Culture and Climate Assessment:

ONE STRATEGY FOR ADDRESSING FACULTY RETENTION IN NURSING SCHOOLS

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1

Review attrition in nursing school faculty.

2

Examine and discuss findings from climate and culture survey (LAMP).

3

Present recommendations for creating inclusive work environments that may increase faculty retention.

AGENDA

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REASONS FOR INSUFFICIENT FACULTY

Table 43. Reasons for Insufficient Number of Faculty by Type of Program

REASON	BACCALAUREATE GENERIC		BACCALAUREATE RN		MASTER'S NP		MASTER'S CNS		OTHER MAJORS		DOCTORAL RESEARCH		DOCTORAL DNP	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SCHOOLS REPORTING =	193		19		70		3		32		11		47	
Insufficient Funds to Hire New Faculty	131	67.9	13	68.4	37	52.9	3	100.0	14	43.8	4	36.4	26	55.3
Inability to Recruit Faculty Due to Competition for Jobs with Other Marketplaces	129	66.8	11	57.9	53	75.7	3	100.0	18	56.3	7	63.6	27	57.4
Qualified Applicants Unavailable in the Geographic Area	75	38.9	7	36.8	30	42.9	1	33.3	9	28.1	5	45.5	19	40.4
Faculty Retirement	80	41.5	3	15.8	19	27.1	1	33.3	6	18.8	5	45.5	15	31.9
Faculty Resignation	71	36.8	2	10.5	15	21.4	1	33.3	7	21.9	2	18.2	12	25.5
Other	12	6.2	1	5.3	1	1.43	0		1	3.1	1	9.1	1	2.1
Not Reported/Not Adequately Specified	(2)		(1)		(1)		(0)		(0)		(0)		(2)	

Source: American Association of Colleges of Nursing 2019

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NURSING FACULTY ATTRITION

- **870 Nursing Faculty** left for nonretirement reasons and did not remain in academic nursing between 2010-2011.

- 30% were reported by their schools as leaving to take nursing service positions
- 15% were reported as leaving for personal or other reasons
- 15% left because of position termination or dismissal.
- 40% were reported by their schools as leaving for unknown reasons

Fang, D., & Bednash, G. D. (2014, JUNE). Attrition of full-time faculty from schools of nursing with baccalaureate and graduate programs, 2010 to 2011. Nursing Outlook, 62(3), 164-173. http://dx.doi.org/10.1016/j.outlook.2013.12.002

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INDIVIDUAL AND INSTITUTIONAL ATTRIBUTES

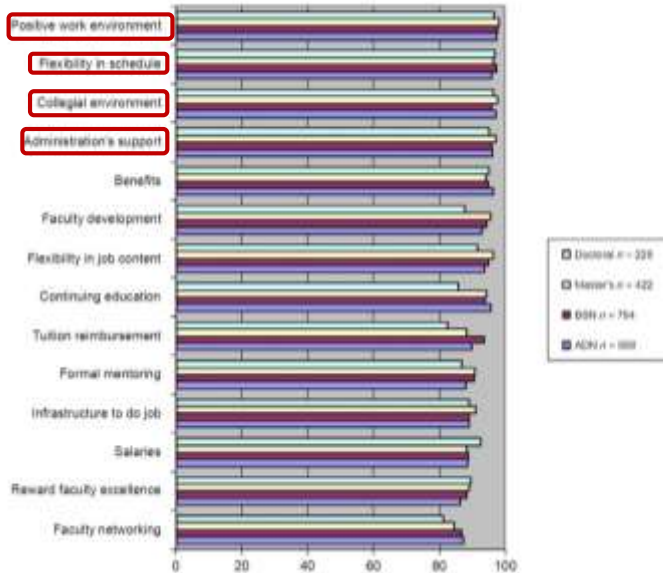| JUNIOR RANK AS INSTRUCTOR, | NON-TENURE STATUS | NON-DOCTORAL DEGREE | MINORITY STATUS | WORKING AT SMALL SCHOOLS |

Fang, D., & Bednash, G. D. (2014, JUNE). Attrition of full-time faculty from schools of nursing with baccalaureate and graduate programs, 2010 to 2011. Nursing Outlook, 62(3), 164-173. http://dx.doi.org/10.1016/j.outlook.2013.12.002
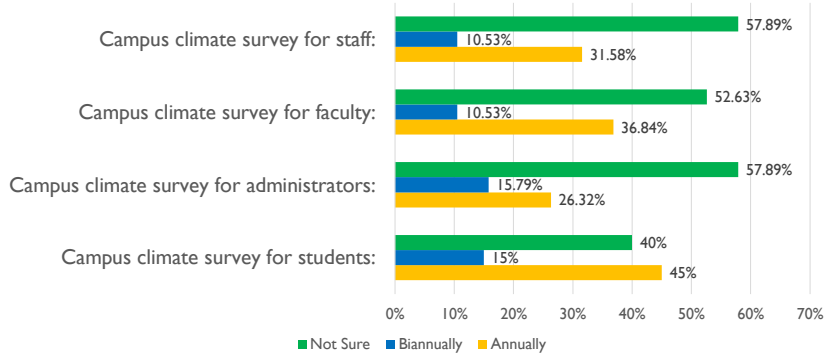
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EFFECTIVE RETENTION STRATEGIES*
(EVANS, 2013)

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LAMP SURVEY BACKGROUND & RATIONALE

FROM AACN 2017 MEMBER NEEDS SURVEY - Q5 IF YOU HAVE CONDUCTED A CAMPUS CLIMATE SURVEY HOW OFTEN DO YOU DO SO FOR THE FOLLOWING GROUPS?

Campus climate survey for staff: 57.89% / 10.53% / 31.58%

Campus climate survey for faculty: 52.63% / 10.53% / 36.84%

Campus climate survey for administrators: 57.89% / 15.79% / 26.32%

Campus climate survey for students: 40% / 15% / 45%

■ Not Sure ■ Biannually ■ Annually

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RESEARCH QUESTIONS

What are the perceptions of the general campus climate and culture?

What are the perceptions of fair treatment and discrimination?

What are the roles for promoting diversity and inclusion?

What is the pedagogy and curriculum focus of the institutional mission?

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SURVEY DESCRIPTION AND QUESTIONS' THEMES

Survey Theme Area	Number of Question(s) with (Total Number of Items)	Campus Group
General Campus Climate	2 (12)	All
Climate for Students	1 (3)	All
Fair Treatment & Discrimination	3 (16)	All
Personal Values and Beliefs	1 (6)	All
Promoting Diversity & Inclusion	2 (9)	All
Institutional Mission & Priorities: Pedagogy & Curriculum	3 (13)	All
Short Answers	2	All
Campus Services	3 (15)	Students Only
Value of Education	1 (7)	Students Only
Clinical Training Sites	1 (6)	Students Only

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PSYCHOMETRIC PROPERTIES

Survey Theme Area	Number of Items	Cronbach's Alpha (standardized)
General Campus Climate (2)	12	.879
Climate for Students (1)	3	.234
Fair Treatment & Discrimination (3)	16	.888
Personal Values and Beliefs (1)	6	.925
Promoting Diversity & Inclusion (2)	9	.757
Inst. Mission & Priorities: Pedagogy & Curriculum (3)	13	.854
Inst. Mission & Priorities: Campus Services (3)	15	.940
Value of Education (1)	7	.876
Inst. Mission & Priorities: Clinical Training Sites (1)	6	.986
Total	87	.957

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Characteristics	Number	Percent
Public	18	56.3%
Private	7	21.9%
Religious	7	21.9%
Region*		
Northeast	6	18.8%
Midwest	9	28.1%
South	11	34.4%
West	5	15.6%

TOTAL NUMBER OF PARTICIPATING SCHOOLS = 32
SCHOOL CHARACTERISTICS

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PARTICIPATION

- Nursing Program Participation
  - Students n = 3064 (13.3%)
  - Faculty n = 920 (46.3%)
  - Administrator/Staff n =575 (49.5%)
  - Total Analysis N= 4,559
- Consent to Opt-In approach
- Nearly everyone saw and answered the questions

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GENERAL RESPONDENT DEMOGRAPHICS

▪ Faculty/Staff/Administrator:

- Median Age Group Range: 56-65
- Employment
  - Full Time: 84.2%
  - Part Time: 9.4%
- Veteran: 5.4%
- International Employee: 0.4%

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RESPONDENT DEMOGRAPHICS

Categories	Faculty, Staff & Admin %	Student %
Race/Ethnicity (R/E):		
AF or Black	5.6	7.9
AI/AN	1.0	0.7
Asian	0.0	4.9
Hawaii/OPI	0.0	0.2
Hispanic/Latino	4.5	10.1
White	69.1	63.9
Decline to Answer	16.3	9.7
Two or More R/E	2.3	5.9
Sex*:		
Female	84.2	83.9
Male	9.4	6.6
Non-Binary	1.8	0.6

*For Sex, the remaining % is Decline to Answer or Missing

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SELECTED HIGHLIGHTS

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NURSING SCHOOL ATTRIBUTES

- Friendly
- Caring
- Rigorous
- Affordable
- Innovative
- Safe

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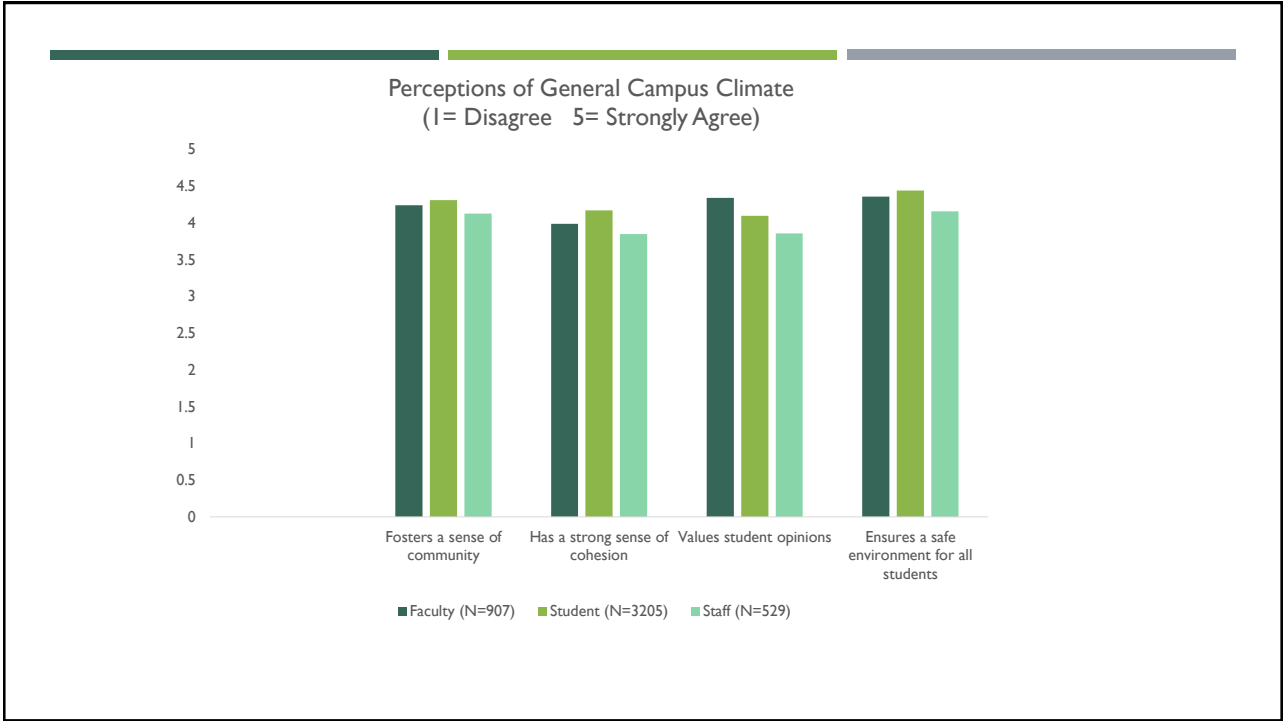|	Faculty (N=907)	Student (N=3205)	Staff (N=529)
	Mean	Mean	Mean
Fosters a sense of community	4.24	4.31	4.13
Has a strong sense of cohesion	3.99	4.17	3.85
Values student opinions	4.34	4.10	3.86
Ensures a safe environment for all students	4.36	4.44	4.16
Students know that they can get assistance from faculty/staff on campus if need help	4.42	4.40	4.11
Students know that they can get assistance from other students on campus if need help	3.80	4.23	3.46
Friendly	4.24	4.35	4.25
Caring	4.27	4.30	4.27
Rigorous	4.36	4.57	4.62
Affordable	3.62	3.30	3.77
Innovative	3.95	4.12	4.08
Safe	4.30	4.52	4.43

* Statistical Significance Between Faculty & Students
**Statistical Significance Between Faculty & Staff

GENERAL CAMPUS CLIMATE

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PERCEPTIONS OF CAMPUS ATTRIBUTES
(1= WEAK   5= STRONG)

Faculty (N=907)   Student (N=3205)   Staff (N=529)

	FRIENDLY	CARING	RIGOROUS	AFFORDABLE	INNOVATIVE	SAFE
Faculty	4.24	4.27	4.36	3.62	3.95	4.3
Student	4.35	4.3	4.57	3.3	4.12	4.52
Staff	4.25	4.27	4.62	3.77	4.08	4.43

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Perceptions of General Campus Climate
(1= Disagree   5= Strongly Agree)
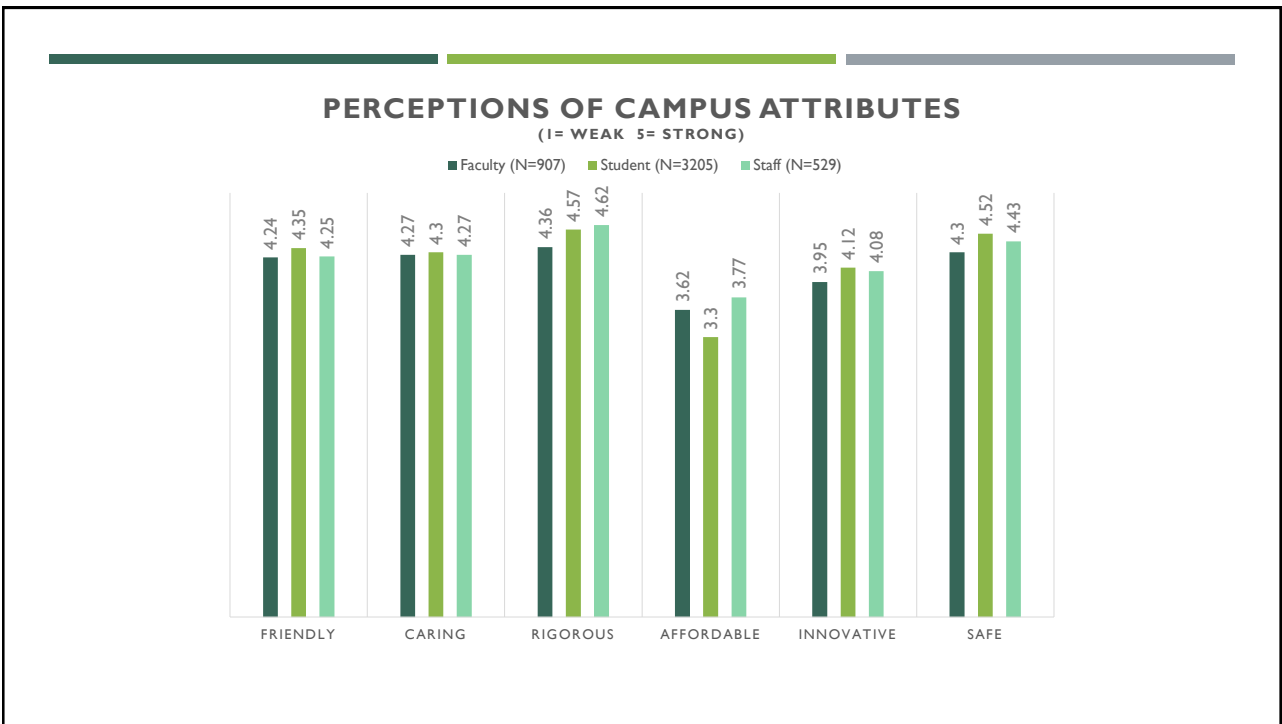
Legend: Faculty (N=907), Student (N=3205), Staff (N=529)

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SIGNIFICANT DIFFERENCES AMONG FACULTY

General Campus Climate

	White Faculty (N=632)	Faculty of Color (N=97)
	Mean	Mean
Fosters a sense of community	4.29	4.38
Has a strong sense of cohesion	4.05	4.06
Values student opinions	4.37	4.46
Ensures a safe environment for all students	4.37	4.47
Students know that they can get assistance from faculty/staff on campus if need help	4.41	4.56
Students know that they can get assistance from other students on campus if need help	3.84	3.76

Campus Attributes

	White Faculty (N=632)	Faculty of Color (N=97)
Friendly	4.30	4.25
Caring	4.33	4.25
Rigorous	4.38	4.38
Affordable	3.63	3.52
Innovative	3.97	4.09
Safe	4.33	4.32

* Statistical Significance

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	Faculty (N=889)	Student (N=3014)	Staff (N=507)
The curriculum appropriately addresses racial and ethnic diversity	3.76	4.11	2.51
Class discussions engage students in civil discourse around controversial issues	3.57	3.95	2.15
Class discussions teach students tolerance and respect for different beliefs	3.89	4.27	2.31
Faculty model respect and tolerance for different beliefs	4.24	4.32	3.16
My values are congruent with the dominant institutional values	4.12	3.99	3.61
My school should hire more faculty of color	3.59	2.96	3.64
My school should hire more male faculty members	3.44	2.90	3.42
Faculty responds to student inquiries, needs, concerns, and suggestions	4.34	4.25	3.51
Faculty are available by email	4.47	4.53	3.79
Faculty office hours are convenient	4.04	4.06	2.82
Faculty provide academic support	4.38	4.37	3.52
Faculty provide mentoring and career guidance	4.31	4.19	3.40

* Statistical Significance Between Faculty & Students
**Statistical Significance Between Faculty & Staff

CURRICULUM AND PEDAGOGY

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	White Faculty (N=631) Mean	Faculty of Color (N=95) Mean
The curriculum appropriately addresses racial and ethnic diversity	3.81	3.78
Class discussions engage students in civil discourse around controversial issues	3.61	3.74
Class discussions teach students tolerance and respect for different beliefs	3.95	4.10
Faculty model respect and tolerance for different beliefs	4.30	4.30
My values are congruent with the dominant institutional values	4.24	4.03
My school should hire more faculty of color	3.66	*4.17
My school should hire more male faculty members	3.52	*3.86
My school values female administrative leadership	4.08	4.30
Faculty responds to student inquiries, needs, concerns, and suggestions	4.41	4.39
Faculty are available by email	4.53	*4.45
Faculty office hours are convenient	4.08	4.12
Faculty provide academic support	4.44	4.45
Faculty provide mentoring and career guidance	4.37	4.35

* Statistical Significance

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CURRICULUM AND PEDAGOGY

FACULTY SIGNIFICANT DIFFERENCES

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	Faculty (N=907)	Student (N=3089)	Staff (N=511)
Having racially/ethnically diverse student body members enhances the educational experience of all students	4.64	*4.47	4.63
Having LGBTQ student body members enhances the educational experience of all students	4.41	*4.21	4.47
Having student body members who are low-income enhances the educational experience of all students	4.46	*4.28	4.50
Promoting diversity leads to the admission of too many underprepared students	2.84	2.90	*2.68
Having too many financially needy students hurts the academic quality of our student body	2.54	2.62	2.46

* Statistical Significance Between Faculty & Students
**Statistical Significance Between Faculty & Staff

PROMOTING DIVERSITY AND INCLUSION

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SIGNIFICANT DIFFERENCES AMONG FACULTY

	White Faculty (N=641)	Faculty of Color (N=97)
	Mean	Mean
Having racially/ethnically diverse student body members enhances the educational experience of all students	4.70	*4.81
Having LGBTQ student body members enhances the educational experience of all students	4.50	4.47
Having student body members who are low-income enhances the educational experience of all students	4.52	4.65
Promoting diversity leads to the admission of too many underprepared students	2.83	*2.92
Having too many financially needy students hurts the academic quality of our student body	2.52	*2.70

* Statistical Significance
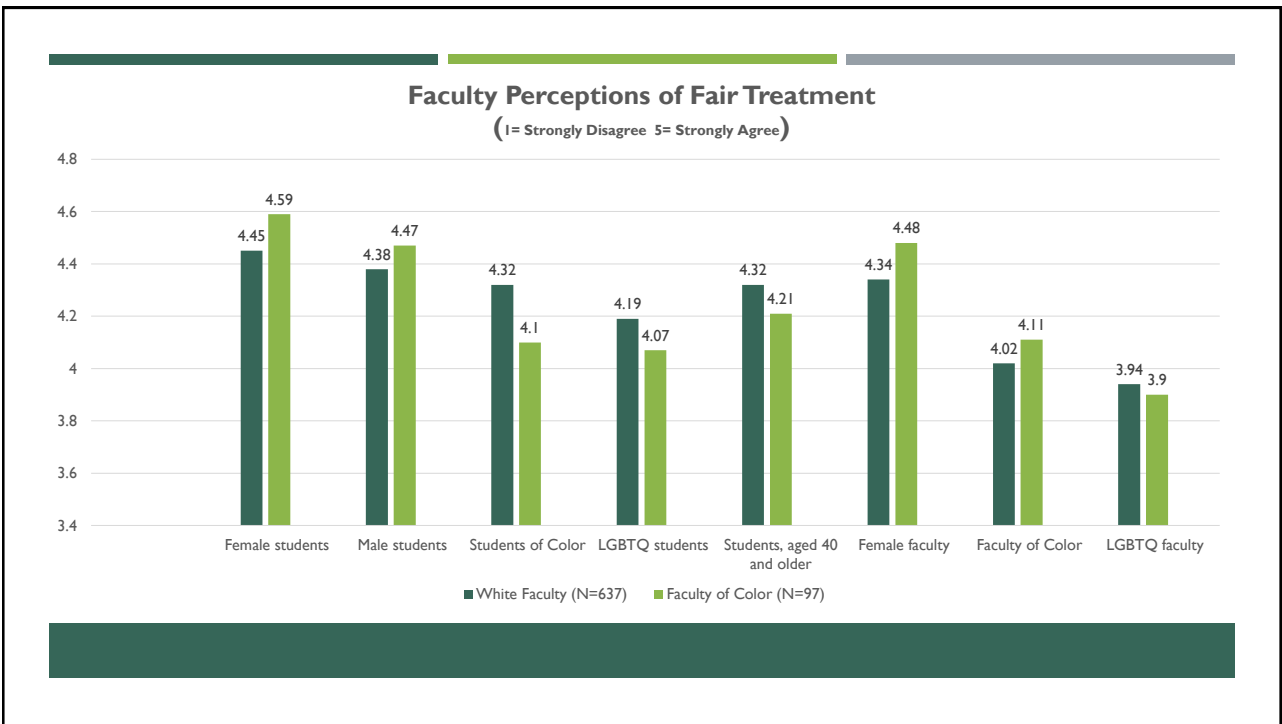
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	Faculty (N=913)	Student (N=3120)	Staff (N=515)
	Mean	Mean	Mean
Female students are treated fairly	4.41	4.51	3.99
Male students are treated fairly	4.35	4.21	3.87
Students of Color are treated fairly	4.25	4.12	3.78
LGBTQ students are treated fairly	4.14	3.89	3.76
Students, aged 40 and older, are treated fairly	4.23	4.10	3.78
Female faculty members are treated fairly	4.28	3.70	3.88
Faculty of Color are treated fairly	3.97	3.51	3.63
LGBTQ faculty are treated fairly	3.86	3.25	3.59
Female staff members are treated fairly	4.19	3.64	4.15
Staff of Color are treated fairly	3.88	3.48	3.80
LGBTQ staff are treated fairly	3.71	3.24	3.71
Subtle discrimination and microaggression may exist in the structure of the program	3.31	2.72	3.15
Sexual Harassment has been a source of stress since you began this program	2.24	2.23	2.15

* Statistical Significance Between Faculty & Students
**Statistical Significance Between Faculty & Staff
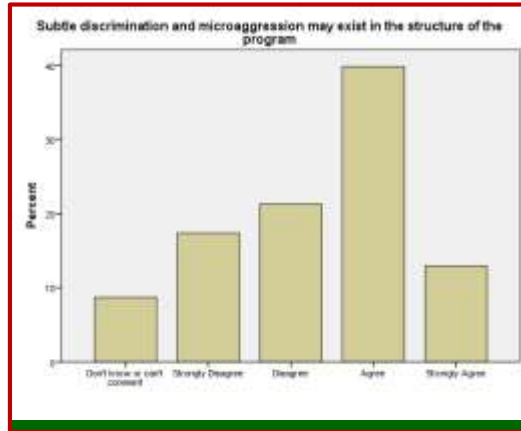
PERCEPTIONS OF FAIR TREATMENT

SIGNIFICANT DIFFERENCES AMONG STUDENTS, STAFF AND FACULTY

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Faculty Perceptions of Fair Treatment
(1= Strongly Disagree 5= Strongly Agree)

Bar chart — White Faculty (N=637) vs Faculty of Color (N=97):

Category	White Faculty	Faculty of Color
Female students	4.45	4.59
Male students	4.38	4.47
Students of Color	4.32	4.1
LGBTQ students	4.19	4.07
Students, aged 40 and older	4.32	4.21
Female faculty	4.34	4.48
Faculty of Color	4.02	4.11
LGBTQ faculty	3.94	3.9

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53% FACULTY AGREE THAT MICROAGGRESSIONS EXIST

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WE NEED TO DO MORE OF…

"As a new faculty person, I am leaving after 2 quarters due to an extremely toxic work culture. Faculty are more worried about protecting their jobs than they are with helping students succeed. Egos are getting in the way of innovation. Old case studies are used. There are toxic mentoring practices here, and favoritism for those with advanced degrees. There is a passive aggressive culture of suppressing new ideas and big thinkers. Nothing about this campus supports innovation or teamwork."

"Creating interactive learning activities, embracing innovation and visionary practices, provide more faculty development in facilitating critical/crucial conversations (theory-based debriefing skills), acknowledge and respond to generational differences and celebrate diversity of thinking and all aspects of humanity (including religion, ethnicity, socioeconomic status, race and sexuality). Create an improved work culture that embraces group work, creativity and a shared mental model/mission."

"Best practices surrounding cultural competence, cultural self-awareness, medical interpretation, and providing care to diverse patient populations. We need more students and faculty of color to reflect the communities we care for. More early research opportunities for students and more targeted assistance for underrepresented student groups including minorities and first generation college students."

"Be kind to one another. Many of our faculty, especially the more senior faculty, eat their young. I am so frustrated with how downright nasty some of the faculty are here to each other, especially the more senior tenured faculty."

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"Be more cohesive between the classroom and clinical classes"

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WE NEED TO DO LESS OF…

"Allowing old ways of doing things stay in place for any amount of time. We need to stop the practice of letting faculty complain about their workload, and do things to protect their time, rather than move the program forward. We need to stop using favoritism to protect faculty who are entrenched and who are bullying new faculty. We need to stop letting new faculty flounder without supporting their basic logistical and functional needs, such as how to use xxx or other basic needs for survival"

"Assuming what students need, ignoring or downgrading generational preferences and culture within faculty and students, calling students "they" and "them", placing emphasis on individual work and contributions, working in single offices and sitting at desks."
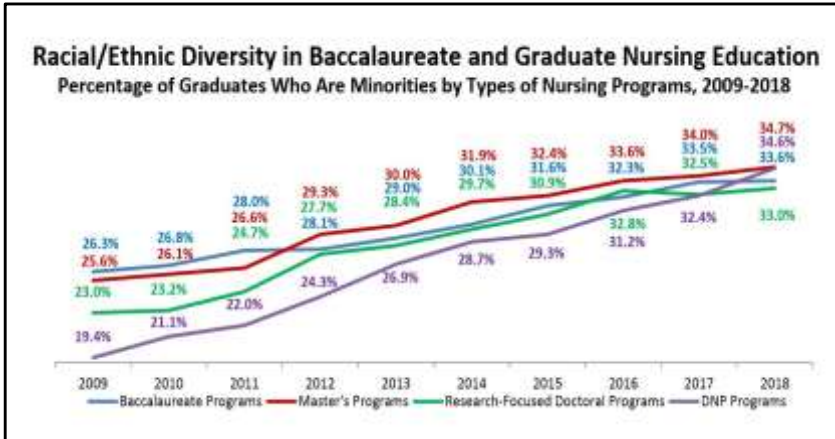
"Avoid micro aggressive behaviors towards those of different racial, ethnic, and economically challenged backgrounds"

"being in silos. We need to be celebrate and recognize everyone's wins from publications to presentations to recruitment -- we need to build community."

"Complaining and negative talk or passive/aggressive behaviors ie: Saying things are bad and not supported, but then not attending events or not responding to requests for help."
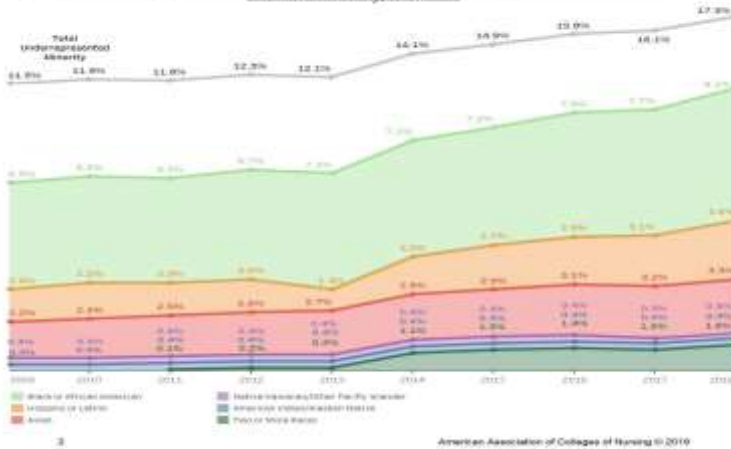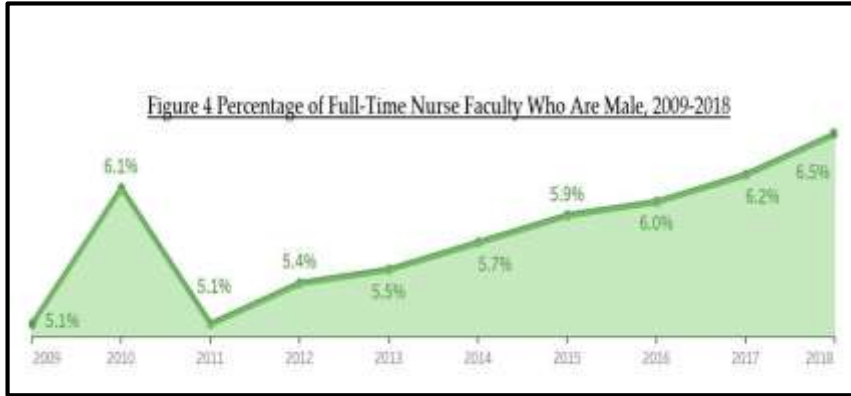
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10 YEAR TREND

Racial/Ethnic Diversity in Baccalaureate and Graduate Nursing Education
Percentage of Graduates Who Are Minorities by Types of Nursing Programs, 2009-2018

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FACULTY OF COLOR 2009-2018

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MALE FACULTY

Figure 4 Percentage of Full-Time Nurse Faculty Who Are Male, 2009-2018

Year	Percentage
2009	5.1%
2010	6.1%
2011	5.1%
2012	5.4%
2013	5.5%
2014	5.7%
2015	5.9%
2016	6.0%
2017	6.2%
2018	6.5%

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RECOMMENDATIONS

Evaluate

Evaluate the culture at your nursing school.
• - Segment employee engagement survey results by groups.

Review

Review hiring practices:
• - Include more graduate students in hiring and admission decisions.
• - When possible, hire in cohorts.

Employ

Employ three basic principles for creating inclusive work environments:
• - Engagement
• - Contact
• - Social accountability for change

Demonstrate

Demonstrate Inclusive Leadership:
• - Visible commitment
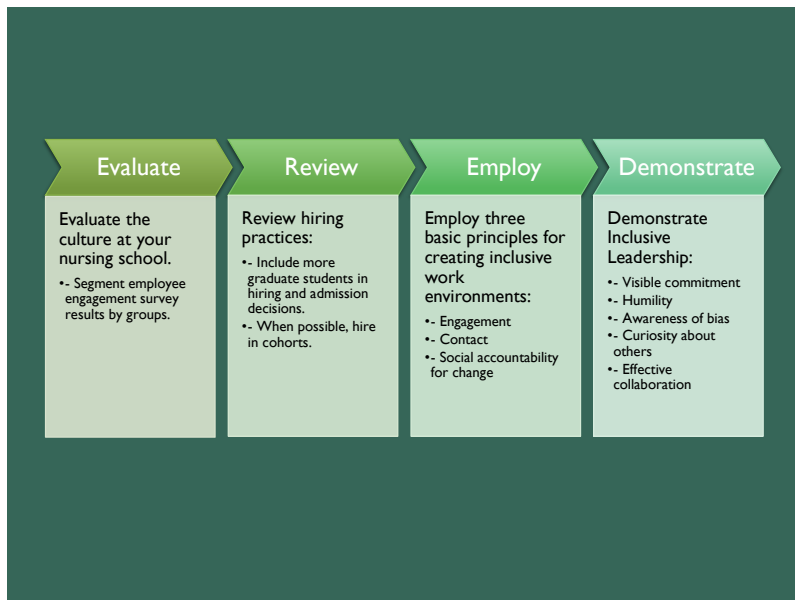• - Humility
• - Awareness of bias
• - Curiosity about others
• - Effective collaboration

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QUESTIONS & ANSWERS

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