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Developing the Future Academic Workforce: Early Career Academics: A systematic review

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Overarching study aim

As a group of academics we felt the novice academic role needed to be explored to identify solutions to support transition

Outline project supported by HEE Midlands with funding and the aim to lead to further work as a PhD

- Project resulted in:
- Literature review
 - Validation of a transition to academic practice (TAP) measure
 - Analysis of qualitative data
 - Basis for a PhD



Aims of the systematic review

Systematic
review of
published,
peer-
reviewed,
original
research

Exploring
experiences
of novice
healthcare
academics

Those
transitioning
from clinical
practice

Papers
considered
between
2012 and
2022

All
healthcare
professions
considered



Keywords & databases



| Data bases | Health professional keywords | Novice Academic keywords | Transition keywords | Mentoring keywords |
|---|------------------------------|---------------------------------------|----------------------|-----------------------|
| CINAHL Complete (EBSCO) | Nurse(s) | Academic(s) | Transition | Mentoring |
| Medline (EBSCO) | *Clinical expert* | Faculty | “Expert to novice” | Mentorship |
| Scopus (Elsevier) | Clinician | “Higer Education” | “role change” | Preceptorship |
| Web of Science (all databases) | Midwife/ves | University | “job change” | Induction |
| British Education Index (EBSCO) | “Social workers” | “Nurse Education” | “career development” | Training |
| ERIC – Education Resources Information Center (EBSCO) | “Allied health professional” | Novice | “Career change” | “Role Preparation” |
| | | “early career” | “career mobility” | Support |
| | | “midwifery educator” | | “Faculty development” |
| | | “social work educator” | | “Job Satisfaction” |
| | | “allied health professional educator” | | |



Inclusion and exclusion criteria

Inclusion criteria

Original Research

Written in English

Global studies

Published between 2012 and 2022

All healthcare professions

Exclusion criteria

Editorial, opinion articles, letters or
concept papers

Non-English language

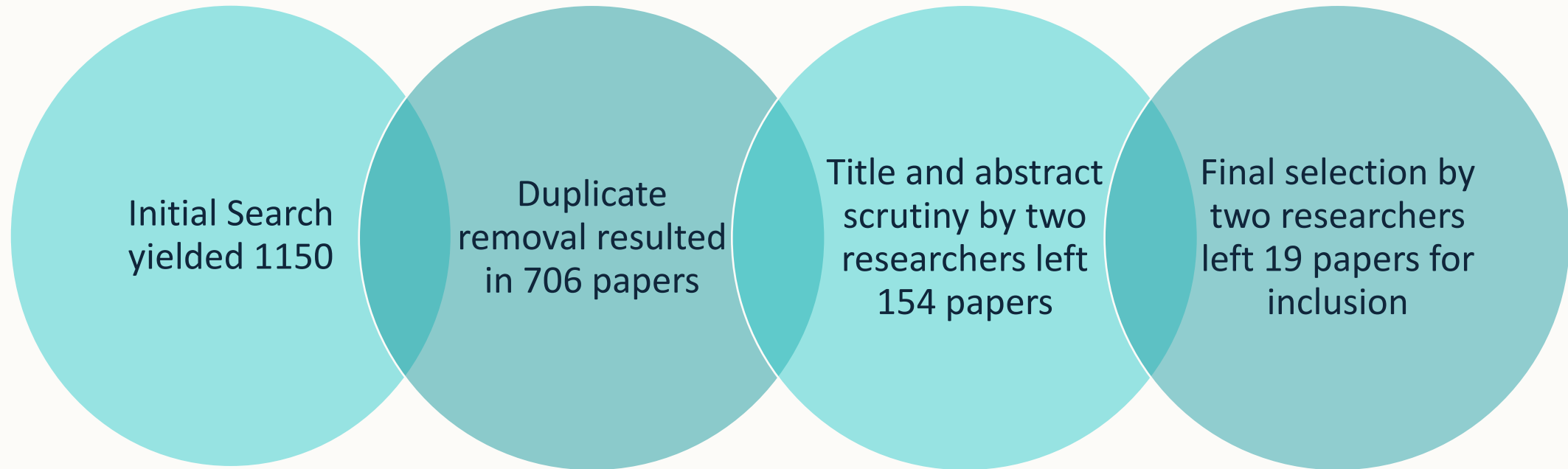
Literature reviews including meta-
analysis or integrative reviews

Papers that focused on academics in
temporary roles

Those academics in clinical academic
roles based in healthcare facilities



Paper selection





Paper characteristics

Countries of Research

Ghana (1)

Thailand (1)

South Africa (1)

United Kingdom (1)

Australia (4)

United States (11)

Methods

Interviews

Surveys

Focus groups

Stories

Professions

Occupational Therapists (1)

Paramedics (1)

Athletic Trainers (1)

Dental Hygienists (1)

Various healthcare
Practitioners (2)

Nurses (13)



Thematic analysis

Braun and Clarke (2014, 2020)

Phase 1: Familiarisation with the data

Phase 2: Generating initial codes

Phase 3: Generating Themes

Phase 4: Reviewing potential themes

Phase 5: Defining and naming themes

Phase 6: Producing the report



Sub themes



| Sub themes |
|--|
| Loss of identity |
| Uncertainty and confusion |
| Overwhelming stress and anxiety |
| Frustration |
| Confidence positive and negative |
| Wanting to feel safe |
| Needing a sense of belonging |
| Compensation – over preparing and wanting perfection |



Lack of preparedness

| Sub themes |
|-------------------------------------|
| Unprepared for the role |
| Lack of role clarity |
| How hard the role is |
| Expectations |
| Academic responsibilities |
| Lack of formal teaching knowledge |
| Knowledge deficit |
| Scholarly activity / qualifications |



Balancing workload

| Sub themes |
|---------------------------|
| Time |
| Lack of structure |
| Lack of resources |
| “Work is always with you” |
| Long hours / workload |
| Work life balance |



Career Progression



| Sub themes | |
|---|-------------------------|
| Seen as the next step after a clinical role | |
| Moving to academia seen as “successful” | |
| Academia seen as development and step up from a clinical role | |
| Professional development plans Appraisal Feedback from colleagues Feedback from students External conference access | } All seen as positives |



Building relationships

| Sub themes |
|-------------------------|
| Lack of support |
| No support : No people |
| New colleague support |
| Peer support |
| External support |
| Being alone in a “silo” |



Some positives



| Sub themes |
|---------------------------------------|
| To give back |
| Community involvement and giving back |
| Expert knowledge to share |
| Shadowing and previous experience |
| A good orientation |
| Autonomy and flexibility |
| Being in the team |
| Exciting, joyful, camaraderie |



Conclusions



A global concern
that novice
academics in
healthcare are
not supported

We need to
revisit and refine
the support given
to novice
academics when
newly
transitioning

Mentorship of
novice academics
needs to be
focused,
supportive and
recognise the
complexity of the
role

A means to
prepare clinical
practitioners
must to be
sought to
prepare them for
the transition
into academia



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Thank you for listening