Strategies for Nursing Faculty Job Satisfaction and Retention
<table>
<thead>
<tr>
<th>Presenters</th>
<th>Colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Kippenbrock, EdD, RN</td>
<td>Christopher Rosen, MA, PhD, Professor, UA</td>
</tr>
<tr>
<td>Peggy Lee, EdD, RN</td>
<td>Jan Emory, MSN, PhD, RN, CNE, Assistant Professor, UA</td>
</tr>
<tr>
<td></td>
<td>Michael T. Miller, EdD, Dean and Professor, UA</td>
</tr>
</tbody>
</table>
Disclosure

There was no sponsorship or commercial support given to the authors/researchers.
Purpose

To explore nursing faculty’s workplace satisfaction and intent to stay. A secondary data source was used from the Collaborative on Academic Careers in Higher Education (COACHE). Modifiable work factors were positively related to both variables.
Learner objectives:

To analyze relationships between faculty’s job satisfaction and intent to stay.

To understand how personal and family policies, collaboration, tenure clarity, institutional leadership, shared governance, career development and departmental engagement.

To develop an action plan to retain faculty and reduce job dissatisfaction.
The Institute of Medicine’s call for an increase in baccalaureate and graduate prepared nurses for the future workforce by 2020 has fueled the urgency to recruit qualified faculty.

Standards expected of programs of nursing require sufficient numbers of faculty members to (a) accomplish the mission, goals and expected program outcomes; (b) academic preparation in the areas of teaching; (c) experience in areas of teaching.

The 2010 NLN Faculty Survey revealed one-half of those surveyed would retire within 10 years and 21% expected to retire within 5 years.

Faculty vacancies exceed 1100 full-time positions.

Reports of those recruited to academia leaving.

Budget constraints, retirements, resignations and increasing job competition from health care have contributed to the crisis.
Method

- This ex post facto study utilized The Collaborative on Academic Careers in Higher Education (COACHE) national survey data to discover the variables that motivates faculty to remain or depart from an institution.

- A sample was collected from institutions of higher education offering programs of nursing. Over 900 subjects were included in the data.

- One hundred fifty survey items were selected from the thirteen categories.
Collaborative on Academic Careers in Higher Education (COACHE)

The data collection and survey developed through cooperating of more than 200 institutions of higher education. As a national research project, COACHE produces numerous reports and key findings through survey data about what motivates faculty to remain at or depart from an institution.
Data Analysis

• Descriptive

• One-way analysis of variance with rotating comparisons was used to analyze relationships between the independent and dependent variables.

• T-tests were used for comparisons between groups.
Professorship Mean Scores

Intent to Stay

Job Satisfaction

Aggregate
Professor
Associate Professor
Assistant Professor
Results

No significant relationship between age and job satisfaction

Age negatively related to intent to stay with younger employees reporting plans to remain with current institutions longer than older employees

No differences in either job satisfaction or intent to stay for males or females

Asian nursing faculty were significantly less satisfied in academia than peers of other race categories

Tenure-track faculty mean scores showed a greater intent to stay at their present institutions vs. those not on tenure track or those with tenure

Assistant professors seeking tenure were found more likely to stay at their respective institutions to reach tenured status

Work factors were positively related to both job satisfaction and intent to stay.
Conclusion

The work related factors associated with positive job satisfaction and intent to stay is complex.

Institutional leadership can influence personal and family policies to attract candidates and provide an environment with clear expectations for those seeking tenure.

Institutions of higher education can use the findings to implement positive work factors, such as institutional leadership, to achieve greater job satisfaction and intent to stay toward retaining nursing faculty in the academic setting.