

# A PHENOMENOLOGICAL STUDY INVESTIGATING FACULTY DEVELOPING AS A SCHOLARLY WRITER

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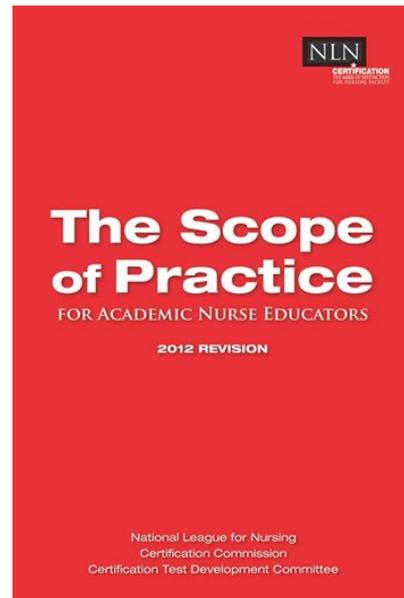
# Session Objectives

At the conclusion of this presentation the participant will be able to

- describe the experience of faculty developing as a scholarly writer.
- identify strategies that facilitate the development of scholarly writing abilities in self, students, and faculty colleagues.

# Nurse Educator Competencies

*NLN Scope of Practice for Academic Nurse Educator (2012)*  
Competency VII: Engage in scholarship



# Faculty Writing Challenges

- Varying writing skills and abilities
- Past writing experiences
- Feelings about writing
- Time



# Philosophy

- Hermeneutic phenomenology (Cohen, Kahn, & Steeves, 2000)
  - Dutch phenomenology of the Utrecht School
  - Uncover a particular experience and the meaning attributed by the individual having that experience
- Data Analysis (Barritt, Beekman, Bleeker, & Mulderij, 1984)
  - 5-step process
  - Five themes with exemplars

# Procedures

- Institutional Review Board (IRB) approval
- Recruitment
  - Purposive sampling
  - Professional contacts and professional bulletin board
- Personal interviews
  - Initial and follow-up
- Demographic questions

# Characteristics of Sample

- 12 Informants

  - Caucasian

  - 10 females, 2 males

  - Full-time faculty

  - Diverse faculty ranks

  - Prior scholarly writing/publication

# Pulling Everything Together

- Content expertise
- Experience with scholarly writing
- Education critical

“(after completion of masters program) I was starting to feel like I had ownership as and having expertise in content matter or subject matter.” (Bethany)

“While I was comfortable with writing in my master’s program ... it was not till later that I started feeling more like I was a writer ... I was doing so much more reading of scholarly work in my doctoral program that it just all started kind of coming together ... The more I read those [articles], the more I was kind of becoming more confident in what I, I could do myself. It all started just making more sense to me.” (Daniel)

# Steering Me In The Direction

- Current scholarly writers
- Steering through the process of scholarly writing
- Models of scholarly writing, guides, and opportunities

Hugh stated, “to work with someone ... either research or content expert, to see their perspective about how they would word certain items.... (I) really have learned a lot from her (faculty member) and how she worded certain things to be more concise and more powerful than using multiple words.”

# Using Feedback to Grow

- Want positive and/or negative feedback from others
- Feedback essential to process
- Persistence despite difficulties

Sylvia said, “to actually ask somebody to ... give me feedback and does tear it up ... can make you very vulnerable because it’s almost like letting somebody see a secret piece of you. And some people that receive feedback will get very upset emotionally because they feel like they have poured out their heart and soul into this paper and you know, to have somebody kinda tear it up ... can be very difficult for them to take.... I look at it differently. I look at it as I’m going to this person for them to give me feedback because I want to make it better. And if they don’t give me feedback if they just say, ‘this looks good,’ I’m not actually getting better. I’m not improving because they’re not actually giving me the feedback that I need.”

# Squeezing It In

- Other responsibilities take precedent over writing

“That’s probably the other challenge-Having the time to do it. Squeezing it into my teaching schedule and all the other responsibilities of being a faculty member.” (Christina)

“I feel like my work constantly gets in the way of my own scholarship. I took an administrative position and that was currently the downfall of my own scholarship.... And I know I sound like I’m making a lot of excuses ‘cause that’s what I do in my head for why I don’t write. So I make a lot of excuses and rationalization of why I don’t even though I know I need to.” (Fiona)

# Staying On Task

- Using writing partners or groups
- Focus
- Accountability

“It (writing buddy) forces you to do something that maybe you would procrastinate and not do (if not responsible to others).... it’s somebody to email you or call you or stop in your office and said ‘hey, did you look at that yet?’ or ‘I need that back’ to help you set deadlines or we’ve actually set meetings to sit and work on it.... it keeps you more focused.” (Fiona)

“... some writers on the committee are better than others.... We wordsmith together.... just because their (a faculty colleague) talent is not in writing at the present time that doesn’t mean that you can’t bring ‘em along with you. (Tracy)

“being part of a group of colleagues who inspire each other and encourage each other..... push each other to do better.” (Daniel)

# The Experience of Nursing Faculty Developing as Scholarly Writers

The nursing faculty members' experience developing as a scholarly writer begins with being a content expert familiar with scholarly writing. They benefit from reading various forms of scholarly writing and being guided by others who share writing opportunities and provide feedback to use to improve writing. They are most productive when writing with others because doing so keeps them on track and they learn from them. Other responsibilities, both personal and professional, take precedence over writing and can limit writing productivity.

# Strategies to Guide Your Development as a Scholarly Writer

- Cluster practice, papers, and projects
- Read, read, read
- Write, write, write
- Seek out colleagues with similar interest
- Ask others to share opportunities
- Express interest in and join writing collaborations
- Be accountable
- Solicit and use feedback
- Schedule writing time
- Explore how others protect writing time

# Strategies to Guide Others

## Students

- Allow students to select focus of practice, papers, and projects
- Provide quality examples scholarly writing
- Incorporate scholarly writing

## Faculty Colleagues

- Be familiar with their areas of expertise
- Share writing opportunities
- Invite faculty to partner
- Provide quality feedback
- Consider workload allocation
- Share approach to productivity

# Consider this...

- What approach are you currently using with students to facilitate writer development?
- What can you do to enhance your writing and scholarship?
- What changes are needed to facilitate writer development?
- What type of faculty development activities would be helpful?

# CONTACT US

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