Since 2010 the number of DNP degrees awarded has risen from less than 2,000 to now over 19,000 and PhD degrees awarded are just under 5,000 (Campaignforaction.org, 2017). As more nurses pursue doctoral degrees, a teaching position may be desired in an academic environment. Some nurses may seek a tenured position yet, may lack knowledge of what tenure is, the requirements during the probationary period, and post-tenure expectations. It is important potential tenure candidates develop a clear understanding of the nature of tenure and the expectations to achieve success. Groves (2013) explains tenure is a competitive process for Ph.D., Ed.D. and now DNP graduates as they seek to fill fewer tenured positions within schools of nursing. The American Association of University Professors (AARP, 2018) reported over 70 percent of academic positions are now held by non-tenure track faculty resulting in a decrease of tenured positions. Unlike contract/adjunct faculty those earning tenure have the right to due process in the event of questionable professionalism, incompetence, and or termination of employment should arise (NEA, 2015). Although there is a reduction of tenured faculty at most universities, opportunities still exist for nurses willing to work to pursue tenure-track positions (Griffey, 2017). It is important that tenured faculty remain in higher institutions of learning.

Historically, as Cameron (2010) eloquently conveyed, tenured faculty serve as safe guards to academic freedom, ensure students receive a quality education and function as role models and mentors. The process can be long and challenging and requires candidates to devote time to developing areas of research, in becoming model instructors and in learning to seek grants to support research. It is important to maintain a work/life balance to reduce stress and frustration when working towards the tenure goal (Lazar, Osoian & Ratiu, 2010; McIntosh, Thomas & McIntosh, 2017). Tenure candidates transition through 5-7 years of a probationary period where they are expected to excel in areas of teaching, scholarship, and service. The probationary period allows candidates to develop and demonstrate excellence in teaching, research, publications, presentations, writing proposals and securing grants, and engaging in service activities at the department, college, university, local, state, national and international levels (McIntosh, Thomas, McIntosh, 2017). Tenure progress reviews may be done annually or at specific intervals throughout the probationary period (McIntosh, Thomas, McIntosh, 2017). Once granted tenure, faculty must continue to demonstrate progress in the same areas of teaching, research, and service. This presentation will provide a realistic view of the tenure process and expectations related to the post tenure process. Strategies for increasing the rate of success and achieving a work/life balance will also be emphasized.

Title:
What You Should Know When Seeking a Tenured Position in an Academic Environment

Keywords: Academic tenure, Doctoral Degrees and Work/Life Balance

References:


**Abstract Summary:**
This presentation will provide participants with a realistic knowledge about academic tenure specially, the tenure probationary period, post tenure and work/life balance. Strategies for success and maintaining a work/life balance will be presented.

**Content Outline:**

1. **Introduction**

More nurses are seeking doctoral degrees and may apply to a teaching position in an academic setting. Many of these nurses may also seek a tenure position but may have little knowledge of tenure or tenure requirements. This lack of knowledge may impact a successful tenure probationary period and thereby effect being granted tenure.

1. **Body**

Main Point #1

Groves (2013) explains tenure is a competitive process for Ph.D., Ed.D. and now DNP graduates as they seek to fill fewer tenured positions within schools of nursing. Cameron (2010) conveyed, tenured faculty serve as safe guards to academic freedom, ensure students receive a quality education and function as role models and mentors.
Supporting point #1

Tenured faculty is an important aspect of higher education and being tenured provides the faculty with a due process in the event unprofessional behavior, incompetence and or termination of employment is being considered.

Supporting point #2

Tenured faculty are vested into the university through their work as demonstrated by participating in professional service, conducing research, publishing, and presenting new material to peers at professional conferences.

Main Point #2

Many nurses lack an overall knowledge of the tenure probationary period and post tenure requirements.

Supporting point #1

The tenure probationary period is generally 5-7 years and requires a deep commitment to producing quality work in teaching, scholarship, and service.

Supporting point #2

During the probationary period faculty are establishing, teaching methods, a line/s of research, obtaining grant monies, presenting their work at national and international conferences and serving at a department, university, local, state, national and international levels. The tenure candidate’s work is reviewed at specific intervals and recommendations are made for continued success or lack thereof. Requirements often increase as the candidate moves through the probationary period.

Main Point #3

The tenure probationary process and post tenure may be very stressful often resulting in burnout and exiting the tenure plan. A balanced work/life is really necessary to be able to withstand the process.

Supporting point #1

Identifying a mentor is one of the key strategies to successful completion of the tenure probationary period and post tenure work.
Supporting point #2

Acknowledging you cannot do everything and establishing realistic goals will ensure greater success in maintaining the work/life balance.

Conclusion

The tenure process is long and challenging, but quite achievable. Nurses seeking tenure must gain knowledge of the process and the expectations during the tenure probationary period and post tenure. There must be realistic goals established early and develop a genuine work/life balance knowing you may need to make some difficult decisions at times regarding family events. Nurses gaining tenure is important to schools of nursing and the nursing profession.

First Secondary Presenting Author
Corresponding Secondary Presenting Author
Constance E. McIntosh, EdD, MBA, BSN, RN
Ball State University
School of Nursing
Assistant Professor
Muncie IN
USA

Professional Experience: Constance (Connie) McIntosh is an Assistant Professor of Nursing at Ball State University in Muncie, IN. She completed her undergraduate work at Ball State University and her MBA at William Woods University, in Fulton, Missouri. Dr. McIntosh earned her EdD in Special Education at Ball State University. Connie has several research interests including nursing simulation and, her dissertation topic, nursing practice related to Autism Spectrum Disorders (ASD). Dr. McIntosh is serving her sixth year, second as President, on the Indiana State Board of Nursing (ISBN). The ISBN regulates licensure in the state while also accrediting schools of nursing. Connie has completed accrediting site visits throughout Indiana.

Author Summary: Dr Connie McIntosh's line of research focuses on autism, the transition to professional practice, and simulation. Dr. McIntosh has presented study findings at regional, national, and international conferences and has published articles on her line of research. Dr. McIntosh has also co-authored a book on the transition to professional practice. Dr. McIntosh also co-authored The Step by Step Guide to Academic Promotion and Tenure published through Sigma Nursing.

Any relevant financial relationships? Yes

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Description of Potential Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royalty</td>
<td>I have published a book - regarding tenure - earlier with STTI.</td>
</tr>
</tbody>
</table>

Signed on 02/03/2018 by Constance McIntosh

Second Primary Presenting Author
Primary Presenting Author
Cynthia M. Thomas, EdD, MS, BSN, RNc, CDONA
Ball State University
School of Nursing
Associate Professor
Professional Experience: I began my nursing career as an LPN, then ten years later returned to college to earn an ASN degree. Once a registered nurse, I adopted a false notion of “no more education,” until relocating to another state, and developing a desire to once again return to college. From that point on, I continued learning by earning an MS degree in nursing education, prompting a career change from management to teaching. Two years later, I began a doctoral program, graduating in 2006. I currently teach management/leadership to undergraduate and graduate students, encouraging them to pursue higher education as lifelong learners. I have recently started writing for publication, with now one published article and four accepted for publication in 2009, something I never thought possible. I attribute my success to wonderful, patient nurse mentors, and most of all to the Lord.

Author Summary: Dr. Cindy Thomas has been a speaker at local, state, national, and international conferences throughout the United States. She has published over 30 peer-reviewed manuscripts and authored a book on the transition from student to professional practice. Dr. Thomas’s research focuses on the transition to professional practice, simulation, and autism. Dr. Thomas co-authored The Step by Step Guide to Academic Promotion and Tenure published through Sigma Nursing.

Any relevant financial relationships? Yes

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Description of Potential Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royalty</td>
<td>I receive royalty monies from the sale of the book A Step by Step Guide to Academic Promotion and Tenure book through Sigma Nursing.</td>
</tr>
</tbody>
</table>

Signed on 02/02/2018 by Cynthia M Thomas

Third Author
David E. McIntosh, PhD
Ball State University
Teachers College Department of Special Education
Chairperson of the Department of Special Education. Dr. McIntosh is a full professor and the recipient of the David and Joanna Meeks Distinguished Professor of Special Education Award.
Muncie IN
USA

Professional Experience: Dr. McIntosh is the current Chairperson of the Department of Special Education as well as a full professor, and the David and Joanna Meeks Distinguished Professor of Special Education in the Teachers College at Ball State University. Dr. McIntosh earned his undergraduate degree from Hanover College in 1986, and a master’s of arts degree in 1987, educational specialist degree in 1987, and doctor of philosophy in 1990 from Ball State University. Dr. McIntosh currently also serves as the Executive Director of the Center for Autism Spectrum Disorder and the Director of the Autism Summer Day Camp. Additionally, he is the Editor-in-Chief of the journal Psychology in the Schools. Dr. McIntosh is Board Certified by the American Psychological Professional Association, is a Fellow of the American Academy of School Psychology and President of the American Board of School Psychology.

Author Summary: Dr. McIntosh has extensively presented and published in the area of psychological and educational assessment of children and adolescents with learning, emotional, and disruptive behavior disorders. He recently co-authored a book on the tenure process published through Sigma Nursing.

Any relevant financial relationships? Yes
<table>
<thead>
<tr>
<th>Relationship</th>
<th>Description of Potential Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royalty</td>
<td>STTI published a book for me (Tenure Book)</td>
</tr>
</tbody>
</table>

Signed on 02/04/2018 by *David McIntosh*