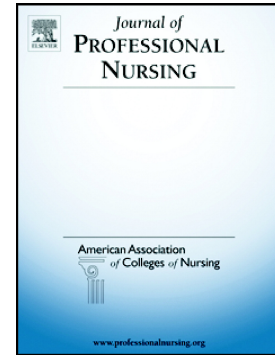


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College Nursing Faculty Job Satisfaction and Retention: A National Perspective

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Abstract

The need for registered nurses in the United States continues to grow. To meet this need for increased numbers of nurses, recruitment and retention of qualified nurse educators has become a priority. In addition, the factors associated with nursing faculties' intent to stay have emerged as important considerations for administrators. The concepts of job satisfaction and intent to stay become vital to recruiting and retaining nursing faculty. In the past decade few empirical studies have been conducted on a national scale to address job satisfaction and intent to stay in academia. The purpose of this retrospective study is to analyze variables of relationships with nurse faculty job satisfaction and intent to stay from data collected throughout the United States. The Collaborative on Academic Careers in Higher Education (COACHE) survey was employed for the purposes of this study. Over 1,350 nurse educators were included in the survey. The findings support a variety of modifiable variables that are viewed as important by nursing faculty. The strongest relationship was found to be institutional leadership. The implications can inform academic administrators seeking to retain nursing faculty.

Key Words: job satisfaction, intent to leave, nursing faculty, retention

College Nursing Faculty and Retention: A National Perspective

The struggle continues in higher education to achieve and maintain a faculty with the recommended academic and experiential qualifications needed for delivery of nursing programs. The increasing faculty vacancies are directly impacting the supply of nurses available for the workforce (Derby-Davis, 2014). In 2011, the Institute of Medicine (IOM) added a sense of urgency to the struggle to recruit faculty by calling for an increase in baccalaureate and graduate prepared nurses by 2020. To meet this call, even more faculty is required to educate the future workforce at all levels of academic education.

Multiple factors are contributing to these faculty vacancies include (a) age; (b) retirement; (c) compensation; (d) lack of funding for positions; (e) lack of qualified applicants; (f) workload (AACN, 2012). Adding to the pressure, accrediting bodies such as the Accreditation Commission for Education in Nursing (ACEN), the Commission on Nursing Education Accreditation (CNEA) and the Commission on Collegiate Nursing Education (CCNE) require faculty to meet stated standards to receive initial and continuing recognition for delivering a quality program of nursing. In the most recent CCNE document, faculty are expected to be sufficient in number to accomplish the mission, goals and expected program outcomes and, academically and experientially prepared for the areas in which they teach (Commission on Collegiate Nursing Education, 2013, p. 11). Without accreditation, student enrollments can drop impacting available resources to impair an institution's ability to attract qualified faculty.

Diversity among faculty is an additional recommendation that must be considered creating even more challenges. According to a 2013 survey, faculty from minority groups with advanced nursing degrees account for 13.1% of full-time appointments (American Association of Colleges of Nursing [AACN], 2015). However, the 2010 US Census Bureau reported that

approximately one-third of the population represented minorities (Salvucci & Lawless, 2016). This disparity emphasizes the importance of recruiting and retaining faculty from diverse backgrounds and environments to facilitate closing the gap in health equality.

Efforts to address the faculty shortage have focused on recruiting clinical experts into the faculty role – many with little or no formal education in teaching and learning principles. These recruits have reported the stresses associated with the academic role as problematic resulting in difficult role transitions that can lead to departure (Cranford, 2013). Once recruited the faculty member accepts responsibilities other than just teaching –such as scholarship and service. These expectations are especially challenging for those accepting tenure-track positions. Managing these multiple responsibilities can result in role strain. If role strain occurs, faculty can become overwhelmed and may choose to leave academia.

For institutions seeking accreditation, again, the standards specifically address this requirement. The institution and program are expected to provide and support an environment that facilitates faculty teaching, scholarship, service and practice consistent with the institutions expected faculty outcomes (CCNE, 2013, p. 12). The diverse nature of the academic role for nursing faculty to meet the teaching, research, and service goals of colleges and universities can seem overwhelming – impacting job satisfaction and intent to stay (Candela, Gutierrez, & Keating, 2015).

Recruitment and retention of qualified faculty to meet program needs and accreditation standards has proven to be difficult and costly. To support faculty to achieve these expectations requires a significant investment for institutions of higher education –and, to achieve tenure status adds to the investment. The combined cost of recruitment and long term retention efforts adds to the interest in factors associated with job satisfaction and intent to stay.

The retention of qualified nursing faculty is critical for higher education institutions with programs in nursing – and, consequently, the future health care system. Finding the work factors that are consistent in influencing faculty members to remain in the academic setting are important for maintaining quality, decreasing costs, and providing health care to the public. The purpose for conducting this study was to explore the intent to stay and job satisfaction of nursing faculty members as it correlated to a variety of personal and professional variables, including demographics, rank, institutional type, and perceptions leave the work environment.

Review of the Literature

Faculty Workplace Satisfaction and Retention

College faculty members draw their workplace satisfaction, and ultimately their intention to remain at an institution, from a variety of factors (O'Meara, Louder, & Campbell, 2014). Conley and Onder (2014) focused on the importance of mentoring within a department, particularly among early-career scholars. Meng, Liu, and Xu (2014) found that administrative behaviors and culture framed an environment where faculty chose to stay or leave. Sanfey, Savas, and Hollands (2006) noted the importance of work-life balance in recruiting and retaining faculty members. These studies represent the wide variety of approaches and findings to identifying faculty satisfaction, productivity, and retention at an institution.

The retention of faculty members is important to higher education institutions for several reasons, including the costs associated with recruiting new faculty members and the stability brought to an academic program by retaining those who have already been hired. Murry and Lucas (2011), for example, highlighted that retention is critical to maintaining a quality academic program, and that by having a stable academic faculty, programs are more likely to develop niches and areas of expertise that would otherwise not be possible. Also, the collaboration that

comes from a more stable faculty allows an institution to be more likely to create interdisciplinary expertise.

As faculty retention is important to any field, it is critically important in areas where it is difficult to recruit new faculty members. O'Meara, Louder, and Campbell (2014) conducted a single-institution case study and found four categories of faculty decision making that can impact faculty retention (a) better opportunities at other institutions; (b) failure to get tenure; (c) a desire to be closer to family and live in a certain place; (d) the workplace environment. The authors' stressed that at least two of these categories were modifiable for change by institutional leaders as efforts to retain faculty members. Clarifying tenure and promotion regulations can be emphasized combined with effective screening during the interview process to prevent mismatches of skills and expectations. Additionally, the authors noted that leadership practices can create a departmental environment to enhance or destroy efforts of newly hired faculty to successfully integrate into the academic culture. Similarly, Lawrence, Celis, and Ott (2014) found the importance of tenure and promotion clarity in faculty retention.

Research has also found that faculty retention can be impacted by an individual's outlook about teamwork and independence. This means that some faculty members prefer to work alone while others prefer team work, and the setting of an academic department and its reliance on either individual or team based work can influence a faculty member's decision to stay or leave an institution (Sanfey, Savas, & Hollands, 2006; Evans & Forbes, 2012). Mamiseishvili, Miller, and Lee (2016) also explored workplace satisfaction and found that faculty in the middle of their careers at the associate professor level were less satisfied with the demands placed upon them, as compared to beginning assistant professors and senior full professors, particularly non-research and teaching demands.

The evidence suggests a wide variety of issues can impact a faculty member's overall job satisfaction and, ultimately, the decision faculty members make with that satisfaction level.

Although nursing faculty might feel added pressures to a greater extent than others – because of compensation differentials – there is a continued need to explore methods to retain strong and productive faculty in all disciplines. Discovering whether strategies used in one particular discipline might transcend the unique qualities of others will provide a means of greater generalizability.

Faculty Retention

Recruitment and retention of nursing faculty has been vulnerable to job dissatisfaction indicators. Job dissatisfaction has been cited as a heavy workload, multiple role expectations, insufficient time, lack of mentoring, and lack of collegial support (Peters, 2014; Gormley, 2010). Lateral incivility has been identified as a significant indicator for nursing faculty's intent to stay in academia (Peters, 2014). Candela, Gutierrez, and Keating (2012) noted that when nursing faculty experience these stressors, they can experience negative attitudes towards the job, lack of motivation, decreased job performance, and even detachment from the job. Candela et al.'s (2012) study explored a different approach to nursing faculty recruitment and retention. The study indicated that the work environment could be a channel to support for recruiting and retaining nursing faculty.

Healthy Work Environments in Nursing Education

Multiple studies have investigated the impact of a healthy work environment in promoting patient safety, promoting excellence in nursing practice, and improving recruitment and retention of nurses in clinical practice. However, little evidence was found to address the impact of the work environment on nursing faculty's recruitment and retention. In work by

Kuehn (2010), findings suggested “a supportive, healthy work environment as one factor in caring for others and is crucial in recruitment and retention of nursing faculty” (p. 193).

An instrumental study of the topic was conducted by the American Association of Critical Care Nurses (AACN) in 2005. AACN explored the promotion of the healthy work environment as a means to promote excellence in the clinical setting (Brady, 2010). From this study a booklet titled *AACN Standards for Establishing and Sustaining Healthy Work Environments* was unveiled. The standards support skilled communication, true collaboration, effective decision making, appropriate staffing, meaningful recognition and authentic leadership. The implementation of these standards aid in the creation of a professional and psychologically sound work environment AACN, According to AACN (2005), positive efforts for creating the work environment were linked to improved recruitment and retention, patient safety, and organization’s financial viability.

The National League for Nursing (NLN) defined a healthy work environment as being essential to promoting quality nursing education. NLN adopted the standards of AACN and further defined a healthy work environment for nursing faculty as the context that enable faculty to provide quality nursing education (NLN, 2005a). In addition, NLN promoted the focus on individual, institutional, and leadership factors related to job satisfaction and productivity (Kuehn, 2010). Following the NLN study on role satisfaction (NLN, 2005b), NLN endorsed to support nine healthy work environment elements. These elements embrace (a) a collaborative practice culture; (b) communication rich culture; (c) a culture with visible competency; (d) a culture of accountability; (e) presence of adequate number of qualified nurses; (f) presence of visible, credible expert leaders; (g) shared decision making at all levels; (h) encouragement of professional growth and recognition of the value of nursing’s contributions; (i) recognition of

nurses in their meaningful practice. These essentials, in addition to the NLN task group study on *Healthful Work Environments*, the Healthful Environment Tool Kit was created (NLN, 2007).

The tool kit embraced the following ten work-related areas: workload, salary, benefits, professional development, collegial environment, role preparation, institutional support, recognition and marketing, and leadership (Brady, 2010). When utilizing the work-related areas insights can be gained which can be used to improve or create a healthful working environment. The assessment questions in the tool kit could also be used by members of a search committee for interviewing potential candidates for faculty positions. Additionally, administrators might use the assessment to measure job satisfaction of nursing faculty (NLN, 2015).

Another study was performed by the NLN Carnegie Foundation. The study was directed by Kaufman and examined nursing faculty's compensation, workload, and teaching practices. From the study outcomes, "45% of the nursing faculty indicated that they were dissatisfied with their current workload and, in addition, 25% indicated workload as a motivating factor to leave their current positions" (Kaufman, 2007, p.297). In the same way, NLN (2005) reported that the nursing faculty workload as an indicator of educator burnout.

Experienced clinical nurses are recruited and hired into academic settings based on their respective areas of practice and may lack formal education in the area of teaching. Nurses in the clinical setting typically do not take work home to complete and their commitment lasts until end of shift. For many nursing faculty, the work cannot be left at the office and often the work is completed at home. Moreover, full-time nursing faculty takes on additional assignments in classroom and clinical areas when educator vacancies are experienced. In addition, the academic setting expects participation on academic committees and progress in scholarship. This additional workload and responsibilities readily decreases the nursing faculty's job satisfaction.

Responding to the nursing faculty shortage demands that administrators investigate the factors that contribute to the shortage, examine the work life of faculty and their intent for moving, staying, or even leaving their positions (Candela et al., 2012). The purpose of the research study was to conduct a secondary analysis examining nursing faculty's job satisfaction and intent to stay. The research questions that were studied included:

- Are there differences in demographic factors with nursing faculty's job satisfaction and intent to stay?
- Are there differences in tenure status with nursing faculty's job satisfaction and intent to stay?
- Are there differences in academic rank of nursing faculty's job satisfaction and intent to stay?
- Are there differences in institutional type with nursing faculty's job satisfaction and intent to stay, and?
- What is the relationship between job satisfaction and intent to say with nursing faculty?

Methods

Data

This study utilized a secondary data source from the Collaborative on Academic Careers in Higher Education [COACHE] (n.d.). The data source has been collected by a consortium of over 200 colleges, universities, and systems across North America committed to making the academic workplace more attractive and equitable for faculty. For decades, the consortium administered a job satisfaction survey, collected, and stored the data. For this study, a request to COACHE was made to extract all data related to nursing faculty job satisfaction. The data span contained three years (2012-2014) of collection. COACHE provided data related to variables

such as: demographic factors, tenure status, academic rank, institutional type, job satisfaction, and intent to stay. In addition, other variables such as personal and family policies, collaboration, tenure clarity, institutional leadership, shared governance, career development, and departmental engagement were included. The data was collected from an online survey. The survey consisted of questions on a Likert Scale and open-ended questions. The survey tool provided quantitative data related to job satisfaction of 1,352 nursing faculty.

The mean age of the 1,352 subjects included in the data analysis was 55 years. The majority of subjects were female (92%) and the largest race categories were White (85%) and Black (9%). Professional rank ranged from assistant professor (37%), associate professor (35%), and professor (26%) while the tenured faculty (41%) was the largest group followed by “not on tenure track” (32%) and tenure track (27%). Employing institutions was dominated by research/doctorate (72%) as compared to masters/baccalaureate (28%).

Variables and Measures

The dependent variables in this study are job satisfaction and intent to stay, as measured by the respondent’s self-reported job satisfaction and intentions to remain at their current institution. Job satisfaction was assessed using three items from the COACHE survey ($\alpha = .89$). Intent to stay was assessed using a single item asking respondents to report how long they planned to remain at their current institution on a three point scale (1 = for no more than five years, 2 = more than five years but less than ten, 3 = ten years or more). Independent variables included single-items (e.g., age, gender, race, tenure status, academic rank, and institutional type) where participants reported demographic and background information, as well as multi-item measures aimed at assessing personal and family policies (4 items; $\alpha = .79$), collaboration (3 items; $\alpha = .76$), tenure clarity (4 items; $\alpha = .95$), institutional leadership (9 items; $\alpha = .94$), shared

governance (3 items; $\alpha = .76$), and departmental engagement (5 items; $\alpha = .75$). The multi-item measures used 5-point Likert scales (family policies: 1 = strongly disagree to 5 = strongly agree; collaboration: 1 = very dissatisfied to 5 = very satisfied; tenure clarity: 1 = very unclear to 5 = very clear; institutional leadership: 1 = very dissatisfied to 5 = very satisfied; shared governance: 1 = strongly disagree to 5 = strongly agree; departmental engagement: 1 = never to 5 = frequently).

Data Analysis

For categorical independent variables having more than two unique categories (i.e., tenure status, academic rank, race, institution type), a separate one-way Analysis of Variance (ANOVA) was performed and followed up with post hoc Fisher's LSD tests. For gender, which had only two unique categories, we performed an independent means t-test. Using Carnegie classifications supplied by COACHE (n.d.), we categorized institutions as either Research/Doctoral or Masters/Baccalaureate and performed independent means t-tests to determine whether employees at different types of institutions demonstrated differences in job satisfaction and intent to stay. For the non-categorical independent variables (i.e., age, personal and family policies, collaboration, tenure clarity, institutional leadership, shared governance, career development, and departmental engagement), we report correlation coefficients that can be used to assess how each variable relates to job satisfaction and turnover intentions. For all analyses, the outcome variables were (a) the mean scores computed for the three job satisfaction items and (b) the score on the intent to stay item.

Results

Demographic Variables and Measures

As reported in Table 1, results did not indicate a significant relation between age and job satisfaction ($r = .01, p > .05$). Age did, however, demonstrate a statistically significant negative relationship with intent to stay ($r = -.52, p < .01$). These findings indicate that younger employees report that they plan to remain with their current institution longer than older employees who may be close to retirement. In contrast, the results of independent means t-tests (see Table 1) did not indicate that there were statistically significant differences in either job satisfaction ($t = .48, p > .05$) or intent to stay ($t = 1.15, p > .05$) for males versus females.

For race, we conducted a one-way ANOVA with four categories (i.e., White [non-Hispanic]; Black or African-American; Hispanic or Latino; Asian, Asian-American, or Pacific Islander; and Other. For job satisfaction, mean scores ranged from 3.14 to 4.02. The ANOVA (see Table 2) revealed several statistically significant differences among the means scores for job satisfaction, $F(4, 830) = 2.87, p < .05$. More specifically, post hoc tests showed that the mean score for Asians ($M = 3.14, SD = 1.04$) was significantly lower than that of White ($M = 3.81, SD = 1.05$), Black ($M = 3.79, SD = 0.97$), and Hispanic ($M = 4.02, SD = 1.07$) participants. Likewise, participants in the 'Other' category reported significantly lower mean scores ($M = 3.33, SD = 0.96$) than White ($M = 3.81, SD = 1.05$), and Hispanic ($M = 4.02, SD = 1.07$) participants. For intent to stay, mean scores ranged from 2.02 to 2.80 (see Table 2). Planned comparisons indicated that the mean score for Hispanic participants ($M = 2.80, SD = .42$) was significantly higher than that of Asian ($M = 1.80, SD = 1.10$), White ($M = 2.02, SD = .87$), and Black ($M = 2.09, SD = 0.90$) participants.

Likewise, participants in the 'Other' category reported significantly lower mean scores ($M = 3.33, SD = 0.96$) than White ($M = 3.81, SD = 1.05$), and Hispanic ($M = 4.02, SD = 1.07$) participants. For intent to stay, mean scores ranged from 2.02 to 2.80 (see Table 2). Planned

comparisons indicated that the mean score for Hispanic participants ($M = 2.80$, $SD = .42$) was significantly higher than that of Asian ($M = 1.80$, $SD = 1.10$), White ($M = 2.02$, $SD = .87$), and Black ($M = 2.09$, $SD = 0.90$) participants.

Tenure Status

For tenure status, we conducted a one-way ANOVA with three categories (i.e., not on tenure track, tenure track – not tenured, and tenure track – tenured). For job satisfaction, mean scores ranged from 3.71 to 3.93. The ANOVA (see Table 2) indicated significant between-group differences, $F(2, 833) = 3.49$, $p < .05$ and post hoc tests indicated that the mean score for non-tenure track participants ($M = 3.93$, $SD = 1$) was greater than that of tenured participants ($M = 3.71$, $SD = 1.11$).

A one-way ANOVA also indicated significant group differences for intention to stay, $F(2, 517) = 3.67$, $p < .05$. Post hoc tests indicated that tenured participants reported significantly lower mean intent to stay scores ($M = 1.71$, $SD = 0.80$) than either non-tenure track ($M = 2.18$, $SD = .85$) or tenure track participants without tenure ($M = 2.42$, $SD = .83$). At the same time, non-tenure track employees report significantly lower intentions to stay ($M = 2.18$, $SD = .85$) than tenure track participants without tenure ($M = 2.42$, $SD = .83$).

Academic Rank

For academic rank, we conducted a one-way ANOVA with five categories (i.e., Instructor/Lecturer, Assistant Professor, Associate Professor, Professor/Full Professor, and Other). For job satisfaction, mean scores ranged from 3.7 to 3.8. The ANOVA (see Table 2) did not, however, indicate significant between group differences $F(3, 568) = .45$, $p > .05$. Therefore, planned comparisons were not performed. For intent to stay, mean scores ranged from 1.65 to 2.39. The ANOVA (see Table 2) indicated significant between group differences, $F(2, 344)$, $p <$

.05. Post hoc tests showed that Assistant Professors reported significantly greater intent to stay ($M = 2.4$, $SD = 0.85$) than either Associate Professors ($M = 1.7$, $SD = 0.84$) or Full Professors ($M = 1.76$, $SD = .74$).

Institutional Type

As indicated in Table 3, independent means t-tests did not indicate that there were statistically significant differences in either job satisfaction ($t = -.64$, $p > .05$) or intent to stay ($t = -1.39$, $p > .05$) for employees at research/doctorate versus masters/baccalaureate institutions. Thus, our results do not provide evidence for differences in attitudes across different types of institutions.

Work Factors

We considered the nature of the relationships between six work factors (i.e., personal and family policies, collaboration, tenure clarity, institutional leadership, shared governance, and departmental engagement) and the two dependent variables (i.e., job satisfaction and intent to stay). As reported in Table 1, these work factors were, by and large, positively related to both dependent variables. Specifically, job satisfaction demonstrated statistically significant positive relationships with personal and family policies ($r = .59$, $p < .05$), collaboration ($r = .52$, $p < .05$), tenure clarity ($r = .43$, $p < .05$), institutional leadership ($r = .63$, $p < .05$), shared governance ($r = .57$, $p < .05$), and departmental engagement ($r = .40$, $p < .05$). Likewise, intent to stay demonstrated statistically significant positive relationships with personal and family policies ($r = .11$, $p < .05$), collaboration ($r = .11$, $p < .05$), institutional leadership ($r = .26$, $p < .05$), shared governance ($r = .21$, $p < .05$), and departmental engagement ($r = .14$, $p < .05$), although correlations between work factors and the intent to stay appear to be weaker than correlations between work factors and job satisfaction.

Discussion

The purpose of this study was to explore the intent to stay and job satisfaction of nursing faculty members as it correlated to a variety of personal and professional variables, including demographics, rank, institutional type, and perceptions of factors related to the work environment. The findings can serve institutions in identifying the modifiable variables that can be changed to attract and retain nursing faculty.

Several key considerations were revealed to support efforts in the recruitment and retention of nursing faculty. The sample in this study representing diversity is somewhat lower than in the greater nursing faculty population. In addition, the number of survey responses from each category of race was small. These factors could have impacted the results found here. The demographics correlations suggested few differences in terms of job satisfaction and race of faculty members –running contrary to some literature that has suggested that African-American nursing faculty had lower levels of satisfaction in the higher education workplace (Ponjuan, Conley & Trower, 2011) and nursing education workplace (McNeal, 2003). Hispanic nursing faculty reported the highest job satisfaction scores. However, this result was found in a small sample of participants completing the survey and would warrant further study. The data indicated Asian nursing faculty were significantly less satisfied in the workplace than their peers of all racial identification categories. The low satisfaction might have been at least partially due to the low number of Asian faculty participating in the COACHE survey. The demographic relationships reinforce the need to explore the experiences of underrepresentation in nursing education as diverse faculty have unique perceptions and experiences in the work environment (Salvucci & Lawless, 2016).

Academic ranking reinforced the perception that tenure-track, non-tenured assistant professors are highly motivated to be successful and earn tenure. Data indicated that assistant professors were more likely than their higher ranked colleagues to stay at their present institution, and that the tenure-track, non-tenured faculty members were also significantly more likely to stay at their institutions, as compared to those with non-tenure appointments, associate and full professors, and those with tenure. This result isn't surprising considering assistant professors are striving to reach a level of performance set by their respective institutions with many in the beginning stages of career development. The uncertainty of success may contribute to the idea of staying in the institution once tenure status is reached. It seems logical to then understand the inverted relationship found in the data between age ($r = -.52, p < .01$) and intent to stay. The younger age groups mean intent to stay score fell in the category of "at least 5 years but less than 10." With mean age of faculty at the associate professor level reaching 57 and professor approaching 63, retirement could be a factor associated with a decrease in intent to stay. The findings on age are consistent with the literature as significantly related to faculty member's intent to stay (Cranford, 2013). It seems the general attitude toward intent to stay may change once non-tenured faculty achieve tenure status. This might suggest to institutional leaders that focus toward retaining those that are tenured may be warranted.

Moderately positive correlations were discovered between job satisfaction and personal and family policies, collaboration, and tenure clarity. It would be expected that those faculty seeking tenure would report that tenure clarity as important. However, considering the minority of respondents reported non-tenured tenure-track assignments (27%), those who are tenured continue to consider tenure clarity ($r = .43, p < .05$) to be an important concept. Tenure clarity was also found to be a significant factor by others (Candela et al., 2012; Ponjuan et al., 2011).

This finding would emphasize the importance of tenure clarity for those on tenure track and for those already tenured with the thought that tenured faculty may be serving as mentors to those seeking tenure.

The work related factor that emerged as most significant in each of the dependent variables of job satisfaction and intent to stay ($r = .63, p < .05$; $r = .26, p < .05$) was institutional leadership. Institutional leadership was found to be a determining factor for job satisfaction and intent to stay in multiple studies suggesting careful consideration and selection of administrators and administrative support mechanisms (Derby-Davis, 2014; Kaufman, 2007; O'Meara, Louder, & Campbell, 2014). Leadership vacancies in nursing education are on the rise and are expected to continue (Glasgow, Weinstock, Lachman et al., 2009). These vacancies create an environment of uncertainty in the organization that can impact recruitment and retention of qualified nursing faculty.

In other work by Garbee and Killacky (2008), intent to stay was recognized as a factor that could lead to leaving the academic institution – suggesting that if a positive intent to stay can be achieved, retention of faculty can occur. The sparsity of evidence on the subject of intent to stay would warrant further study.

The remaining work factors were found to have weak correlations suggesting that job satisfaction and intent to stay are highly complex concepts with multiple factors equally important to faculty. Institutional leaders should consider these modifiable factors to make necessary changes in policies and strategies to attract qualified individuals that meet the needs of the nursing program and the profession.

Limitations

Using secondary data analysis has a few disadvantages. Dunn, Arslanian-Engoren, DeKoekkoek, Jadack, and Scott (2015) noted there could be problems with the original research hypothesis or the question(s) not being a good fit for secondary data analysis. The original researcher cannot customize the secondary data that was collected for the hypothesis or research questions being asked by later researchers. Furthermore, later researchers can only analyze the existing data and consequently cannot change variables, scales, or the collection method. To overcome these limitations in this study, the COACHE survey was evaluated for the appropriateness of the questions for 'nursing' faculty and deemed suitable. Another limitation is the secondary data analysis researcher may not know the response rates. This is certainly true for this study. There were no calculations of nursing faculty responses or nonresponses for the national COACHE study. Another sampling error that can occur is the over or underrepresentation of subjects in original research study. In this study, there were 13.1% minority and 5.5% men in the study. This represents a fairly close alignment to AACN (2015) faculty data whereby 12% of full-time nursing school faculty reported minority backgrounds and only 5.4% were male.

Conclusion

Even though the nation anticipates a deficit of over 260,000 by 2025, expansion of programs of nursing are hampered by the ballooning demand for nursing faculty by 2020 (Spann, 2010). The work related factors associated with recruiting and retaining those qualified faculty are complex. Leadership remains a major factor related to job satisfaction and intent to stay in nursing education. Recommendations for institutional leadership such as deans and directors are (a) to develop personal and family policies tailored for faculty; (b) provide a culture of support; (c) clearly communicate expectations for all nursing faculty, especially for those seeking tenure.

Institutions of higher education can use the findings in this study to recognize factors associated with nursing faculty needs and expectations to achieve greater job satisfaction and intent to stay.

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Table 1. Descriptive Statistics and Correlations for Non-Categorical Data

	1	2	3	4	5	6	7	8	9
1. Age	-								
2. Personal and Family Policies	.03	-							
3. Collaboration	.04	.42**	-						
4. Tenure Clarity	.16*	.29**	.40**	-					
5. Institutional Leadership	-.09*	.48**	.43**	.49**	-				
6. Shared Governance	-.12**	.42**	.42**	.30**	.57**	-			
7. Departmental Engagement	.03	.33**	.48**	.26**	.37**	.31**	-		
8. Job Satisfaction	.01	.59**	.52**	.43**	.63**	.57**	.40**	-	
9. Intent to stay	-.52**	.11*	.11*	.03	.26**	.21**	.14**	.30**	-
Mean	54.82	3.44	3.46	3.31	3.42	3.15	3.71	3.79	2.04
Standard Deviation	9.49	0.97	0.88	1.23	1.06	1.04	0.79	1.04	0.87

* $p < .05$, ** $p < .01$

Table 2
Descriptive Variables

Gender	White			Black			Asian			Hispanic			Other		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Job Satisfaction	702	3.8	1.05	76	3.8	1	16	3.1	1.04	17	4	1.07	20	3.3	1
Intent to Stay	448	2	0.87	43	2.1	0.9	5	1.8	1.1	10	2.8	0.42	11	2	0.9
Tenure Status	Overall			Non Tenured			Tenure Track			Tenured					
Job Satisfaction	834	3.8	1.04	262	3.9	1.0	236	3.7	0.98	336	3.7	1.11			
Intent to Stay	518	2	0.87	170	2.2	0.85	129	2.4	0.83	219	1.7	0.8			
Rank	Overall			Instructor			Assistant			Associate			Professor		
Job Satisfaction	569	3.7	1.06	12	3.8	0.9	205	3.7	0.96	208	3.7	1.1	144	3.8	1.1
Intent to Stay	345	2	0.88	N/A	N/A	N/A	134	2.4	0.85	115	1.7	0.84	96	1.7	0.7

Table 3
Descriptive and t-test Statistics for Gender and Institutional Type

	Male			Female			<i>t</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Job Satisfaction	70	3.84	0.99	764	3.78	1.05	-0.48	0.63
Intent to Stay	43	2.19	0.85	476	2.03	0.87	-1.15	0.26
	Master/Baccalaureate			Research/Doctoral				
Job Satisfaction	240	3.82	0.99	594	3.77	1.06	-0.64	0.52
Intent to Stay	140	2.13	0.86	378	2.01	0.88	-1.39	0.17

Highlights:

- Work environment can increase job satisfaction
- A supportive work environment is crucial in recruitment and retention
- Age was negatively related to intent to stay
- Younger employees report longer stay than older employees
- Work factors are related to faculty job satisfaction and intent to stay