



The experiences of early career academics from health and social care registered professions - Factors influencing transition: Development of an academic transition measure

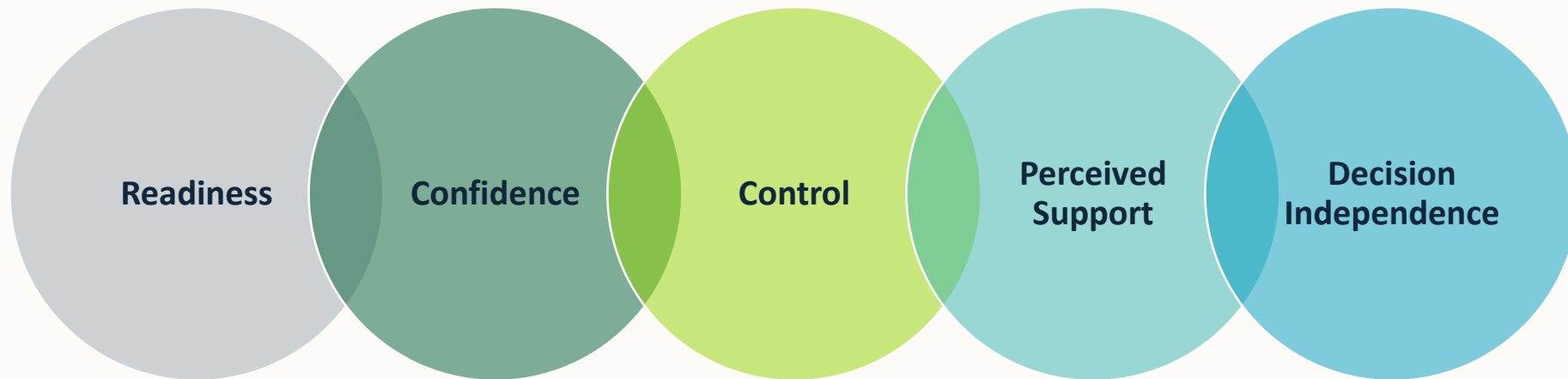
Lesley Gratrix, University of Lincoln

Dr Sharon Black, University of Nottingham



Development of the survey

- Exploration of measures available
- Use of the Careers Transition Inventory (Heppner et al., 1994)



- Adapted and added questions relevant for coming into academia
- Demographic data and personality measure (HEXACO)



Developing the TAP

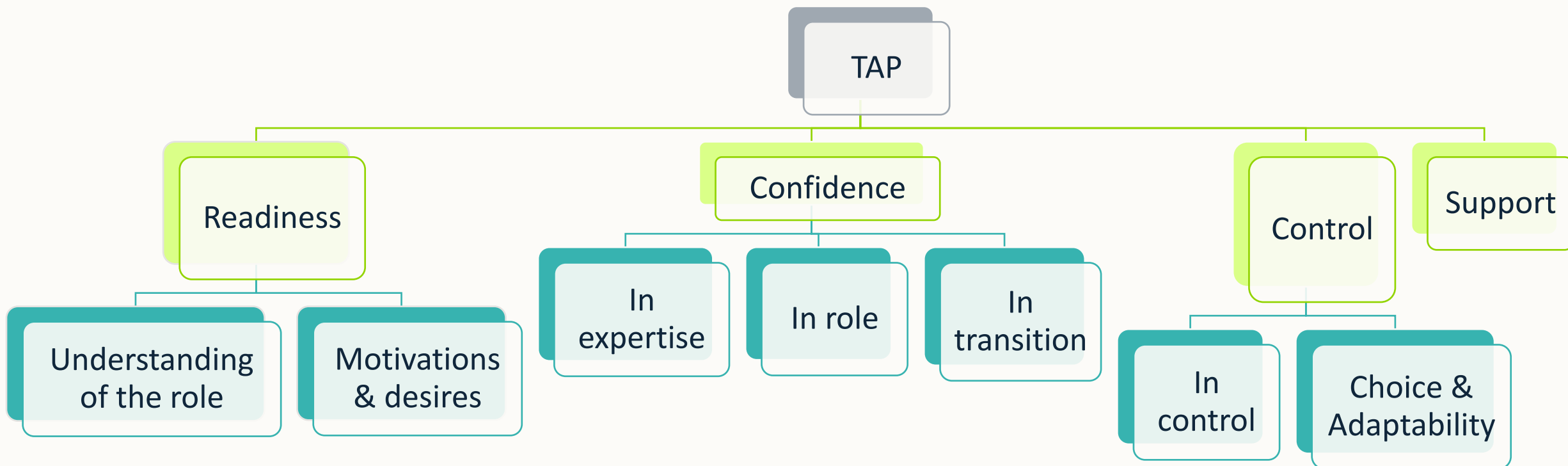


- 122 completed responses from an international and varied professional sample (but mainly nurses – 65%)
- Conducted a Principal Component Analysis on the completed data set
- Creation of the Transition to Academic Practice (TAP) measure

Europe	Worldwide
Spain	USA
Italy	Australia
Poland	Thailand
Croatia	Kenya
Slovenia	
Serbia	
Russia	
Iceland	
Finland	
Germany	
Czech Republic	
Ireland	



Refining the TAP





The TAP measure: Readiness



Understanding of the Role

I was not prepared for the amount of support I would have to give to my students (R)

I was not prepared for the workload expected of an academic (R)

I did not anticipate the level of pastoral support that was expected of me (R)

I understood the role of the academic prior to starting in my role

I felt unprepared for an academic role (R)

Before I started in the academic role, I knew that an academic role was about more than teaching

The teaching I had done in practice prepared me for an academic role

Motivations & desires

I was highly motivated to be in an academic role

My effort, creativity, and motivation led me to a new career

I would say I'm motivated each day I do something on career transition

I felt positively challenged by this career transition

The role reflected my expectations



The TAP measure: Confidence



In expertise

I felt less confident in my new academic role than in my previous clinical role (R)

I missed being an expert (R)

I felt like a novice again (R)

I struggled with the change in my identity from clinician/professional to academic (R)

The risk of changing careers worried me (R)

In role

I felt confident that I could answer student academic questions

I was confident in my ability to do well in this career transition

I felt I had the skills needed to enter an academic role

I felt confident that I could answer student pastoral questions

I felt comfortable making decisions in my new academic role

By the end of my first year (or currently, if you have not yet been in the role for 12 months) I had developed my identity as an academic

In transition

I felt the career transition process might be too complex for me to work through (R)

It seemed natural that career transition was scary and I was preoccupied with worry about it (R)

In dealing with aspects of career transition I was unsure whether I could handle it (R)

.I don't feel that I have the talent to make a successful career transition (R)

I was not bothered by the risks of this career transition

I have always had trouble with career transition and expected I would this time as well. (R)

The magnitude of the career transition was difficult to manage (R)



The TAP measure: Control

In control

I felt in control throughout my transition from clinician to academic

By the end of my first year (or currently, if you have not yet been in the role for 12 months) I felt like I was thriving in my new role

I felt overwhelmed within my first year of academia (R)

I quickly adapted to the change in autonomy. For example, being able to manage my own schedule

Choice & Adaptability

I felt like I was stuck with the career choice to enter academia (R)

I felt like I had no choice in my career options when I decided to enter academia (R)

I quickly adapted to the change in autonomy. For example, being able to manage my own schedule



The TAP measure: Support

Support
I did not receive the support I needed from my colleagues (R)
My induction helped me to transition from practitioner to educator
My line manager supported me during my probationary period
I was left to navigate processes alone (R)
My induction programme helped me develop my wider academic skills
My mentor helped with my transition into my academic role
My social needs were met in my new role (for example, friendship, informal conversations)
I felt isolated in my new academic role (R)



The outcome questions

I felt as though I had made the right decision to move from a clinical/professional to an academic role

My personal life circumstances seemed to fit better to an academic role (R)

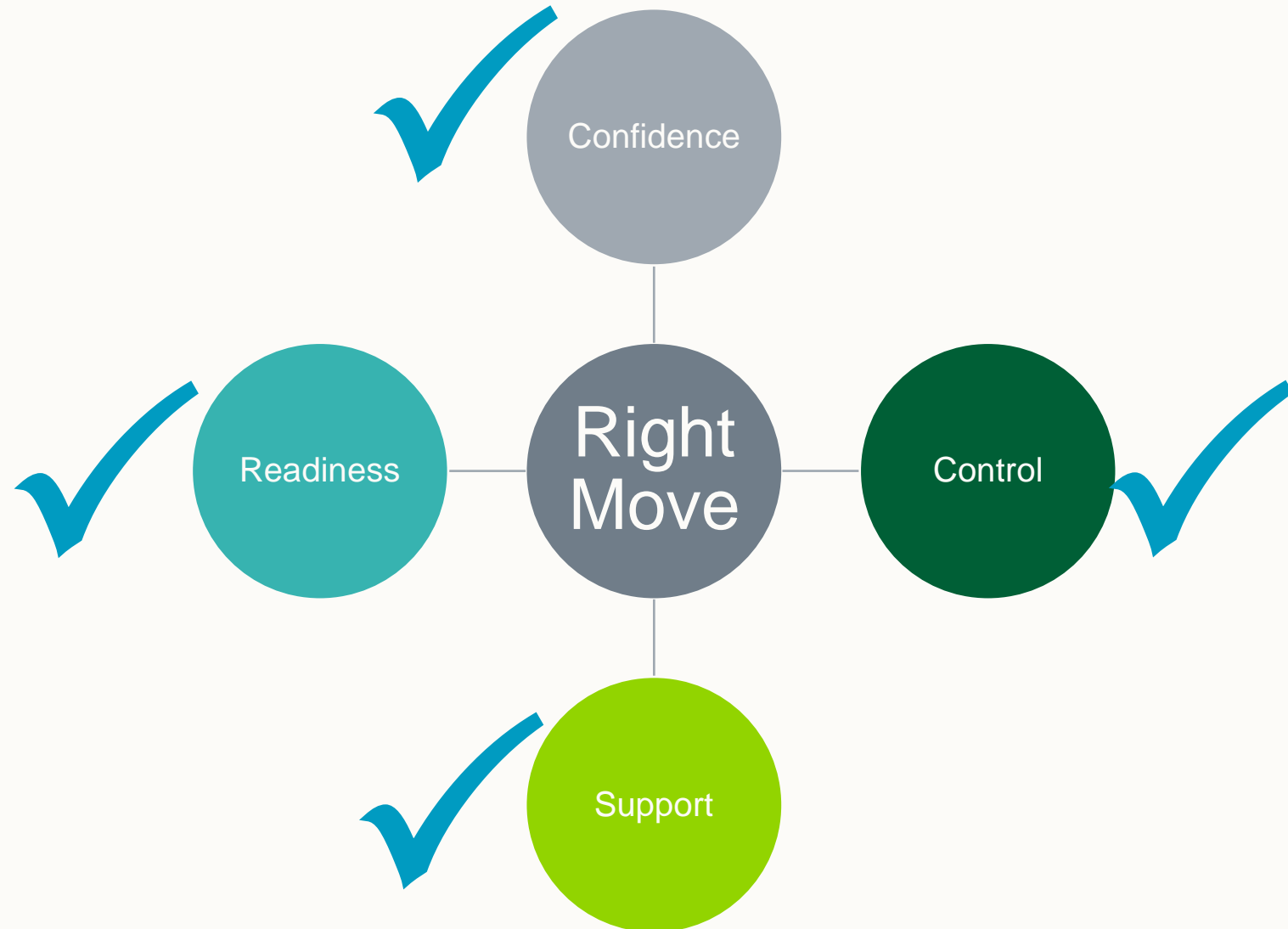
I intend to remain working in higher education for the foreseeable future



The relationship!

- All correlated significantly with feeling this was the right move
- Subfactor of confidence in expertise was non significant

Target readiness, confidence in role and transition, control, and organisational support to impact on feeling positive about the move to HE

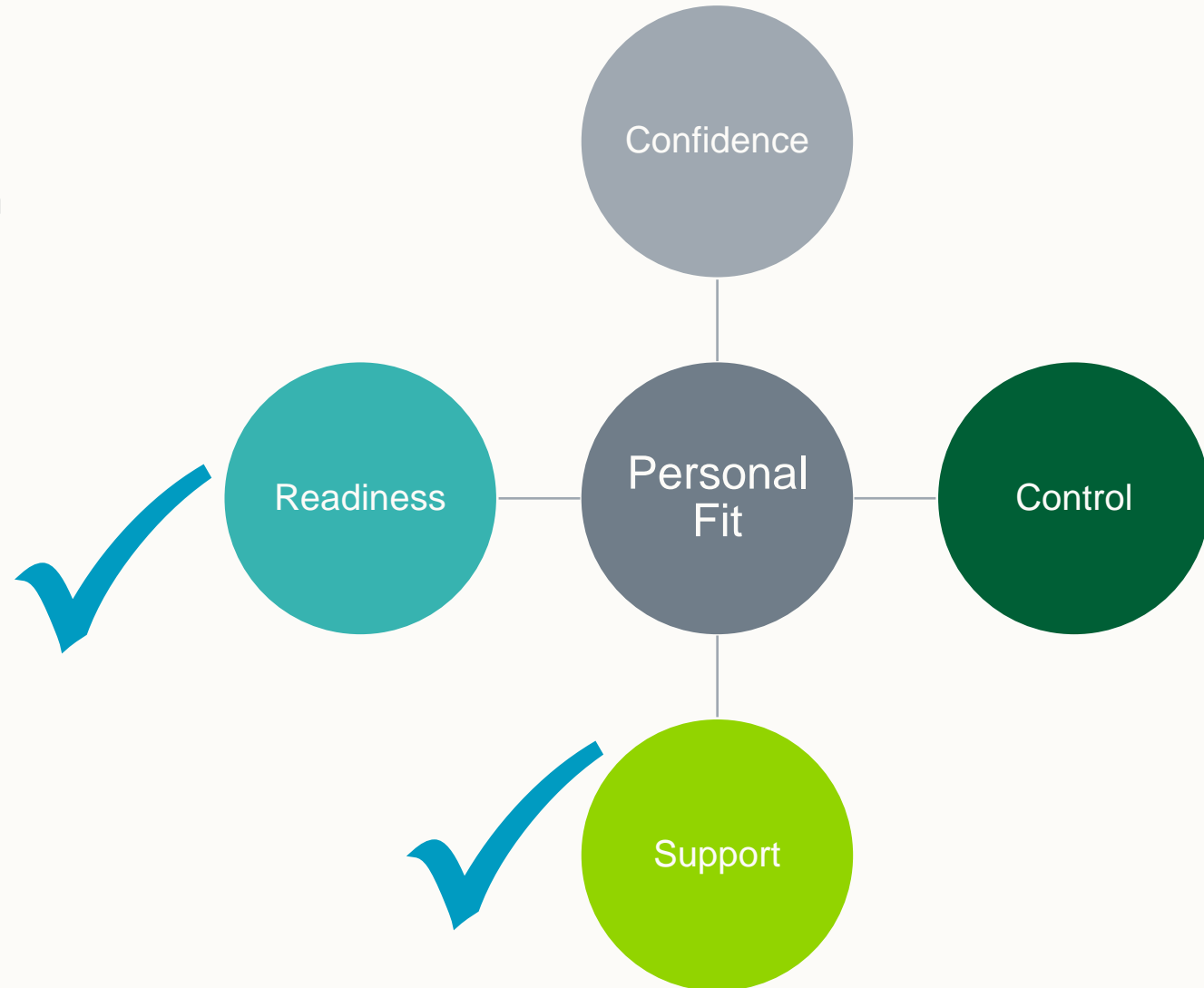




The relationship!

- Only support and readiness correlated significantly with feeling being in academia fits better with their personal lives
- Subfactor of understanding the role was non significant

Target motivations and desires, and organisational support to impact positively on feeling an academic role fits with personal circumstances

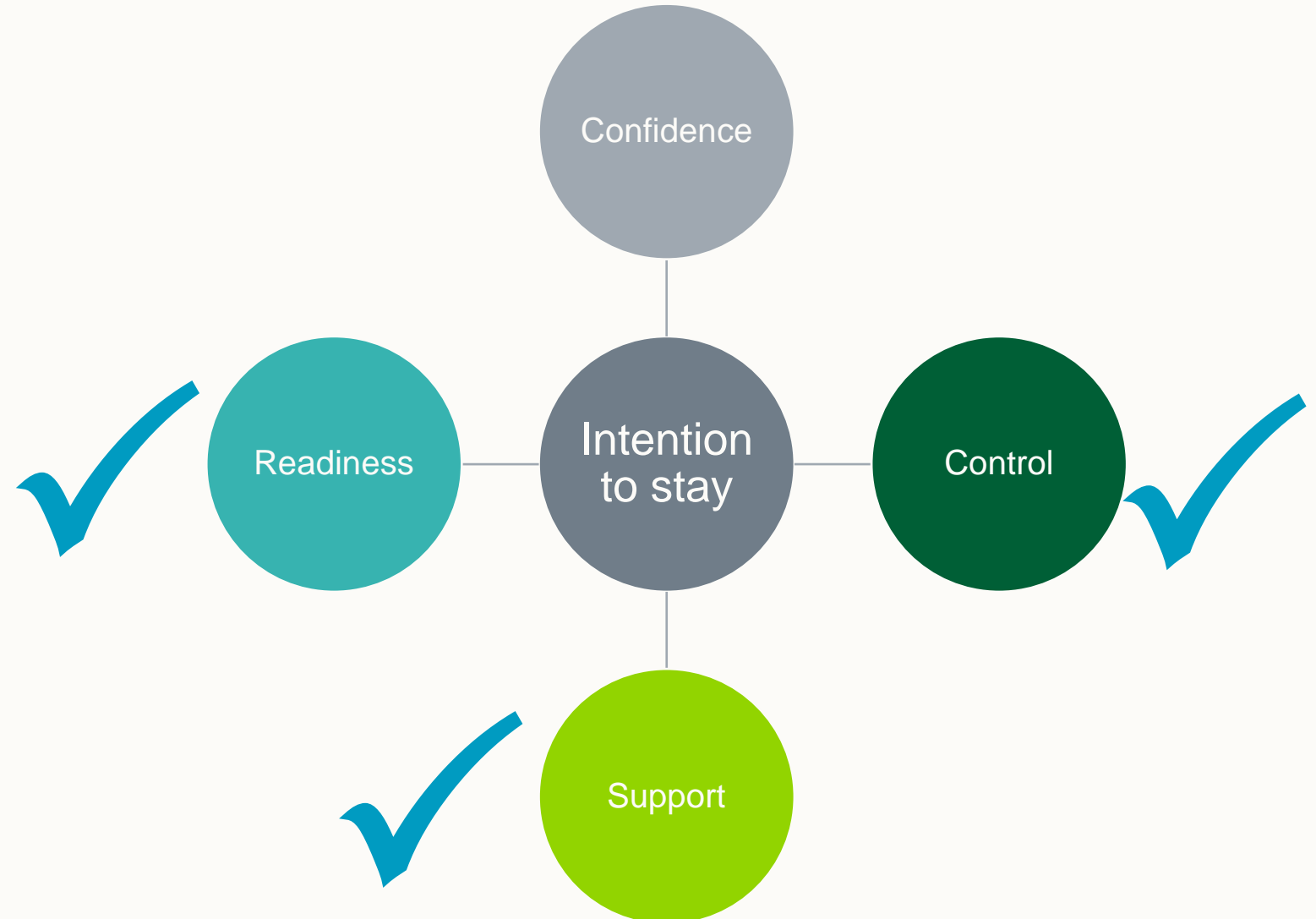




The relationship!

- All but confidence correlated significantly with intention to stay
- Subfactor of being in control was non significant

Target readiness (both subfactors), choice and adaptability, and organisational support to impact on positive intention to stay





University of
Nottingham

UK | CHINA | MALAYSIA



UNIVERSITY OF
LINCOLN

Thank you for listening