needs to do some significant training, allocate the time

so that they clearly understand and can perform their role to the best and correctly as they can.

Others also felt the same that some chairs don’t understand other programs. For example, Sheila recalled one chair who routinely referred to the clinical and health professions programs as “vocational training.” It was her belief that not only were chairs not adequately trained for their roles, but they were not adequately equipped to evaluate scholarship in the correct manner. During her time as a chair, “many of the people reviewing candidates for tenure had no familiarity with broader conversations about tenure criteria in higher education and had not read any of the recent literature on the process,” she explained. Additionally, because some chairs didn’t possess the proper training or passion, it could have resulted in a negative outcome for the faculty member being presented. As Michael explained, “so a chair present you, the lack of passion or no passion, or the lack of preparation or no preparation, really can hurt a borderline individual.” Therefore, it was recommended by participants that chairs receive the appropriate and timely training before serving in their capacity.

Themes Related to Faculty Expectations of the Scholarship Requirements

This section is meant to highlight faculty views regarding their expectations of the scholarship requirements for tenure, reappointment, and promotion. In this section, faculty members discussed their experiences in terms of whether or not they were prepared for scholarly work at the time of academic appointment, and whether their beliefs about the reappointment and tenure process holds true after they were hired. Seven of the participants expressed a very good understanding of what was required for reappointment, tenure and promotion, as all of them alluded to the “three-legged stool,” referring to the three areas being evaluated, teaching, scholarship, and service.

Preparedness for Scholarship

Among the ten participants who discussed their preparedness for scholarly work, the preparation to engage in such work was lacking for four faculty members, but not for the other six. They admitted that they had some form of training, experience, or background in the area, and were capable of producing scholarly work. Most of their challenges were due to some of the reasons discussed above, such as the lack of resources, limited time, limited information, lack of communication, and lack of mentorship. Those with formal training in research vocalized little to no issues with conducting research and publication. For example, both Ginger and Victoria who had doctoral degrees, discussed that their training prepared them for such tasks. Two participants admitted to having publications prior to starting their academic careers at this institution. “I did have 2 publications when I came in the door,” stated Sheila. Gilbert added:

> I had a little advantage in that I published a lot of stuff prior to coming to the college. So, I kind of had an idea of how to do it, so I think that made it a little bit easier for me.

On the other hand, it was argued that not all graduate degrees are created equal, and especially for those in the clinical program, the focus of their training is more practical, which could create some challenges with scholarly work and publication. Sheila provided an example explaining the physician assistant students graduate with a master’s degree; however, “it’s a practical master’s degree, typically, they don’t have experience publishing, they aren’t trained the way the graduate students for a Ph.D. are trained, and how to do research,” she added. Ginger agreed with this by saying:

> I think that the preparation for somebody for the masters, as their terminal degree is very different than that of somebody who is going through a doctoral program. So, but I can

> see that somebody who comes with a master's degree does not necessarily have the tools to embark on research and then write those scholarly articles.

Others discussed that despite having a master's degree or a degree that was not research-focused, their experience as a clinician or healthcare provider had helped them in some aspect. For example, Angela discussed, "I had a master's degree already, and I had already been working in administrative processes in the hospital, so I was prepared in that way." She continued to explain how her various roles have prepared her for academia by stating, "I did have preparation before on how to do research, how to write reports, I was a part of a grant team, so I knew about writing grants and following up, I had that experience before I came." Lauren also shared a similar experience where her role as a clinician contributed to her preparedness for scholarship, "because I was always involved in research at the hospital. Yes, I was prepared to do the research, the articles not so much." Overall, despite expressing some challenges, the majority of participants expressed their capabilities to do research and engage in scholarly work.

Unbalanced Three-Legged Stool

The three legs of the stool, teaching, scholarship, and service, as discussed earlier, were believed to be unbalanced. Ten of the eleven participants who discussed this concern shared that these three aspects should be equally weighted, for which they were not, leading to a misrepresentation of the requirements for reappointment, tenure, and promotion. This misrepresentation created confusion and misunderstanding among the faculty members, leaving them with a distasteful experience. Jasmine expressed how she felt by saying, "I think with P&B that they're not really looking at the other two equally, I think that there's more emphasis on the scholarship, and again it's the publish or perish thing." Lauren echoed this feeling by adding, "It's just a lot of research, it seems research, research, research. You know publication,

publication, that is the expectation." Brian described how disheartening it is for him, "I think teaching should be much higher and valued a lot more, [it]takes up the bulk of my time. To know that publications are weighed more is very discouraging. It would be great if this can be changed," he remarked.

All thirteen participants agreed that one of the main reasons for their shift to academia from clinical practice is their love and passion for teaching. Especially in programs such as the HPP and clinical programs where students need to demonstrate their competence in their readiness for clinical practice, teaching is of utmost importance. Sheila shared her perspective with disappointment as she explained, "If you're doing good work, you should be rewarded for doing good work, and if you're doing good teaching, that should be acknowledged, particularly in a profession where competence is essential." She continued by discussing that students in clinical and professional programs, can't just attend classes and receive their degrees. There is a lot of preparation, particularly in the form of teaching, practical demonstration and examination, to ensure that students are prepared for practice. As such, the teaching component should be greatly valued. "We might have someone with only a few publications but who really teaches well and makes sure they [the students] know what they need to know, then that's somebody we need to have," she explained.

Referencing back to the practice where peer-reviewed publications were more heavily weighted, thus leading to the unbalanced three-legged stool, it was believed that this practice had not been carefully thought out and perhaps should be looked at in terms of value and importance to the profession. For example, Michael acknowledged that when someone writes an article, it is important to know how it is being used, such as how many people referenced the article. However, some of the work may lack clinical application which may not be valuable to that profession. “If the purpose of education is to better the world and the people who are in the world, the application of knowledge, then that should be the guide,” he declared. On the other hand, he discussed that when you have someone who teaches really well, but are being forced to engage in activities that takes them out of the classroom, the institution, and the students will lose. He explained:

> The other thing is you have someone who’s effective in a classroom, they get themselves a nice grant and they buy themselves out of the classroom, so you have some talented person who is not sharing their knowledge with the people within the institution who is there too.

Acknowledging the importance of scholarship and peer-reviewed articles, participants were in favor of an overhaul of the scholarly requirements. The belief that since HPP and clinical programs are unique with a somewhat different focus on student preparation, teaching should be equally important, or perhaps carry more weight based on its value and applicability. Sheila shared her experience with the system by saying, “they look at your scholarship, and your teaching, and your service, allegedly. But the teaching evaluation got smaller, and smaller, and smaller. As I’ve said, teaching needs to play a bigger role.” Ruby added, “Teaching excellence is kind of expected so that leg has to be pretty sturdy here at the college for people to get tenure, and scholarship though, can be a little variable.” Angela summed it up nicely by expressing, “if we are an institution of higher education, teaching should be our primary priority because students are investing in our guidance, to help them achieve whatever their goal is.”

Themes Related to Scholarship Alternatives

This section is meant to highlight faculty perception on alternative forms of scholarship requirements for reappointment, tenure, and promotion. The concept of peer-reviewed journal articles being the main form of scholarly work was rejected by eight participants who discussed this topic. They expressed that the idea of a narrow view of scholarship had led to their involvement in work that was meaningless to them and their students. Additionally, they advocated that the scope of scholarly activities should be broadened to include a variety of work that is most valuable to the respective profession.

Pressure to Engage in Passionless Work

Due to the limited avenues for scholarly work, three faculty discussed that they felt forced to engage in scholarly activities that did not pique their interest, nor were they passionate about the work. Michael shared his experience, his voice filled with disappointment and regret as he explained:

> I've had this internal battle my whole career here trying to do what I need to maintain my job, my position, but at the same time, I don't feel I was true to myself. Initially I wrote things that were important, but were not counting well, and then I went through a whole period of getting investigations done that I knew weren't me.

Admitting that he understood the views of the P&B committee regarding the specific type of scholarship they were looking for, although he didn't agree with it, he only did it because his job depended on that achievement. "it's something that had to be done but I was never really passionate about it," he stated. Brian who is on a tenure track appointment and having heard about the narrow-focused scholarship from his colleagues, indicated that his options are limited to pursue what he loves. He stated:

> I'm interested in longer kind of stuff like historical stuff, that like, a book is kind of my dream, and what I want to work for, but I definitely am having the idea that, work harder now on the tenure piece and put some like longer projects for after you get tenure.

Another concern that was brought up is that due to the pressure to publish work that faculty were not passionate about, it would lead to work that is of low caliber or having little value. Ruby explained:

> I think that the push to publish has wonderful and horribly evil components, because I think it pushes the faculty to sometimes submit, and submit, and submit, and not maybe have the caliber of work that they would like to submit, due to deadlines, and tenure tracks, and you know, trying to publish a certain amount of pieces of literature before a specific time.

This, she further explained, “can lead to poor quality research being submitted and circulated.” Michael shared that during his time on the tenure-track, the circumstances led him to improvise. With input from some of his colleagues, he was able to repurpose a single research into several publishable articles which worked in his favor to get him through tenure. “It was some of my colleagues who allowed me to get a lot of mileage out of a little bit of information,” he stated. Although, this wasn’t his intention, his options were limited given the circumstances. He is a firm believer on the impact he has on others as an educator, and a clinician, rather than the passionless work he was pressured to engage in to maintain his job. “I’ve never walked away from the impact we had as clinicians on people’s lives or as an educator and the impact on the lives of the students that we serve,” he stated with excitement.

Broader Scope of Scholarly Activities

There were no questions about the value and importance of peer reviewed journal articles, and grants; however, the consensus was that the criteria for scholarship should be wider than the “very narrow norm of peer reviewed article,” according to Jasmine. She adds that, “maybe the norm would need to be broadened a little bit, because there are still ways to contribute effectively and have your work be recognized as being valuable." Michael couldn't agree more with Jasmine's statement by saying, "If the only thing is peer-reviewed juried journal stuff, which is good, don't get me wrong. It's really really important, but when it's exclusive, that is the primary thing, I think we're doing a tremendous disservice." Toby shared his experience when he served as a chair on the P&B committee by referring to a prior college president who embraced a more holistic approach to scholarship. "She would talk about the body of scholarship, she took it in its entirety, she took a holistic view," he explained. "My thinking on that is everything should count, it needs to be contextualized in that person's position, background experience, by peers," he continued to explain. Several recommendations for scholarly activities were discussed by the participants, as follows:

Authoring or Editing a Textbook. Whether someone is writing a chapter of a textbook, writing the entire text, or serving as the editor, this work should be considered highly on the scholarly artifacts scale. Michael explained, "we have a tremendous amount of wonderful clinicians that are here, so they could be writing the texts that are prominent within their profession and educating students throughout the whole university or through the world." He added that for those serving as an editor:

> The role of the editor is paramount, they bring together the experts who are out there, they coordinate all this information, they try to make the textbook have some cohesive voice that's there, everything has to be interrelated, interconnected, and so, the editor is the maestro that causes this thing to be effective or the conduit that has gotten it published.

Four other participants, including Sheila, Ginger, Toby, and Brian concurred that being involved in the development of a book should be viewed as important. For example, Sheila stated, “Anyone who has written a book that makes what we know more accessible to the layperson, that’s important too.” Ginger added that writing a book is important; however, it is also vital for the book to be peer-reviewed. “Scholarship in academia has to be either peer-reviewed articles or a book, and that book has to be also peer-reviewed,” she stated.

Looking at the availability of resources, including textbooks, from a different angle, Michael discussed that, particularly in the current academic landscape where institutions are looking for open resources and zero-cost resources for students, if someone has invested the time to produce products or services that other people can benefit from, then, “that is truly scholarship, the creation of new ideas that are there.”

Posters and Other Professional Conference Presentations. Presentations at professional conferences, whether they involved a poster presentation or a formal in-depth discussion on a topic of their expertise, should be considered as scholarship. Toby referred to these works as “applied scholarship” as he explained, “look at the poster presentations that they had, look at the other work that could be deemed as some kind of applied scholarship, look at the talk they gave at the professional conference.” Even the presentations at a local level should be valued, as Karen explained, “if they did some type of presentation, I think it would be more accepted, if they present it to their peers instead of maybe going out into, let’s say, a big conference.” Jasmine eloquently shared her views on presentations by explaining that she wouldn’t miss an opportunity to present her work at a conference, because it is really an opportunity to share her work with peers in the field, while soliciting invaluable feedback. “Those sorts of things are equally valuable in our demonstration of your scholarship,” she further explained.

Publications of Clinical Abstracts and Case Studies. Clinical abstracts and case studies are considered the general norm by which information is shared within the clinical and health professions society. Jasmine was infuriated to learn that these works have little to no value in the eyes of the P&B committee. She explained, "that's really in our discipline. Case studies on the clinical side, that's what really drives things." She assumed that "because it wasn't basic research and not all were full-length publications, it was not seen as fully satisfying the research requirement." Her disappointment was evident as she discussed that the P&B committee did not value this type of work, and that they were "not really appreciating the difference of the kind of scholarship that those in our discipline would be producing." Even though the abstracts and case-studies were peer-reviewed, Jasmine believed that because of its different focus "there is a lack of awareness that that is something that is still scholarship."

Involvement With Community Programs and Service. The development and implementation of public health interventions and being involved in programs that are believed to improve the lives of others, should also be viewed a viable scholarly work. Ruby explained that when someone designs and implements programs such as a community-based program, not only are they highlighting the efforts of the institution within the community, but they are also helping to, "propel your profession, and the community at large." Karen added:

> I would think that some of the community work that you do, or that we do, seminars, talks, going into high schools, other colleges, civic associations groups, where we're giving information to the population that may not know any other way, in ways that they can understand, I think that should be considered some scholarship.

Sheila attempted to explain the importance of developing public health interventions by discussing that when these types of programs are designed, "there is research and data being collected," and thus should be considered "a big deal, something that should be valued as a scholarly product."

Development of Training Manuals or Clinical Guidelines. Being involved in the development of training manuals whether in the clinical or academic settings where others can benefit from such work, should without a doubt be considered scholarship. For example, Victoria provided a scenario where someone published a training manual, which could be an online outlet, and because the disseminated work was deemed valuable and have the potential to impact a lot of people in that field, by providing new information, that piece of work should be considered scholarship. Brian also discussed his experience collaborating with another highly reputable academic institution to develop a training guide that would greatly benefit students; however, since it was not peer-reviewed, it didn't account for much value. His dissatisfaction was obvious as he explained how much work was involved, "It's taken lots of time, lots of research, and I think it's just as rigorous, it's just as time-consuming, and research-based, and interdisciplinary," he stated. Similarly, as Angela and Sheila both agreed, those involved in writing clinical guidelines for major organizations, or producing health reports that are used to improve the lives of others, requires the same time, effort and dedication and should be equally valued as peer-reviewed publications.

Participation in Continuing Medical Education (CME). As clinicians and healthcare providers, the maintenance of current knowledge and the acquisition of new knowledge and skills, in the form of CME is required by many healthcare professionals to maintain their license. The uniqueness of these activities should hold scholarly value when viewed by the P&B committee. Although not all CMEs are created equal, Toby explained how this application could be relevant. "If your CME is doing a higher-level course where you're trained in advanced trauma-like support, that should be valued. That requires the same kind of thinking and application that a scholar does for anything they do," he explained. On the other hand, if the

CME involved reading a journal and taking a test, then that would not have much weight. Therefore, the applicability will vary depending on the type of activity that was involved. Both Brian and Jasmine supported the idea of using CMEs as scholarly work.

The completion of a higher degree. As previously discussed not all faculty positions require a doctoral degree. The majority of faculty employed in HPP are required to have the highest degree in their field of study and practice which varies from a bachelor's, master's, or a doctoral degree. Those who dedicated themselves to furthering their studies and acquiring degrees higher than the minimum requirement, should receive that recognition. Toby shared his negative experience stating, "I have above and beyond, so I get the Ph.D., I write a dissertation, I do all the original research and I present it, and the feedback I got from my chairperson at the time is that, okay, where's your article?" Angela also shared a similar point of view, as she added, "what more scholarly can you get than a person's dissertation?" Both Toby and Angela agreed the process is flawed and could benefit from an overhaul.

Outlier Data and Findings

There were two themes that emerged from the data which didn't quite align with any specific research questions. It is possible that these outlier themes could be contributing factors creating further barriers to achieving reappointment, tenure, and promotion. As such, I believe that these two themes, academic politics, and academic snobbery, discussed below, deserved to be mentioned. These findings highlighted how extraneous factors, unrelated to the faculty member's ability to function in their capacity, could affect their standing in the institution, or more importantly, their job security.

Academic Politics

Academic politics in this context is not viewed as one's political views, rather is viewed as one's beliefs, or behavior towards another person, in this case, one faculty member to another. Common examples in this context include competitive behavior and liking or disliking someone for any particular reason, including personality clashes. One participant discussed that when politics exist within the institution, including the department, it could lead to "*confusion and mistrust*." In an example they shared that sometimes during a P&B voting session, people may be afraid to say how they truly feel based on the climate of the room. "Sometimes people just be saying positive things that may not be true because they want to support their team or their team member," they explained. Another faculty member shared their experience discussing how others weren't supportive of them and they felt like they weren't wanted. "I guess, politics within the college, personalities, you know, moments where I maybe felt very discouraged," they explained. Other examples were shared where certain faculty members would be subject to challenges and setbacks because someone else did not like them.

Academic Snobbery.

Academic snobbery in this context is referred to where others hold certain biases against another member of the institution. One participant explained that this is more commonly expressed based on one's achievement or one's status. They explained it as "similar to racism, and sexism," there is "intellectualism,", where someone from a different department felt they were better than others in another department, or someone with a Ph.D. felt that other doctoral degrees were less than worthy. "People with PhDs putting down people with EDDs, people with EDDs, putting down people with degrees below that. Not understanding the difference between an academic degree and a higher doctoral degree within a profession," they stated. A similar example that was shared include those who graduated from a prestigious institution look down on those who didn't. Another participant shared their perception by stating, "I do believe in academia overall there is just a stigma for having a Ph.D. versus having another type of degree." This creates an environment where there is lack of respect for colleagues which could lead to a toxic work environment, including low faculty morale.

Research Question Responses

Answers to all of the research questions, including the central research question and the two sub-questions were obtained from the themes derived from the data. After a thorough analysis of the three data sources, in-depth individual interviews, word association, and post-interview journal prompts, in addition to the demographic survey, a total of seven major themes and seven sub-themes, and two outlier themes emerged. To understand the results better, these themes were categorized and presented according to the three research questions (CR, SQ1, and SQ2).

Central Research Question

What are the perceptions of scholarship requirements for tenure and promotion among faculty members teaching in HPP? The answers to this question were meant to highlight HPP faculty members' views regarding the scholarship requirements for tenure, reappointment, and promotion. Almost all of the participants conveyed a general understanding of the requirements, mainly being the three prongs or the three legs of the stool, as stated by Sheila, "you have to meet the 3 elements of the stool, you have to have research, you have to have teaching, you have to have service to the institution." Among the three prongs, there were positive and negative perceptions towards each aspect. For example, faculty expressed a positive outlook when discussing teaching and service, and a negative outlook when discussing reappointment, tenure, promotion, and publication.

Three of the seven major themes and all of the sub-themes were used to provide valuable insight to this question. In the first major theme, the need for clearer policies, participants expressed that there needs to be better guidance to help them navigate the reappointment, tenure, and promotion pathways, which included the need for better communication throughout the institution. The second major theme, the impact of institutional support, discussed some of the challenges and barriers that faculty were faced with. These included the lack of appropriate mentorship, limited time, and the lack of needed resources. The final theme in this category, lack of standardization, discussed that departments, disciplines, and sister institutions are operating in silos, creating even more confusion for faculty members. Several possible solutions were proposed which included the allowance for discipline-specific guidance, valuing the input provided by the departmental P&B, and providing appropriate training for the institution's P&B committee members.

Sub-Question One

How do faculty members in HPP describe their scholarship expectations as it relates to tenure and promotion? The purpose of this question was to provide insight as to faculty views regarding their expectations of the scholarship requirements for tenure, reappointment, and promotion. Two major themes, preparedness for scholarship, and unbalanced 3-legged stool, emerged from the data to help answer this question. Participants reflected on whether or not they were prepared to engage in scholarly work. It was discussed that those who have had some sort of formal training in research, or practical on-the-job training felt more comfortable to engage in the required scholarly work. For example, Lauren stated, "because I was always involved in research at the hospital. Yes, I was prepared to do the research." Gilbert added:

> I had a little advantage in that I published a lot of stuff prior to coming to the college. So, I kind of had an idea of how to do it, so I think that made it a little bit easier for me.

Additionally, the faculty members shared their thoughts on how they felt the three legs of the stool were not well balanced. That is, there was more emphasis on scholarship, than on teaching and service. More specifically, the requirements were more heavily weighted on peer-reviewed journal articles. As Jasmine explained, “I think with P&B that they’re not really looking at the other two equally, I think that there’s more emphasis on the scholarship, and again it’s the publish or perish thing.” Participants believed that since HPP and clinical programs are unique in the way they prepare students for clinical practice, to ensure that students meet the level of competence set forth by their accreditors, faculty should be evaluated more heavily on the effectiveness of the teaching, rather than their ability to produce scholarly work.

Sub-Question Two

How do HPP faculty view alternative achievements to the traditional publication when considering the requirements for tenure and promotion? This question aimed to explore faculty perception on alternative forms of scholarship requirements for reappointment, tenure, and promotion. Two major themes, pressure to engage in passionless work, and broader scope of scholarly activities, emerged from the data to help answer this question. It was discussed that some faculty were pressured to engage in scholarly activities that they had no interest in, nor were they passionate about the work, as Michael states, “it’s something that had to be done but I was never really passionate about it.” Additionally, faculty members discussed that the current view of scholarly work is too narrow and recommended that the P&B committee consider other forms of scholarly work to include, but not limited to: the authoring or editing a textbook; posters and other professional conference presentations; publications of clinical abstracts and case studies; involvement with community programs and services; development of training manuals or clinical guidelines; participation in continuing medical education (CME); and the completion of a higher degree above the minimum requirements.

Summary

Chapter four provided an overview of the results obtained from the three main data sources, individual in-depth interviews, word association, and journal prompts. This chapter began with an overview of the participant's demographics, followed by a description of the themes that emerged from the data, categorized based on the research questions. Seven overarching themes and seven sub-themes were used to answer the central research question and the two sub-questions. Two outlier themes also emerged from the data, which could be the driving force for future scholarly discussion. Overall, the themes that emerged provided insightful perspectives on how these faculty members felt about this topic.

In chapter five, I will discuss my interpretations of the findings highlighted in chapter four. The implications for policy and practice, including the theoretical and methodological implications will also be discussed. Further, the limitations and delimitations, and recommendations for future research will be addressed.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this transcendental phenomenological study was to explore the perception of scholarship requirements for faculty members teaching in HPP at a public institution of higher learning located in NYC as it relates to tenure and promotion. This chapter discussed the findings of this research based on my interpretation of its meaning. Implications for policy and practice were also discussed, in addition to the theoretical and methodological implications. Further, I discussed the limitations and delimitations and provide recommendations for future research. Finally, this chapter closed with a concise conclusion summarizing this research, a restatement of the key findings, and a discussion of the most important takeaways.

Discussion

This phenomenological study explored the perception of reappointment, tenure, and promotion requirements among 13 faculty members teaching in the clinical and health profession programs at an institution of higher learning in NYC. These participants completed a demographic survey, participated in an in-depth one-on-one interview, completed a word association prompt, and completed a post-survey journal prompt, all of which contributed to the high-quality data collected for this research. Several methods were employed to ensure trustworthiness, including member checking, peer debriefing, triangulation, personal reflexivity, and the use of an audit trail. A total of seven major themes, seven sub-themes, and two outlier themes emerged from the data that were used to answer the central research question and the two sub-questions for this study. These themes and other findings of this research were used as the guide to drive the discussion in this chapter to make meaningful connections and recommendations for future research.

Interpretation of Findings

The themes derived from this research have led to some interesting findings. My overarching interpretations of the themes are discussed below, which begins with a summary of the thematic findings, followed by specific interpretations that I felt were more significant based on the premise and outcome of this research. As previously discussed, being in the same category as the study participants, more specifically, being on a tenure-track professorial line at the same institution, all efforts were made to provide objective interpretations of the data.

Summary of Thematic Findings

The seven major themes and seven sub-themes derived from this research were categorized according to the three questions for this research to provide better context. For the central research question, which aimed to gain insight into the perceptions of scholarship requirements for tenure and promotion, three major themes emerged: the need for clearer policies and guidelines, the impact of institutional support, and the lack of standardization were discovered, see table 3. All seven sub-themes: the importance of communication, mentorship, availability of resources, time constraints, discipline-specific guidance, the value of departmental input, and training for P&B members, were all used to provide useful insight.

For sub-question one, which encourages participants to share their experiences regarding their scholarship expectations, two major themes were discovered. These include a discussion of whether they were prepared for scholarly work and their perception of the equality of the required or expected achievements. More specifically, they believed that the 3-legged stool is unbalanced. Finally, for sub-question two, which solicits feedback from faculty regarding their views on alternative achievements to the traditional publication, namely peer-reviewed articles, two main themes emerged. These included the sense that faculty felt pressured to engage in scholarly activities that did not align with their passion, thus the recommendation to broaden the scope of scholarly work was prescribed. Discussed below are my interpretations of the findings.

The process for reappointment, tenure, and promotion could benefit from a major overhaul. The consensus from the faculty members was that the process was flawed in many ways. Due to the lack of clear policies, faculty members had little guidance on how to approach this pathway. Of course, department chairs and other academic leaders could provide better guidance; however, this research revealed that support was not consistent across the institution. Additionally, the inconsistencies among academic leaders, possibly due to the same reason, lack of guidance, and perhaps inexperience, created a hindrance for faculty members. The literature discussed that institutions that have no clear policies, or too many policies, created confusion and complications for faculty trying to navigate the reappointment and tenure process (LeVan, 2020). Having the right balance of policies, or rules and regulations, that provided clear guidance is imperative for faculty members' success. Furthermore, having open communication, and a mechanism for information to flow freely across the institution could be of great benefit.

Providing needed support to faculty members, particularly those that are new to the institution, and those on tenure-track lines, should not be an option, but mandatory, especially if the academic institution expects its employees to grow professionally and make meaningful contributions. Support comes in many forms, the most prominent in this research are providing mentorship, resources, and time so that faculty can be productive. Not surprisingly, as documented in the literature, mentorship was cited as the most common barrier (Allen et al., 2018; LeVan, 2020; Zerden et al., 2015). Across the board among these clinical disciplines, mentorship was found to be an essential component of faculty success. Common positive effects of mentorship include someone to talk to, a stress reliever, and a source of information, among others (Falzarano & Zipp, 2012). On the other hand, the lack of mentorship was associated with lower levels of scholarly production (Hegmann, 2012) while facing higher levels of the impediment in keeping up with the scholarship requirements (Smesny, 2007).

Institutions should incorporate a system that fosters mentorship so that their employees, particularly new faculty, can solicit support, as needed. I believe that for these relationships to be successful, they must be welcoming and reciprocated by both parties, mentor and mentee. Additionally, it is imperative that mentors are recognized for their meaningful contributions and service, as this recognition may have the potential to promote sustainable relationships. Mentoring programs embedded within academic institutions have been shown to improve inclusiveness, diversity, intellectual enrichment, and professional development, fostering a positive organizational culture and environment for both employees and the institution (Smith et al., 2019).

The scarcity of resources, as documented in the literature, could create significant barriers for faculty members to engage in scholarly work (Tschannen et al., 2014). To be successful, faculty members are urged to take the time to know where their institution and the department's resources are located and how to access them (O'Connor & Yanni, 2013). From my vantage point, it is similar to asking skilled workers to do their jobs effectively without the proper tools. Educators are skilled workers, with specific expertise; however, for them to share their knowledge and improve on what they already know, the necessary resources must be readily accessible. The lack of resources, such as funds for travel or attending conferences and consultation with statisticians, that were found in this research, were also similar to other studies (Tschannen et al., 2014).

Academic institutions need to do a better job of managing the time faculty receives for scholarly work. At this institution, U.G, faculty receives a total of one-year workload to be used over the course of five years. Although it may appear that these faculty members have enough time allotted to engage in scholarly work, it should be viewed equally across all disciplines. As discussed in chapter 4, clinical faculty admitted to spending a lot more time, beyond their credit load, engaging in teaching, demonstrations, and coordinating clinical site experiences. Studies have shown that the lack of time and problems with time management were found to be major barriers to scholarly productivity (Dhakal & Tornwall, 2020; Garand et al., 2010; O'Connor & Yanni, 2013; Thomas et al., 2016). Additionally, when the allotted time for scholarly work is consumed by other institutional service work, it becomes counterintuitive, limiting the amount of time faculty members have to engage in scholarship. There is no surprise that those with higher teaching loads, and service commitments, were the ones with fewer scholarly productivity (Smelter et al., 2017; Smith et al., 2019). Maintaining the right balance of teaching, scholarship and service rests not only in the hands of the individual, but those with managerial power, as well.

The criteria required to navigate the reappointment, tenure, and promotion maze, vary by academic institutions and across disciplines in academia (Smesny et al., 2007; Snider et al., 2021). However, this lack of standardization should not preclude individual institutions from making positive changes within their organization. It creates an environment of chaos when different departments or disciplines are operating in silos, or when one is not aware of what the other is doing. Taking the initiative to correct this deficit could prove to be beneficial for both faculty and institution. The recommendations from this research embrace the idea of having guidance from each discipline, valuing each department's input, and proving appropriate training for the P&B members. I believe that implementing these recommendations could be of great value to everyone involved.

The concept of discipline-specific guidelines is not well documented in the literature but is one that was touted by a majority of participants. It was argued by the participants that each department and discipline have work that are more valuable to them, as these are the things that make meaningful contributions in that discipline. Therefore, it was suggested to have each department create a set of guidelines to guide the institution’s P&B, which would create some uniformity. This document would not serve as a replacement for the institution's policies, but rather as a supplemental guide. Some academic institutions, including the University of Georgia, requires that each department create its own set of guidelines which must be provided to newly hired tenure-track faculty. Additionally, the institutional P&B committee must use both documents to guide their decisions when evaluating faculty members for reappointment, tenure, and promotion (University of Georgia, 2017).

The uniqueness of each discipline creates the perfect condition for the implementation of discipline-specific guidance. Different departments at various institutions have already implemented this technique, including the music department at Linfield University, and the history department at the University of North Carolina at Greensboro (Song, A., 2021; University of North Carolina at Greensboro, 2018). The rationale here is that faculty would be fairly evaluated based on what is considered meaningful work in their area of specialty. For this proposal to work, there must be buy-in at all levels within the institution. At this current institution, U.G, a few participants discussed that a similar initiative was started by several departments within the institution; however, that initiative did not appear to have succeeded for reasons unknown. Based on the research and the successful implementation of this initiative at other institutions, I concur with the participants that this could be a viable solution for faculty members employed on tenure-track lines.

Along the same concept as discipline-specific guidance, input from departmental P&B should be valuable. Several participants discussed that an assessment of one's true peers, those in the same discipline, or department, should not be overlooked, rather it should be equally valued as that of the institution's P&B assessment. To reiterate, this proposal is not meant to replace, but rather supplement the decision-making process. On the other hand, it could be argued that such practices could create conflicts of interest and may not be the best practice (Rizvi, S., 2015). This concept I believe warrants further investigation and discussion.

It is understood that at times, someone may be placed into a decision-making capacity, such as a departmental chair, who also serves as a member of the institution's P&B, without the appropriate training. It is not uncommon for inexperienced faculty members to step up at the time of need to fill a temporary or even permanent leadership position. However, should this be the case, it is the responsibility of the institution to ensure that such individuals receive the appropriate training. None of the few participants who discussed this situation shared any knowledge of formal training. However, institutional records indicate that formal training was offered to departmental chairs, both new and seasoned chairs, at some point, within the larger institutional body. Referring to the earlier discussion regarding the need for clearer policies within the institution, it is possible that the inconsistencies could be a contributing factor to the deficiencies discussed by participants. I do believe that regular, timely, and relevant training for department chairs, and or, P&B members are critical to both faculty and the institution's success.

Misalignment between faculty and institutional expectations. There certainly appeared to be a misalignment between faculty perception and the expectations of the institution as discussed by many participants. Some acknowledged that they possessed the background and knowledge to conduct research and engage in scholarly work, but the level at which the scholarly work was required was beyond their imagination. This was supported by other research where faculty members were concerned about the high number and quality of publications required by their institution (Adler et al., 2009; Niles et al., 2020). Participants agreed that works such as case reports, abstracts, posters, and professional educational presentations were what they believed to be most important and should be counted as scholarship, but to their surprise, it was not the case. The misperception proved to be a very discouraging experience for many participants.

Similarly, learning that scholarly work had more value as opposed to teaching came as a shock to most participants. It was found that, more recently, the trend has shifted to emphasizing scholarship over the value of teaching (Green, 2008). Transitioning from clinical practice to academia was not driven by compensation, but rather their love for teaching and being involved in training the next generation of healthcare providers, as expressed by many participants. Therefore, spending time in the classroom, and time with students to help them grow and develop was the number one priority for faculty members. Thus, their impression prior to entering academia, that teaching would be their primary focus, was erroneous. Studies revealed that as faculty members attempt to keep up with the demands of scholarly work, they tend to spend less time in the classroom (Karni & Waller, 2010; Megel et al., 1988). Having to adjust to the “new normal” from their “perceived normal” created challenges and hindrances, not only to their performance but also to their identity and motivations.

The disconnect between clinical faculty beliefs of what is required, versus the expectations of the academic institution, could potentially be a deterrent for clinical faculty to enter academia or begin their tenure at this institution. This was supported by the feedback received, as one participant noted that if they knew the requirements beforehand, they probably would not have started their career in academia, while another participant made it clear that they would have been better off at a different institution. Perhaps, a thorough discussion of the institutional expectations, possibly by the academic chair or dean, is warranted prior to an individual formally accepting their academic position. Every effort should be made to ensure that the individual understands the full scope of the job before making a life-changing decision.

Academic institutions should incorporate a tailored, flexible approach. It is a generally understood concept that people are all different, they have different life experiences, skill sets, educational backgrounds, training, and expertise. Similarly, the training for students in different disciplines requires techniques and methodologies that may not be similar to other disciplines. Academic institutions acknowledged this fact and provided departments and disciplines the flexibility on how to deliver their content and evaluate their students, providing the end goal remains the same. That is, meeting the specified learning objectives, and demonstrating competence in the areas of instruction.

Encouraging plasticity in fulfilling the requirements for reappointment, tenure, and promotion is consistent with the tenets of the SDT, which supports that intrinsic motivation is expected to harvest positivity (Deci & Ryan, 2000; Guillaume & Kalkbrenner, 2019). The quest for autonomy among faculty members in academia is not unique (Laari et al., 2021). The emphasis is that self-determined experience is critical to an individual's well-being, motivation, and performance (Deci & Ryan, 2000; Skewes et al., 2018). The larger question remains unanswered: Why don't academic institutions provide the same flexibility to faculty when evaluating their progress and productivity?

Pressuring faculty members to engage in activities that do not align with their values will only undermine their performance. The idea of extrinsic motivations, another tenet of the SDT, was found to be negatively associated with faculty performance (Guillaume & Kalkbrenner, 2019; Slemp et al., 2019). Taking time away that could have been used to share their expertise, does not appear to be a logical move, for the faculty member, students, the institution, and the community at large. A tailored, more flexible approach to scholarly productivity, that is discipline-specific, is expected to have a more positive impact on clinical faculty overall outcomes and productivity. Faculty will most likely engage in the scholarly work as it would be something that they are passionate about, work that is important to them, and something they believe will contribute to their discipline and the larger community. Summing this up in my own words, rigidity equals negative outcomes, while flexibility equals positive outcomes.

Implications for Policy and Practice

This section discusses the policy and practical applications of the results, as both are relevant to this research. Policy implications discusses some of the policy recommendations based on the research, while the practical implications discusses how the new information from this research can be incorporated into practice to improve the experiences of faculty members.

Implications for Policy

The findings of this research suggested that policy changes may be necessary for faculty to progress and be productive at this institution. Despite this research being focused on clinical and HPP faculty, the following recommendations could be applicable to all faculty in their respective disciplines or departments, since most operate within their own scope. Based on this research, my recommendations for this academic institution (U.G) include:

- Administrators should revise their current reappointment, tenure, and promotion document to be more comprehensive with clearer guidance. This should include examples of what is considered valuable in each of the three areas: teaching, scholarship, and service. This document should be updated annually.
- Develop a policy where the revised version of the reappointment, tenure, and promotion document is reviewed with new faculty members, particularly those on tenure-track appointments, prior to their acceptance of the academic appointment.
- Provide the mechanism in place for new faculty to be assigned a mentor (mutually agreed upon) with periodic measurable outcomes. This method should also include steps to ensure mentors' efforts are appropriately recognized.
- Consistent with other institutions, modify the reappointment, tenure, and promotion policies to include discipline-specific guidance.
- Require that newly appointed department chairs, receive the appropriate training by the end of the first semester, or before being tasked with the responsibility to present a faculty member to the larger institutional P&B committee board.
- Create a guidance document for departments to use when determining how newly appointed tenure-track faculty members should utilize their release time, which should include limits to their service commitments.

Implications for Practice

The implications for practice are guided by this research's new information and knowledge. This new knowledge is essential to produce positive change in academia, particularly in higher education. Faculty members, students, institutions, and the public at large are expected to benefit from these findings. For example, addressing any shortcomings and creating a positive atmosphere for faculty members to develop and grow may stimulate similar positive effects on students as they hone their skills and expertise to contribute to society.

Some of the findings from this research were consistent with findings from other research, such as the lack of time, mentorship, the availability of resources, and the broadening of the scope of scholarly activities (Paskiewicz, 2003; Smesny et al., 2007; Snider et al., 2021), as previously discussed. These similarities could mean that this is a larger problem, not limited to just this institution. Therefore, strategies to mitigate these barriers would only be fruitful for the faculty, students, and the institution.

The training for department chairs, who also serve on the larger institutional P&B, was an excellent recommendation from the participants. It is expected that the person responsible for presenting faculty members to the larger P&B committee should be fully informed of all policies and guidelines and have received the appropriate training. Insufficiently trained individuals may lack the expertise to defend faculty members' productivity, which could lead to adverse outcomes, including the loss of employment. It is believed that the more knowledge and training one receives, their skills and performance are expected to improve. Therefore, institutional leaders should ensure that academic chairs receive the appropriate training, so faculty members are represented fairly.

Discipline-specific guidance, which includes valuing scholarly work for each discipline, goes hand in glove with widening the scope of scholarly activities. There is little discussion about this concept in the literature (Song, A., 2021), although some institutions have already implemented this strategy (University of North Carolina at Greensboro, 2018; University of Georgia, 2017). The emergence of these findings in the current study only strengthens the need for administrators to be more flexible and open-minded toward scholarly activities. It is believed that engaging in scholarly activity specific to one's discipline and practice would increase faculty buy-in, especially if these activities are considered valuable to the P&B committee. Such a strategy is expected to increase clinical and HPP faculty's productivity in all areas of teaching, scholarship, and service.

Theoretical and Empirical Implications

The theoretical implications of this study emerge from the premise of the self-determination theory (SDT) which postulates that one's social and cultural drivers can have an impact on their behavior, motivation, and personality (Legault, 2017). More specifically, this research explored intrinsic and extrinsic motivations (Deci & Ryan, 2012; Legault, 2017) and their impact on faculty members. Supporting this theory, faculty members touted that their experiences would be more positive, had they been given the opportunity to engage in research that is valuable to them and their discipline. Similarly, the idea of extrinsic or controlled motivations was found to have negative consequences, as supported by the literature (Slemp et al., 2019). For example, when faculty members were forced to engage in research that they were not passionate about, their productivity suffered. I believed that controlled motivations to engage in scholarly activities, such as scholarly publications, may have a negative impact on HPP faculty members' satisfaction, which was supported by this research.

This study was consistent with the findings from other research in several ways. For example, the use of a variety of methods, including creative contributions when seeking reappointment, tenure, and promotion, as well as the lack of time, mentorship, and the availability of resources, was well documented in the literature (Paskiewicz, 2003; Smesny et al., 2007; Snider et al., 2021). The similarities in findings among studies conducted between different combinations of clinical programs indicate that these challenges are not unique. While the literature demonstrated some relationships to this study, there were also some differences, making the empirical significance of this research relevant. Its applicability can be pertinent to faculty, academic leaders, administrators, and students.

This study aimed to explore clinical and HPP faculty members' perceptions of the requirements for reappointment, tenure, and promotion. Both positive and negative perceptions were identified, for which documentation regarding the positivity surrounding teaching and service was not well recorded in the literature. Another difference with this research is the combination of clinical programs, PA, CLS, OT, SW, and Nursing programs, for which studies are lacking. Other findings from this research, such as the value of departmental input, training for P&B members, engagement in passionless work, and an unbalanced 3-legged stool, are expected to add to the body of literature currently available.

These new findings provide an empirical underpinning from which future researchers can build and expand, further contributing to this field's current body of literature. The growing body of literature on clinical and HPP faculty members may have the potential to provide new insights into how to improve, recruit and retain faculty in these areas. Academic leaders can use these findings to identify areas for improvement within their institutions and extend opportunities for professional growth among faculty members. Students can then benefit from the knowledge and expertise of the faculty member, which may even serve as a motivator for them to enter academia at a later date.

Limitations and Delimitations

There were several limitations to this study. First, this research was conducted at a single institution with a sample size of 13. Despite being an appropriate sample size, as documented in the literature (Fusch & Ness, 2015; Namey et al., 2016; Polkinghorne, 2005), and every effort to preserve trustworthiness, this sole institutional research limits the generalizability of the results. Second, due to the nature of convenience sampling, the potential to introduce selection bias is possible. Controlling for this bias among those willing to participate would be difficult. Thirdly, as someone who is currently on a tenure-track appointment at the current institution, the potential to introduce researcher bias remains possible. However, as described in the researcher's positionality, every effort was made to remain neutral during the entire research process.

There were also several delimitations for this study which is important to note. First, the logical sample selection process allows for those who are currently experiencing or have experienced the reappointment and tenure process to share their experiences. This first-hand experience is imperative when making any conclusions. Second, a qualitative study, in particular, a phenomenological approach was used instead of a quantitative study, which was deemed more appropriate for this research, since the goal was to capture the lived experiences of the participants (Austin & Sutton, 2014; Moustakas, 1994; Patton, 1990).

Recommendations for Future Research

Based on the findings, limitations, and delimitations of this research I do have several recommendations for future research. First, this research was conducted at a public institution governed by the laws of a union. I wonder and am curious to know if these findings would be similar if conducted at a private institution. Further, I am interested to understand if the findings would also be different if the study was conducted at another similar public institution without union representation. It is my belief that those employed at private or non-unionized institutions would experience higher subjectivity as they navigate their reappointment, tenure, and promotion process. Additional investigation with larger-scale studies, such as quantitative correlational research, would provide robust results for analysis.

My second recommendation would be to further investigate the relationship between assessment for tenure made at a department level, versus that made at the institutional level. This research advocated for increased emphasis and value to be placed on departmental evaluation as it is believed to be a more accurate evaluation conducted by true peers. Although I had difficulty finding research on this specific area, there were some discussions in the literature that evaluation by someone in the same department would most likely lead to biased judgment. The discussion goes even further to exclude the departmental chair to vote on faculty members that they present (Rizvi, S., 2015). Hence, formal studies in this area could provide useful information to guide P&B members, both at a departmental and institutional level. Because little is known about this phenomenon, I would recommend qualitative studies, particularly phenomenological research, to explore this phenomenon at several institutions to gather baseline data for analysis before engaging in larger-scale research.

My third recommendation for further research includes recreating my research at a larger scale to include both public and private institutions. It is acknowledged that this type of large-scale study would require a significant amount of time and resources. Perhaps a cross-country collaboration would be best suited. Additionally, since in-depth interviews would be challenging at a larger scale, consideration would be to develop open-ended questions that could be completed at the participant's own pace via remote means. I do believe the findings of this research have a lot to offer and provide some great insight that both faculty and academic leaders can use.

Finally, considering and valuing the assessment by a faculty member's true peers, those at the departmental P&B, was deemed to be scarce in the literature. This concept could be argued from both directions. It is believed that those working in the same discipline would have a more intimate knowledge of their peer's scholarly value and, thus, be the best evaluator. On the other hand, it is also reasoned that evaluations done by colleagues and peers within the same department could be biased, possibly due to personal relationships and feelings. The limited exploration, and availability of data in this area, would require further research on a larger scale, possibly with the use of quantitative correlational studies. Additionally, a more profound scholarly discussion is warranted within and among academic institutions before making recommendations for future practice.

Conclusion

Navigating the reappointment, tenure, and promotion grid can be challenging for many in academia, particularly those new to the profession. This study aims to understand the experiences of clinical and HPP faculty members, particularly those teaching in the PA, Nursing, CLS, OT, and SW disciplines at a public institution of higher education located in NYC. Participants shared their thoughts and understandings of the reappointment, tenure, and promotion process based on their lived experiences. Several barriers and challenges were discussed, some consistent with current literature. There also appeared to be some disconnection between new faculty expectations and what the institution expects. Several recommendations were made that could be beneficial to both faculty members and the institution if implemented.

There was consensus for an overhaul or modification to the current policies, which should include better guidance, and perhaps examples of scholarly work, to minimize the possibility of confusion and chaos. Further, appropriate and timely training for those who are in decision-making positions is critical to the success of the department. It is also important to provide faculty members with the flexibility, tools, resources, and appropriate mentorship to boost their buy-in, morale, productivity, and self-esteem, all of which are expected to create a positive environment within the institution.

A few of its kind, if not the only, this research adds tremendous value to the body of literature available in this field. It corroborates findings from other research, while at the same time making new contributions, bridging gaps in the current literature. It is without a doubt that the mechanism by which clinical and HPP faculty members are being evaluated for reappointment, tenure, and promotion, requires substantial scrutiny and transformation.

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Appendix A

IRB Approval

Date: 5-22-2022

IRB #: IRB-FY21-22-946
Title: A Transcendental Phenomenological Study Exploring the Perception of Scholarship Requirements for Tenure and Promotion in Health Professions Programs
Creation Date: 4-8-2022
End Date:
Status: Approved
Principal Investigator: Harrynauth Persaud
Review Board: Research Ethics Office
Sponsor:

Study History

Submission Type	Initial	Review Type	Limited	Decision	Exempt - Limited IRB

Key Study Contacts

Member	Jerry Pickard	Role	Co-Principal Investigator	Contact	[redacted]
Member	Harrynauth Persaud	Role	Principal Investigator	Contact	[redacted]
Member	Harrynauth Persaud	Role	Primary Contact	Contact	[redacted]

Appendix B

Demographic Questionnaire

1. What is your current employment status?

   Full time faculty Retired Part-time faculty (Adjunct)

2. If Retired, what is your current status?

   Active adjunct faculty Not active with this institution Not applicable

3. How long have were you employed at this institution?

   Less than 1 year 1-5 years 6-10 years >10 years

4. What is your current status?

   Tenured On a tenure track Non-tenure track

5. What is your current academic title?

   Lecturer Assistant Professor Associate Professor

   Full Professor Clinical Professor Emeritus Status

6. What gender do you identify with?

   Male Female Non-Binary

   Prefer not to answer

7. Which racial/ethnic group best describes you?

   White Black or African American American Indian/Alaska Native

   Native Hawaiian or Pacific Islander Asian Hispanic

   Other (Please Specify) ________________

8. What is your age?

   20-30 years 31-40 years 41-50 years 51-60 years

   61-70 years >70 years Prefer Not to Answer

9. What is your highest degree?

Bachelors degree	Master's degree	Doctoral degree
Doctoral degree candidate	Other (Specify)	

10. How many peer-reviewed publications do you currently have?

One	Two	Three	Four
Five	Six	Seven	Eight or more

Appendix C

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Appendix D

Audit Trail Record

Date	**Activity**
March 24th, 2022	Director of qualitative research approval of dissertation proposal.
March 31st, 2022	Request for Site Permission from the University of Greatness.
April 6th, 2022	Dissertation Proposal was defended successfully
April 8th, 2022	IRB application submitted to Liberty University's Cayuse application system
May 16th, 2022	IRB application revision submitted
May 17th, 2022	Approval for IRB received (Exempt Approval)
May 24th, 2022	Participant A's interview completed
May 26th, 2022	Transcription of audio interview completed and sent to Participant A for review.
June 1st, 2022	Participant B's interview completed
June 3rd, 2022	Transcription of audio interview completed and sent to Participant B for review.
June 6th, 2022	Participant C's interview completed
June 14th, 2022	Transcription of audio interview completed and sent to Participant C for review.
June 9th, 2022	Participant D's interview completed

June 22nd, 2022	Transcription of audio interview completed and sent to Participant D for review.
June 9th, 2022	Participant E's interview completed
June 28th, 2022	Transcription of audio interview completed and sent to Participant E for review.
June 15th, 2022	Participant F's interview completed
July 2nd, 2022	Transcription of audio interview completed and sent to Participant F for review.
June 22nd, 2022	Participant G's interview completed
July 6th, 2022	Transcription of audio interview completed and sent to Participant G for review.
June 22nd, 2022	Participant H's interview completed
July 7th, 2022	Transcription of audio interview completed and sent to Participant H for review.
June 23rd, 2022	Participant I's interview completed
July 8th, 2022	Transcription of audio interview completed and sent to Participant I for review.
July 13th, 2022	Participant J's interview completed
July 17th, 2022	Transcription of audio interview completed and sent to Participant J for review.
July 22nd, 2022	Participant K's interview completed
July 27th, 2022	Transcription of audio interview completed and sent to Participant K for review.

July 28th, 2022	Participant L’s interview completed
July 30th, 2022	Transcription of audio interview completed and sent to Participant L for review.
July 28th, 2022	Participant M’s interview completed
July 30th, 2022	Transcription of audio interview completed and sent to Participant M for review.
August 1st to August 31st, 2022	Data analysis and interpretation from all data sources
September 1st to October 5th, 2022	Manuscript development with a stronger emphasis on chapters 4 and 5.