

# Creating a Work Environment that Promotes Faculty Recruitment and Retention

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## Background

Faculty shortages are the primary reason qualified applicants are denied admission to nursing programs. In 2022, the national nurse faculty vacancy rate was 8.8% (AACN, 2022). Increasing workloads, non-competitive salaries, and an aging workforce are challenges to recruiting and retaining faculty (Jarosinsk et al., 2021). While administrators can only partly influence these challenges, work environment is within leaders' control and is highly correlated to workplace satisfaction and retention. The purpose of this presentation is to explore how to create a positive work environment through purposeful programming.

## Process

Intention and connection are necessary to create a positive culture. This is achieved through purposeful support and programming.

**Interviews:** Full-time faculty interviews are structured for applicants to primarily interact with other faculty of varying ranks and years of experience.

**Onboarding:** New faculty participate in a yearlong Good Start program to gain essential knowledge, skills, and enculturate into the new role and environment.

Good Start Includes:

- Monthly Classes on Technology and NLN Nursing Competencies
- Faculty Navigator assigned for academic year
- Course Mentors for each assigned course for 1 semester



**Global Outreach:** In 2000, annual Global Outreach trips began. Trips are taken to 4 international countries and multiple domestic locations. The program expanded to include Study Abroad courses. These experiences allow faculty to serve and interact with students in unique and meaningful ways.

**Healthy Workplace:** In 2018, a Faculty Engagement and Retention Committee was created as a formal committee within the Faculty Organization shared governance structure to promote a collaborative healthy academic environment.

**Development and Connection:** In 2021, annual themes and Monday huddles were implemented. The 20-minute huddle includes acknowledgements, announcement, each faculty sharing their thoughts on the annual theme, and closes with our vision statement.

Last 3 Annual Themes:

- Courage, Compassion, Connection
- Education as Ministry: Growing Stronger Together
- Flourishing



**Self-Care:** In 2021, purposeful self-care programming began and included ongoing use of a team consultant.

**Flexible Work:** In 2022, remote/flexible work options were formalized to allow on-campus, home, and remote work locations.

## Results

Our current faculty and reputation in the community provides a pipeline of applicants. Not all applicants progress past the screening process. Most full-time new hires from 2021-2023 are newly created positions to support expanded enrollment.

### Recruitment

APPLICANTS	AY 2021- 2022	AY 2022-2023
Full-Time Interviewed	13	9
Full-Time Hired	8	6
Adjunct Hired	5	7

### Retention

RATES	AY 2021-2022	AY 2022-2023
Retention	97% (35 of 36 FT faculty)	97.5% (39 of 40 FT faculty)
Turnover	11.5% (3 moved to adjunct)	7.5% (2 moved to adjunct)
Vacancy	0%	0%

### Satisfaction

(2023 Survey)

I believe that my work directly contributes to the organizational mission and values.	97%
My workplace has a definable character that I take pride of being part of	87%
I can have open and honest dialogue with co-workers, without fear of harming professional dynamics	87%
I am able to be my authentic self at work	93%

## Conclusion

Recruitment and retention are positively impacted when leaders implement intentional programming to create a positive work environment. This culture promotes retention and creates faculty as our strongest recruitment tool.

**0% Vacancy**  
**97% Retention**  
**High Satisfaction**

A limitation is that changing an environment requires a significant amount of time and clear, consistent messaging.

## References

- American Association of Colleges of Nursing (AACN) (2022, Oct). *Fact Sheet: Nursing Faculty Shortage*. <https://www.aacnnursing.org/news-data/fact-sheets/nursing-faculty-shortage>
- Jarosinsk, J.M., Seldomridge, L., Reid, T.P., Willey, J. (2021). Nurse faculty shortage: voices of nursing program administrators. *Nurse Educator*, 47(3) 151-155. doi: 10.1097/NNE.0000000000001139

