

## Creating Healthy Work Environments 2019

### Moving From Joy Stealing to Scholarly Caring: A Method for Transforming an Uncivil Work Environment

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**Background:** Lack of understanding of faculty roles and expectations for success can lead to infighting and misperception of value of one type of faculty over another. This atmosphere creates faculty competition instead of a sharing and caring environment, leading to an environment that feeds negative behaviors and incivility. Such behaviors have been termed joy stealing, which is a form of incivility, and has long been a problem among nursing faculty (Heinrich, 2007; Casale, 2017).

Although the term joy stealing was essentially coined by Heinrich (2007), the symptoms are identifiable to most faculty. Joy stealing has been defined as “experiences that rob others of their zest, clarity, productivity, feelings of worth, and desire for more connection” (Heinrich, 2008, p. 148). Once joy stealing behaviors/games become ingrained in the culture, faculty find little to celebrate in each other’s accomplishments.

Tenure line faculty enter the academe with knowledge that they must engage in teaching, scholarly activity, and service. According to the “The Core of Academe” (AASCU, 1987), most universities use these three activities as the foundation of the professorate and for evaluation of faculty. However, the addition of non-tenure line faculty in full-time roles often results in confusion and divisiveness between the research focused tenured/tenure line faculty and the teaching focused non-tenure line faculty, due to very different role expectations. Many non-tenure line faculty come from clinical practice and may or may not hold a doctorate. Non-tenure line faculty frequently do not have programs of research, as their previous positions did not include an expectation of scholarly productivity. The definition of scholarship and expectation of scholarly production can be intimidating for non-tenure line faculty, while also producing challenges for the more original research focused tenured/tenure line faculty. Non-tenure line faculty transitioning from the clinical setting to the academe may lack the understanding of how to develop a program of scholarship, while tenured/tenure line faculty may not value the scholarship of teaching and learning. This difference in scholarship expectations can create a divide between faculty and result in joy stealing.

**Situation:** Joy stealing was occurring in a new school of nursing where a mixture of tenured/tenure line and non-tenure line faculty were trying to form a cohesive work group. The expectation to increase scholarship occurred in the face of this forming and storming work environment (Tuckman, 1965). Although the school was not losing many faculty, there was a culture of infighting, icy stares during faculty meetings, arguments over workload and expectations, and little commitment to each other’s feelings, much less scholarship.

Understanding the causes of incivility can lead to interventions to foster a culture of support and civility (Peters, 2014). Thus, in 2013, when one of the non-tenure line faculty introduced the director of the program to a consultant who was helping the faculty member build scholarly best practices, the director’s interests were piqued. This faculty member wanted all faculty colleagues to learn the strategies and tools she was learning. While the work groups were still forming, the University was transforming to a research-intensive institution and all full-time faculty were being encouraged to develop and produce scholarship. The faculty in the school of nursing were also charged with revising a faculty evaluation tool to reflect the expectation of scholarship from both the tenured/tenure line and non-tenure line faculty. The program director developed a plan with the consultant and the school of nursing entered into a 3-year partnership

to encourage faculty to learn alongside each other and improve scholarly productivity, while building new, collegial relationships between faculty at all levels.

**Result:** The result has been an engaged faculty who understand their role, embrace their knowledge, share their scholarship, collaborate on projects, and are civil to one another. Scholarly production by non-tenure line faculty doubled and collaboration between tenure-line and non-tenure line faculty resulted in new grants and presentations/papers. The faculty now actively seek opportunities to collaborate on presentations, posters and research.

**Purpose:** The purpose of the presentation is to describe how a culture of scholarly caring can be formed to allow all faculty to successfully produce scholarship and sharing instead of joy stealing.

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**Title:**

Moving From Joy Stealing to Scholarly Caring: A Method for Transforming an Uncivil Work Environment

**Keywords:**

culture of scholarly caring, incivility and joy stealing

**References:**

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**Abstract Summary:**

Learn how to transform a culture of joy stealing and incivility into one of scholarly caring where all faculty are productive and feel valued for their contributions.

**Content Outline:**

Learning objectives:

After reading, attending our poster/podium presentation, the learner/reader will be able to:

1. Define a culture of scholarly caring (CoSC)
2. Define joy stealing
3. Identify scholarly joy stealing behaviors
4. Identify causes of incivility in the academe
5. Name 3 components of a culture of scholarly caring
6. Identify one way you can apply/try a component of scholarly caring at your school of nursing.

#### Components of a Culture of Scholarly Caring (CoSC)

- Partnership agreement as a group
- Partnership agreements between faculty
- Workshops focused on developing scholarly self
- Monthly meetings to share work as scholar
- Recognizing each other's scholarly accomplishments at monthly faculty/staff meetings
- Orienting new faculty to the CoSC by sharing prior workshop materials and including CoSC in New Faculty Orientation.

First Primary Presenting Author

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**Professional Experience:** Dr. Erbin-Roesemann is a tenured Professor at Texas State University where she serves as the Director of the School of Nursing. Prior to joining Texas States, she served as Professor and Dean of Nursing at Clarkson College in Omaha, NE. Her administrative and teaching experience spans over 20 years at the University of Michigan, Marymount University, George Mason University, Clarkson College and Texas State. Dr. Erbin-Roesemann has considerable experience in the management of nursing curricula, faculty recruitment, innovative online nursing programs, and attainment of national accreditation. Her leadership has assisted Texas State in the successful development of undergraduate and graduate nursing programs to meet the nursing education needs for the 21st century.

**Author Summary:** Dr. Erbin-Roesemann is a Professor and founding Director of the School of Nursing at Texas State University. She has over 40 years of nursing experience in practice, service and administration. Dr. Erbin-Roesemann is active as a leader in many professional organizations in Texas. Currently she is the President of the Texas Organization of Baccalaureate and Graduate Nursing Education Her research interests include work excitement and transforming work culture.

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**Professional Experience:** 2014-present -- Clinical Assistant Professor, St. David's School of Nursing, Texas State University, Round Rock, TX 2012 -- Assistant Professor, Texas A&M Health Science Center,

College of Nursing, Round Rock, TX Successfully implemented partnership agreements with students for four years. Other research interests include social media use in nursing and nursing salons.

**Author Summary:** Kim Belcik, PhD, RN-BC, CNE is a clinical assistant professor at the St. David's School of Nursing, Texas State University. Her research interests include partnerships, social media use in nursing, and nursing salons. Kim has been a nurse since 2002 and graduated from the University of Mary Hardin-Baylor. She completed her PhD in 2011 at the University of Texas at Austin in nursing.