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Job satisfaction of New Hampshire nursing faculty

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JOB SATISFACTION OF NEW HAMPSHIRE NURSING FACULTY

BY

PATRICIA MARIE PUGLISI

Bachelor of Science, University of New Hampshire, 2004

THESIS

Submitted to the University of New Hampshire

in Partial Fulfillment of

the Requirements for the degree of

Master of Science

in

Nursing

September 2010

UMI Number: 1487001

UMI®

Dissertation Publishing

ProQuest®

This thesis has been examined and approved.

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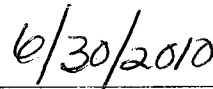
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Date

DEDICATION

In honor of my husband, Gaetano (Guy) J. Puglisi, Jr., for his heartfelt, emotional support and unwavering belief in my abilities throughout my academic journey. When I just wanted to give up, his strength and constant encouragement gently moved me forward, time and time again, never allowing me to quit. He has been tremendously inspirational!

As I near the end of this journey, I reflect upon how blessed I am to have his never-ending gift of unconditional love. Surely, without Guy in my life I would not be realizing this academic success. I will be forever grateful, for God has wonderfully blessed me with this selfless and giving man.

ACKNOWLEDGEMENTS

I would like to thank the members of my thesis committee for their various levels of guidance and assistance with this scholarly work. First and most influential, I wish to express my gratitude to Dr. Susan J. Fetzer. In addition to serving as my faculty advisor for many years, encompassing both my RN to BS and Master's degrees, Dr. Fetzer has been a respected colleague, mentor and friend. Her passion for lifelong learning is infectious, and although my hesitation and uncertainty towards advancing my degree was initially quite strong, it proved ineffective against Sue's wit and determination. Thank you Sue for always challenging me and never allowing me to give in to my fleeting personal doubts and occasional insecurities. Thank you for being the calm amidst my recurring storms and the wind in my sails upon the seas of change throughout my exploratory educational journey.

My sincere thanks is also extended to Dr. Gerard Tobin and Professor Carolyn Tobin. I am grateful for their desire to serve on my thesis committee without hesitation. With their thoughtful, intellectual input during the revision and editing process, I was able to improve this body of work.

Finally, I thank God for all my blessings, for without God I am nothing at all. I would also be remiss if I did not thank my family for all their tremendous support. Julia and Jennifer, my two beautiful daughters, thank you for your individually unique and sometimes quirky ways of offering encouragement, love, and laughter over the years, especially those times I needed it the most! And to my loving husband Guy, thank you for being my rock, my foundation, and my *ship* on the seas of change *sustaining* the ship's sails, making this journey and final destination possible.

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ABSTRACT

JOB SATISFACTION OF NEW HAMPSHIRE NURSING FACULTY

by

Patricia Marie Puglisi

University of New Hampshire September 2010

The nursing shortage is a growing concern with the shortage of nurse faculty restricting entry of qualified students. A descriptive study of faculty from 11 New Hampshire nursing schools was conducted to determine nurse faculty satisfaction and factors contributing to satisfaction. A modified version, sent electronically of the Nurse Faculty Satisfaction Questionnaire measured faculty satisfaction. Of 159 faculty invited 74 (47%) participated. Overall, NH nurse faculty were highly satisfied as nurse educators with 78.4% rating overall satisfaction of 8 or higher on a 0 – 10 scale. The top three satisfiers were opportunity to work independently, sense of accomplishment from work, and the variety of activities. The highest level of dissatisfaction was rate of pay for position (60.8%), amount of work required (31.1%), and degree of technical support available (29.8%). While NH nurse educators would recommend a nurse become a nurse faculty, pay is a serious detractor in recruiting new faculty.

CHAPTER I

PROBLEM AND SIGNIFICANCE

It is well known in the nursing arena that the nursing shortage continues to plague the nation and the world. There are many reasons commonly attributed to the lack of sufficient nurses in the workforce. However, the core of attaining an adequate supply of nurses to meet the demand is in part related to the ability to prepare students in becoming nurses. This shortcoming is primarily due to the nurse faculty shortage. Causes of the faculty shortage have been identified as aging professorate and lack of attractive salaries for recruitment. If the faculty position was more attractive and offered greater job satisfaction, recruitment and retention might be increased. The contributors to nurse faculty satisfaction are unclear.

Nursing Shortage

The current and projected nursing shortage is a growing concern throughout the United States (US). If not corrected soon, the nursing shortage will lead to a public health crisis. In fact, according to the April 2006 report from the Health Resources and Services Administration (HRSA) there is a projected intensification of the nursing shortage by the year 2020 to a deficit of over one million nurses. More alarming is the projection reported by the US Bureau of Labor Statistics (2005) indicating a need for "more than 1.2 million new and replacement nurses" by 2014 (as cited in AACN, 2006a, p. 1). Hospitals across the nation require 118,000 Registered Nurses (RN) to fill vacant positions (AHA, 2006). This does not include nurse vacancies in other areas of nursing such as visiting nurses associations,

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hospice nursing agencies, school nurses, community nursing, and long term care facilities. Without adequate staffing, patient care and safety may suffer leading to a public health crisis.

Factors attributed to this projected decline in the nursing workforce are multifaceted. Since there is a decrease in new nurses entering the profession the average age of all RNs is increasing. In 2000, the average age of the RN population in the US was 45.2 years of age, yet in March of 2004 the average age of RNs was up to 46.8 years (USHHS, HRSA, 2004). Further, with the percentage of nurses under the age of 30 decreased to 8.1% of the population in 2004 from 9.1% in 2000, the average age of the overall RN population will presumably continue to rise. Moreover, it is important to factor in the age of new nurses upon graduation. Between 2000 - 2004 the average age of graduate nurses from baccalaureate (BS) programs was 29.6 years, from associate degree programs was 31.9 years, and from diploma programs was 31.8 years. Considering that 67.4 % of RNs graduating in 2004 earned a diploma (25.2%) or associates degree (42.2%) one can see how this also contributes to the aging RN population (USHHS, HRSA, 2004) with the average age of this group being nearly 32 years. In fact, by 2010 it is projected that 40% of all RNs will be over the age of 50 years (GAO, 2001).

As the nursing workforce ages, it is easy to comprehend that job burnout could be a contributing factor to nurses leaving the profession. But burnout is not unique to experienced nurses'. Some hospitals report that 20 to 50 percent of new nurses leave within two or three years (RWJF, 2006) and many leave within the first year because of dissatisfaction related to inadequate social support and poor work orientation (Marcum & West, 2004). Further, according to Buerhaus, Donelan, Ulrich, Norman, and Dittus (2006) more than 75% of RNs were concerned that the nursing

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shortage was decreasing the quality of work life; 98% believed the shortage would increase stress on nurses, 93% believed that the shortage would lead to decreased quality of patient care, and 93% believed that this would result in nurses leaving the profession.

Nevertheless, both job burnout and dissatisfaction are contributing to the decline in the nursing workforce (AACN, 2006). Escalating turnover and vacancy rates also contribute to the difficult work environments nurses are forced to traverse on a day to day basis. All this at a time when there is a need to create work environments conducive to the retention of our experienced nurses, and to prepare additional new nurses who will be required to provide anticipated healthcare for our mounting elderly population in the future (as cited in AACN, 2006a).

But how can we increase the nursing workforce when it is currently at it's slowest growth rate seen in the past 20 years (USHHS, HRSA, 2004)? In response to the growing nursing shortage, national legislation to address this public healthcare crisis has risen to the surface. The *Nurse Reinvestment Act* of 2002 addressed the need for funding for scholarships to encourage students to enter nursing education at the licensed practical nurse, associate degree and baccalaureate levels, yet without noted improvement in enrollment. Therefore, identifying factors responsible for the slower growth rate despite special federal funding for nursing scholarship may lead to future solutions.

<u>Faculty Shortage</u>

One of the most critical factors leading to a decline in the preparation of new nurses is directly associated with the shortage of nursing school faculty restricting entry of students into nursing programs. Nursing programs across the country are

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turning away qualified students due to the nursing faculty shortage (AACN, 2005a). Among the 432 schools responding to an enrollment survey 32,797 qualified entry-level baccalaureate (BSN) applicants were turned away (AACN, 2006a). One of the primary barriers cited by nearly three quarters of the nursing programs for turning away applicants was lack of sufficient faculty. More concerning is that this problem is apparently getting worse. In 2005 - 2006, entry level BSN and graduate level applicants were turned away at the increased total of 41,683 qualified students. Thus, 2005 was the sixth consecutive year that the United States' entry level BSN programs turned away qualified applicants. If US nursing programs continue to turn away applicants at the increasing increments of an additional 9,000 applicants each year as illustrated by these statistics, there is a potential of turning away nearly 50,600 additional applicants in 2007. Over three years, that could total over 125,000 qualified applicants and potential RNs; one eighth of the HRSA's projected one million nurses shortfall by 2020.

Further, by turning away graduate level applicants with potential for moving into an educator role after program completion, the vicious cycle of the nurse faculty/nursing shortage will continue. Specifically, US nursing programs turned away 3,160 qualified master's level applicants and 202 qualified doctoral level applicants in fall 2005 (AACN, 2005a). If graduate level students continue to be turned away, it stands to reason that the faculty shortage will only get worse.

In July 2006, the American Association of Colleges of Nursing (AACN) reported that 329 nursing schools with BSN or graduate programs in nursing responded to the *Special survey of AACN membership on vacant faculty positions for academic year 2006-2007* and projected a shortfall of 637 nurse faculty vacancies. What is more, this survey also revealed that these schools expressed

concern that 55 additional faculty were needed above and beyond current openings to meet their enrollment demands, yet positions were not posted. It is clear to see how this discrepancy between nurse faculty supply and demand is contributing to the increased rejection of qualified nursing applicants. Thus, a double edged sword; decreased faculty available to all program levels, as a result graduate level candidates/potential future faculty are turned away further compounding faculty shortage dilemma, so, here in lies the problem. Therefore, it is clear that increasing nurse faculty will play a vast role in addressing the nursing shortage.

Another factor challenging the supply and retention of nurse faculty is the aging professorate. The average age of retirement for nursing faculty is 62.5 years (AACN, 2006b). Currently, the average age of doctoral prepared faculty are as follows: 57.9 years for a professor, 55.4 years for associate professor, and 51.5 years for assistant professor. A similar age pattern is seen in the master's prepared faculty; 57.8 years for professor, 54.5 years for associate professor, and 50 years for assistant professors. These statistics regarding the average age of our current nurse faculty population illustrates the anticipated increase in nurse faculty retirement over the next ten years, thereby decreasing the faculty pool even further. Over the past ten years only two research articles were found specific to the nurse faculty shortage. Berlin and Sechrist (2002) focused on looking towards the future to determine availability of doctoral prepared nurse faculty teaching in baccalaureate and graduate nursing programs. Utilizing data collected from AACN surveys, the authors investigated the ages of doctoral professorate between 1993 and 2001 by way of linear regression analysis and determined that the average age of faculty had increased from 49.7 years (1993) to 53.3 years (2001). Conversely, the time to retirement was found to be decreasing with fewer replacement faculty projected.

Aside from graduate level students being turned away, and possibly of more concern is the diminished enrollment of nurses into Master's and Doctoral degree programs (AACN, 2003). Moreover, of those graduating from advanced nursing degree programs, almost one quarter of doctoral graduates are not choosing to work as nurse faculty (AACN, 2003). For example, of the total doctoral graduates in the class of 2004 (N=412) twenty-two percent (22.5%) of the responding graduates (n=307) "reported employment commitments in settings other than schools of nursing" (AACN, 2006a, p. 2). It seems even though the nursing community understands that the nation's nurse faculty supply is declining the prospects for reversing this trend is grim. Brendtro and Hegge (2000) conducted a survey of nurses holding graduate degrees in a midwestern state with a return rate of 288 (61%). Nearly 50% of the nurse sample held graduate degrees in areas other than nursing despite the proximity of two local programs offering graduate degrees in nursing. Further, almost 75% of the sample were in fulltime positions where they intended on staying until retirement. Therefore one could reason that this large group of nurses holding advanced degrees were not potential future faculty. In addition, compared to the other nursing roles held by the sample, nurse faculty were older and less than one-third of the sample held faculty roles. Interestingly, the remaining two-thirds held positions as nurse practitioners, staff development educators, nurse anesthetists, or managers. The authors found that the major factors driving graduate degree nurses away from the faculty role were "noncompetitive academic salaries, desire for clinical practice, and rising expectations in higher education" (p.97).

Faculty Shortage Solutions

In response to the growing nursing and nurse faculty shortages, additional national legislation to address this public healthcare crisis has risen to the surface. Within the past two years legislation has been enacted to address the continuing dangerous decline of qualified nurse faculty in the United States. The Nurse Faculty Education Act of 2005 (AACN, 2005b) is a response to the statistics that over 123,000 qualified applicants to nursing schools throughout the country were turned away due in large part to the faculty shortage in 2004; of that total, over 30,000 were turned away from baccalaureate programs. As noted above, this Act focused in on preparing Doctoral nurse educators, thereby increasing the capacity to prepare Master's level nurses, in turn helping to alleviate the educator shortage by filling the clinical faculty positions that require a 10:1 to and 8:1 ratio. Government funding will provide the resources necessary to develop innovative doctoral programs in the United States such as BSRN to doctoral programs. This legislation, together with other strategies discussed for improving capacity of current nursing faculty shortage (AACN, 2003) does address some resolution in the short-term. However, these interventions may only be the basic "first aide" required in triaging the nursing faculty decline.

It is imperative that a resolution of the nursing faculty shortage be reached soon to assure entry of potential nurses into nursing programs. Only then will progress be achieved towards reversing the overall nursing shortage. However, without identification of the reasons for the nurse faculty shortage, and without an understanding of faculty's job satisfaction, it will be difficult, if not impossible to

create and implement a successful plan for treating this encroaching epidemic. Therefore, a review of literature was conducted to identify contributors to nurse faculty satisfaction.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The nurse faculty shortage is a major concern in the current and projected nursing shortage. It is important to investigate the reasons for this shortage to determine interventions for improvements and revitalization. One of the reasons for the shortage may be job satisfaction. Therefore, the purpose of this review of the literature is to determine the current body of knowledge related to nursing faculty satisfaction to uncover reasons for this academic epidemic.

An extensive search for literature published within the past ten years was conducted in the Cumulative Index of Nursing and Allied Health Literature (CINAHL), MedLine, and Academic Search Premier utilizing the following two search inquiries: (a) "Nurse Faculty" AND "Satisfaction, " and (b) "Job Satisfaction" AND "Nurse Educators" with the limiter of "Research." These searches yielded 27 articles of which only 11 appeared hopeful after reviewing accompanying abstracts, yet of these 11, eight were unpublished doctoral dissertations. Despite efforts to obtain these doctoral dissertations for review, all but one only were feasibly accessible, and did not provide information relevant to this review.

Between 1975 and 2000 there were many studies conducted regarding job satisfaction but few investigated satisfaction of nurse faculty. A meta-analysis of nurse faculty satisfaction studies conducted from 1975 – 1996 with a focus population of nurse faculty teaching in baccalaureate or higher programs (six studies

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qualified) conducted by Gormley (2003) found that leadership with regard to perception/expectation of the leader's role in curriculum development and instruction had the greatest effect on job satisfaction. In addition, professional autonomy surfaced as an apparent significant factor although the author indicated that the degree of importance could not be gleaned without further analysis. Interestingly, salary, tenure, program size, and supervision/control seemed to have had little or no effect on satisfaction level. In contrast, more recent studies (Disch, Edwardson, & Adwan, 2004; Moody, 1996; Sarmiento, Laschinger, & Iwasiw, 2004) found that nurse faculty teaching at universities with larger student populations and teaching at facilities with tenure track availability were more satisfied, which was also associated with satisfaction of pay and available resources.

Disch, Edwardson, and Adwan (2004) conducted a descriptive survey to examine factors influencing satisfaction and dissatisfaction of Minnesota nursing faculty (n=298). A sample of fulltime nursing faculty, defined as working 75% or more of a 9 or 12 month contract, teaching in various nursing degree levels (LPN, AD, BA/grad) was surveyed and descriptive statistics were provided. Findings revealed minor variations among the three different groups of faculty yet overall, there was a common theme emphasizing the need for increased salaries (55%). In addition, respondents provided several suggestions to increase job satisfaction. Three recommendations consisting of requests to increase funding for faculty to acquire new skills and competencies in: (a) teaching (skills=55%; strategies=48%), (b) clinical practice (53%), and (c) research (52%). Suggestions for improvement at the facility/organization level to increase job satisfaction were: (a) increasing recognitions and rewards, (b) improving work environments by providing support staff and overall support from the Dean, Director, and other faculty within the

institution, (c) continual reassessment and updates of communication methods to ensure proper disbursement of information and, (d) instituting methods to encourage innovative utilization of senior nurse educators' expertise. Furthermore, the authors emphasized the significance of future research across the country in this area to inform educational institutions of nurse faculty satisfaction to (a) promote faculty retention and (b) identify workplace improvement strategies to promote recruitment to address the nurse faculty shortage.

Moody (1996) conducted a national survey of faculty at nursing programs offering baccalaureate to doctoral degrees in nursing (n=285, 56% response rate) interlacing Newman's system model and Kast and Rosenzweig's sociotechnical framework to build the study's conceptual framework. The operational definition regarding job satisfaction for the study focused on "work itself, pay, opportunities for promotion, supervision, coworkers, and the job in general" (p. 278). Moody found that faculty with more years at the institution reported an increased satisfaction with pay, workers, and job in general. More interestingly, if faculty received higher pay/salary then there was a significant increase of satisfaction with work, pay, opportunity for promotion, and job in general. Increase satisfaction with the job was higher among faculty with 9 month contracts as compared to faculty with 12 month contracts. Furthermore, tenured faculty reported increased satisfaction with pay. What is more, both tenured and non-tenured faculty reported increased satisfaction with pay if working at universities with larger total student population. Faculty also reported higher satisfaction teaching MS/PhD students than teaching in BS/AD programs. In addition, if increased research and scholarship were available then faculty reported increased satisfaction with pay, opportunity for promotion, and the

job itself. Finally, faculty with higher salary reported increased job satisfaction. Age and years to retirement of the sample were not reported.

On the other hand, Moody (1996) found that faculty with fewer number of years at an institution reported decreased satisfaction with opportunity for promotion. Further, tenured faculty reported decreased satisfaction with supervision. In addition, faculty teaching undergraduate students reported decreased satisfaction with pay, opportunity for promotion, and the job itself than when teaching advanced degree students. Overall, satisfaction with pay ranked next to last.

Sarmiento, Laschinger, and Iwasiw (2004) discovered that burnout was prevented and job satisfaction was increased among nurse educators in Canada when working in favorable and improved environments. Additional information gleaned from this study revealed that providing increased/improved support, increased resources, and increased opportunities may also decrease burnout and increase job satisfaction. Moreover, improved access to resources and support showed the greatest influence on educators' degree of job satisfaction and burnout.

The three major categories identified in the literature contributing to increased nurse faculty satisfaction are level of compensation, teaching and environment. First, the majority of factors identified to increase satisfaction related to monetary compensation. Specifically, these factors include receiving higher pay/salary (Disch et al., 2004; Moody, 1996), availability of increased research and scholarship (Disch et al., 2004; Moody, 1996), increased financial resources and increased opportunities for promotion (Disch et al., 2004; Moody, 1996; Sarmiento et al., 2004), universities with larger total student populations (Gormley, 2003) and longevity at the institution (Moody, 1996). Second, factors specific to teaching itself held in high regard to increase satisfaction include professional autonomy (Gormley, 2003)

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teaching MS/PhD students and leadership specifically with regard to role in curriculum development and instruction (Gormley, 2003; Moody 1996). Third, factors improving satisfaction regarding working environment include working in favorable and improved environments (Disch et al., 2004; Sarmiento et al., 2004), increased/improved support from dean, department head, support staff (Disch et al., 2004, Sariento et al., 2004), and working fewer months annually (Moody, 1996).

Factors identified with decreased satisfaction are inadequate pay. An overall and common theme throughout review of literature is the call for increased salaries (Disch et al., 2004; Moody, 1996, Sarmiento et al, 2004). Further, decreased satisfaction is related to fewer opportunities for promotion (Disch et al., 2004; Moody, 1996, Sariento et al., 2004).

Gromley's meta-analysis (2003) found pay, tenure, program size, supervision to have little or no effect on satisfaction. Factors not discussed in the literature specific to faculty satisfaction are age, age to retirement, and part-time positions.

Potential solutions must be addressed to recruit and maintain qualified nursing faculty to prepare nurses of the future to increase the nursing workforce. The most recent nurse faculty satisfaction study by Disch, et al. (2004) recommended that nurse faculty across the US should be surveyed to begin a dialogue regarding job satisfaction in every educational institution.

Therefore, the aim of this quantitative exploratory descriptive study is to answer the following research questions: (a) What is the current level of job satisfaction of nurse faculty in New Hampshire and (b) What factors contribute to job satisfaction of nurse faculty in New Hampshire?

CHAPTER III

METHODOLOGY

Design

A quantitative descriptive study was conducted utilizing an electronic survey approach sampling nursing faculty purposively selected from eleven accredited nursing schools in New Hampshire. The purpose of the study was to determine satisfaction of New Hampshire nurse faculty and factors contributing to satisfaction of NH nurse faculty.

Setting and Sample

The study was conducted in New Hampshire for the convenience of the researcher. The population of full time NH nursing faculty at the time of this study according to the NH State Board of Nursing was 119 plus a variable number of temporary faculty in adjunct positions. Therefore, in an effort to reach all active faculty in NH the research sample was obtained by contacting the Directors of accredited NH nursing programs (n = 11) via email letter (Appendix A) to obtain current email addresses of nursing faculty. A total of 173 NH nurse faculty were identified by Directors response or school website. Of this total, one nursing school withheld 9 email addresses at the request of these faculty members and an additional 5 emails overall were inactive, yielding a total 159 NH faculty email addresses. One hundred fifty-nine email invitations to participate in this study were distributed (Appendix B). Three schools offered baccalaureate degree programs, eight offered associate degree programs, and two offered LPN programs.

Figure 1

Attrition of NH Nurse Faculty Sample

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                    ┌─────────────────────────────┐
                    │     173 NH Nurse Faculty     │
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                                   │
 ┌──────────────────────────┐      │      ┌──────────────────────────────┐
 │ 9 Faculty emails withheld │─────┼─────│ 5 Faculty emails inactive at │
 │        per Faculty        │      │      │     time of distribution     │
 │         request           │      │      │                              │
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                                   │
                    ┌─────────────────────────────┐
                    │ 159 email invitations        │
                    │ distributed without          │
                    │ auto-return                  │
                    └──────────────┬──────────────┘
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                    │     74 surveys returned      │
                    │                             │
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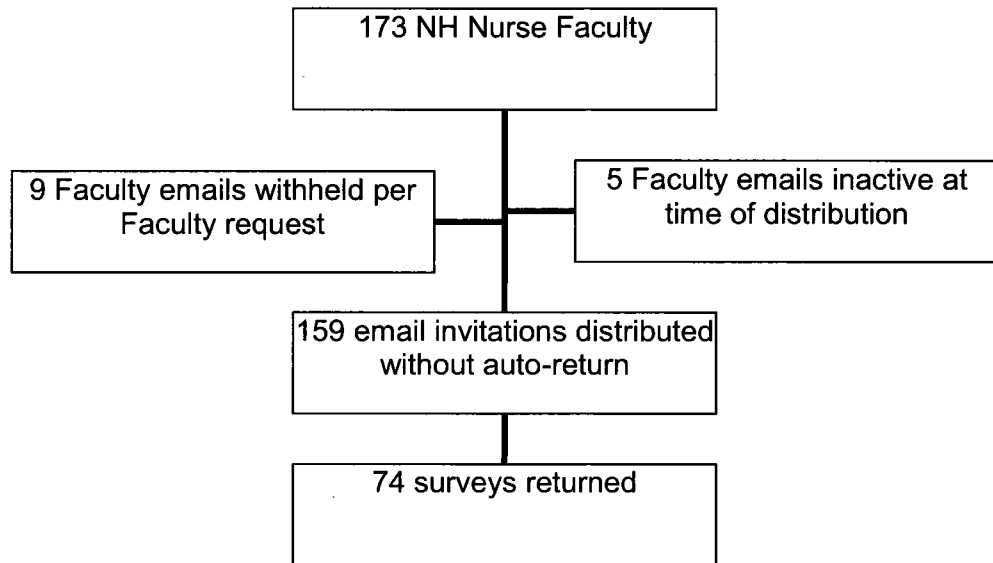
Instrument

A modified version of the Nurse Faculty Satisfaction Questionnaire (NFSQ) (Martin, C. M., 1991) was used to measure faculty satisfaction (Appendix C). The NFSQ was modified by the researcher to create language representative to all levels of nursing programs and inquire as to scholarship and professional activity. Five factors of the NFSQ measure academic atmosphere, job benefits, service component of work, research component of work, and the philosophical framework of the educational institution. The Modified NFSQ consists of 47 items based on a Likert type scale with a range of "very satisfied" (score of 4) to "very dissatisfied" (score of 0) and "No Opinion" (score of 2). In addition there are 18 items regarding decision to become a nurse educator on a Likert type scale with a range of "very important" (score of 4) to "not at all important" (score of 0) and "unconcerned" (score of 2). Two final questions ask: (a) On a scale of 0 – 10, how satisfied are you with your position as a nursing faculty and (b) On a scale of 0 – 10, how likely would you be to recommend a nurse to become a nurse educator with a range of "not at all" (score of 0) to "very satisfied" (score of 10). The modified tool was pilot tested by five active nursing faculty from two universities and one expert non-nursing faculty from the School of Teaching Excellence at University of New Hampshire for readability and content/construct validity (Appendix D). It was anticipated that the survey would take approximately 15 minutes to complete and return.

Risks and Benefits to Human Subjects

Approval for the study was obtained from the Institutional Review Board for the protection of Human Subjects in Research at the University of New Hampshire

(Appendix E). The researcher identified no known physical, psychological, and/or economic risks to the research subjects. No identifying information was included on the electronic surveys. Completed survey results were kept in a password protected environment and that password was only known to the researcher to maintain confidentiality.

Research participants were afforded the opportunity to contribute to the body of nursing knowledge regarding current nurse faculty satisfaction with the possibility of assisting nursing faculty in the future. In addition, participants were offered the opportunity to voluntarily enter a raffle to win one of three $50.00 gift certificates to Barnes & Noble upon completion of the study. Anonymity of survey responses were protected as there was no connection between responses and contact information (Appendix F, Appendix G). Three participants were drawn from 51 respondents volunteering inclusion in the drawing. The winners were notified by contact method provided by the respondents and the gift certificates were mailed to the winners. The winners acknowledged receipt of the gift certificate by email.

Procedure

After obtaining approval from the University of New Hampshire Human Subjects Board (Appendix E), the investigator obtained nurse faculty email addresses from Directors of the eleven Nursing Schools in NH. A link to the electronic survey instrument posted on SurveyMonkey.com was included in the electronic invitation and distributed via electronic modality Fall 2006 semester. The modified version of the Nurse Faculty Satisfaction Questionnaire (NFSQ), together with a letter describing the nature and procedure for participating in this study (Appendix F) was integrated into the electronic survey instrument.

Participants indicated consent to participate in this study by selecting the prompt indicated on the web-based survey informed consent letter (Appendix F). In addition a prompt at the bottom of the Debriefing Sheet (Appendix G) located at the end of the survey also confirmed consent. A reminder email was sent three weeks after the initial invitation (Appendix H).

Compensation was offered to each participant by way of entry into a raffle to win one of three $50.00 gift certificates to Barnes & Noble upon completion of the study. Confidentiality of participants was protected during the study by determining raffle submission and winner selection after data collection and analysis was completed (Appendix G).

Data Analysis

Data analysis was completed by utilizing the Statistical Package for the Social Sciences (SPSS 14.0) and saved to a secure hard drive. All raw data was stored on the hard drive of a password secured computer and save to a CD-R computer disk. All disks were secured in a locked cabinet when not in use by the investigator. Descriptive statistical analysis was conducted to answer the research questions.

CHAPTER IV

FINDINGS

Sample

Of the estimated population (n = 173) email invitations were sent to 159 New Hampshire nurse faculty, 74 (47%) participated in the survey. The subjects' ages ranged from 30 to 69 with a mean age of 49.8 years (SD = 8.24). The number of years of experience as a RN ranged from 4 to 48 years with a mean of 24.3 years (SD = 9.40), of those years in nursing the number of years teaching ranged from 0.25 years to 32 years with a mean of 10.3 years (SD = 9.31). The mean number of years subjects had been teaching at present institution was 6.9 years and ranged from 0.25 years to 30 years (SD = 7.53). Subjects (n = 59) responding to number of years to retirement ranged from 0 to 34 years with a mean of 15.5 years (SD = 7.96).

Full time faculty comprised 66.7% (n = 46) of the total sample and 33.3% (n = 23) were part time faculty. The highest level of education of the nurse faculty in this sample was at three different levels; 17.6% (n = 12) held a doctoral degree (mean age = 53.5 years; SD = 8.2), 73.5% (n = 50) held a master of science degree (mean age = 48.7 years; SD = 8.3), 8.8% (n = 6) held a baccalaureate of science degree (mean age = 49.8 years; SD = 6.5). The nurse faculty were employed in the following types of NH nursing education programs; 18.8% (n = 13) taught in Licensed Practical Nurse (LPN) programs, 30.4% (n = 21) taught in associate degree programs, 34.4% (n = 24) taught in baccalaureate degree programs, and 15% (n = 11) taught in master degree programs. A summary of demographic

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characteristics of the registered nurses in the sample is presented in Table 1 and

Table 2.

Table 1

Demographics of the Sample of NH Nurse Faculty (*n* = 74)

Variable	*n*	%
Gender (*n* = 69):		
Female	3	4.3
Male	66	97.5
Highest Level of Education (*n* = 68):		
Baccalaureate of Science	6	8.8
Master of Science	50	73.5
Doctoral	12	17.6
Type of Nursing program taught (*n* = 69):		
LPN	13	18.8
ASN	21	30.4
BSN	24	34.8
MSN	11	15.0
Status (*n* = 68):		
Tenured/Tenure Track	9	13.3
Non-tenured	12	17.6
No Tenure Track Available	19	27.9
Adjunct/Per Course	19	27.9
Clinical Untenured	9	13.2
Title (*n* = 69):		
Adjunct Clinical/Full Time Clinical	19	27.5
Assistant/Associate Professor	17	24.6
Professor	17	24.6
Regularly Scheduled Hours Worked (*n* = 69):		
Full Time	46	66.7
Part Time	23	33.3

Table 2

Descriptive Demographics of the Sample of NH Nurse Faculty (*n* = 74)

Variable	*n*	Range	Mean	*SD*
Years in Nursing	66	4 - 48	24.3	9.40
Years Nursing in NH	69	3 - 48	17.8	10.02
Years Teaching	69	0.25 - 32	10.3	9.31
Years Teaching at Present Institution	69	0.25 - 30	6.9	7.53
Years to Retirement	69	0 - 34	15.5	7.96

Satisfaction

Of the 47 items of the modified NFSQ, the degree of satisfaction in the very satisfied to satisfied level ranged from 14% to 96% of the sample depending on the item being evaluated. Findings of satisfaction are reported in Table 3 in descending order.

Satisfiers

Top three satisfiers were opportunity to work independently, sense of accomplishment from your work, and variety of activities involved in position. The least three satisfiers were variety of research projects supported by college /department of nursing, recognition given by college for research activities, and support given by college for faculty research. It is interesting to note that the four least satisfiers all have some connection to research. The least satisfiers also were those having the largest percentage of no opinion responses (57% - 60%).

Dissatisfiers

The highest level of dissatisfaction was rate of pay for position (60.8%). The next greatest dissatisfier was the amount of work required (31.1%). Rounding out the top three dissatisfiers was the degree of technical support available (29.8%).

Table 3

Satisfaction Variables of NH Nurse Faculty Fall 2006

Item	Very Satisfied/ Satisfied	No Opinion	Very Dissatisfied/ Dissatisfied
	Score 4 / 3	Score 2	Score 1 / 0
Opportunity to work independently	94.6% (*n* = 70)	1.4% (*n* = 1)	4.1% (*n* = 3)
Sense of accomplishment from your work	94.5% (*n* = 69)	2.7% (*n* = 2)	2.8% (*n* = 2)
Variety of activities involved in position	91.9% (*n* = 68)	4.1% (*n* = 3)	4.1% (*n* = 3)
Relationships with peers	90.5% (*n* = 67)	5.4% (*n* = 4)	4.1% (*n* = 3)
Opportunities to use your abilities in your position	89.2% (*n* = 66)	0.0% (*n* = 0)	10.9% (*n* = 8)
Philosophy of college	87.9% (*n* = 65)	10.8% (*n* = 8)	1.4% (*n* = 1)
Philosophy of nursing department	87.9% (*n* = 65)	5.4% (*n* = 4)	6.8% (*n* = 5)
Mission of college	87.8% (*n* = 65)	10.8% (*n* = 8)	1.4% (*n* = 1)
Mission of nursing department	86.5% (*n* = 64)	6.8% (*n* = 5)	6.8% (*n* = 5)
Importance school places on teaching activities	85.2% (*n* = 63)	2.8% (*n* = 2)	12.3% (*n* = 9)
Overall feeling about position as faculty member	82.4% (*n* = 61)	4.1% (*n* = 3)	13.5% (*n* = 10)
Amount of authority to accomplish job tasks	81.1% (*n* = 60)	1.4% (*n* = 1)	17.6% (*n* = 13)

Item	Very Satisfied/ Satisfied	No Opinion	Very Dissatisfied/ Dissatisfied
	Score 4 / 3	Score 2	Score 1 / 0
Opportunity to try new innovative ideas	81.1% (n = 60)	8.1% (n = 6)	10.8% (n = 8)
Performance evaluation process by students	81.1% (n = 60)	6.8% (n = 5)	12.2% (n = 9)
Interaction with students in classroom setting	81.0% (n = 60)	16.2% (n = 12)	2.7% (n = 2)
Security of position	79.8% (n = 59)	4.1% (n = 3)	16.2% (n = 12)
Work with clients in clinical environments	78.6% (n = 55)	20.0% (n = 14)	1.4% (n = 1)
Amount of responsibility given	78.3% (n = 58)	2.7% (n = 2)	18.9% (n = 14)
Atmosphere of academic freedom	77.1% (n = 57)	12.2% (n = 9)	10.9% (n = 8)
Interaction with students in classroom setting	76.7% (n = 56)	20.5% (n = 15)	2.7% (n = 2)
Communication with your supervisor	75.6% (n = 56)	1.4% (n = 1)	23.0% (n = 17)
Supervision of your position	71.6% (n = 43)	6.8% (n = 5)	21.7% (n = 17)
Work you do with staff at clinical agencies	71.0% (n = 49)	21.7% (n = 15)	7.2% (n = 5)
Amount of work required	66.2% (n = 49)	2.7% (n = 2)	31.1% (n = 23)
Praise for accomplishments	66.2% (n = 49)	14.9% (n = 11)	19.0% (n = 14)
Degree of technical support available	66.2% (n = 49)	4.1% (n = 3)	29.8% (n = 22)
College's support for faculty's professional growth	59.5% (n = 44)	12.2% (n = 9)	28.4% (n = 21)

Item	Very Satisfied/ Satisfied	No Opinion	Very Dissatisfied/ Dissatisfied
	Score 4 / 3	Score 2	Score 1 / 0
Importance school places on your service activities	56.7% (*n* = 42)	27.0% (*n* = 20)	16.3% (*n* = 12)
Retirement plan offered	55.4% (*n* = 41)	28.4% (*n* = 21)	16.3% (*n* = 12)
Faculty governance and decision making	54.0% (*n* = 40)	20.3% (*n* = 15)	25.7% (*n* = 19)
Other benefits offered	54.0% (*n* = 40)	31.1% (*n* = 23)	14.9% (*n* = 11)
Medical/health insurance available	52.7% (*n* = 39)	29.7% (*n* = 22)	17.6% (*n* = 13)
Opportunity for advancement	51.3% (*n* = 38)	23.0% (*n* = 17)	25.7% (*n* = 19)
Life insurance available	48.6% (*n* = 36)	40.5% (*n* = 30)	10.9% (*n* = 8)
Support given by college for community service	48.0% (*n* = 35)	37.0% (*n* = 27)	15.1% (*n* = 11)
Attention paid to faculty suggestions by administrators	46.8% (*n* = 42)	14.9% (*n* = 11)	28.4% (*n* = 21)
Variety of community service projects supported by college	46.0% (*n* = 34)	40.5% (*n* = 30)	13.6% (*n* = 10)
Involvement of faculty in college's decisions	46.0% (*n* = 34)	29.7% (*n* = 22)	24.3% (*n* = 18)
Recognition given by college for community service	40.6% (*n* = 30)	41.9% (*n* = 31)	17.6% (*n* = 13)
Disability program offered	40.6% (*n* = 30)	44.6% (*n* = 33)	14.9% (*n* = 11)

Item	Very Satisfied/ Satisfied	No Opinion	Very Dissatisfied/ Dissatisfied
	Score 4 / 3	Score 2	Score 1 / 0
Rate of pay for position	36.5% ($n = 27$)	2.7% ($n = 2$)	60.8% ($n = 45$)
Performance evaluation process by other faculty	33.8% ($n = 25$)	56.8% ($n = 42$)	9.5% ($n = 7$)
Importance school places on your research activities	21.6% ($n = 16$)	59.5% ($n = 44$)	19.0% ($n = 14$)
Support given by college for faculty research	21.6% ($n = 16$)	56.8% ($n = 42$)	21.6% ($n = 16$)
Recognition given by college for research activities	20.3% ($n = 15$)	58.1% ($n = 43$)	21.7% ($n = 16$)
Variety of research projects supported by college / department of nursing	14.9% ($n = 11$)	59.5% ($n = 44$)	25.7% ($n = 19$)

<u>Overall Satisfaction</u>

Overall satisfaction was ranked on a scale from 0 - 10 with 10 being highly satisfied. NH nurse faculty satisfaction is provided in Figure 2. Seventy-eight percent rated overall satisfaction of 8 or higher. The mean satisfaction score was 8.35 (SD = 1.93) on 0-10 scale with the frequency skewed to the right (Figure 2). Thirty-five percent (n = 26) of faculty were highly satisfied (score = 10).

Figure 2

Level of Satisfaction of NH Nurse Faculty Fall 2006 (n = 74)
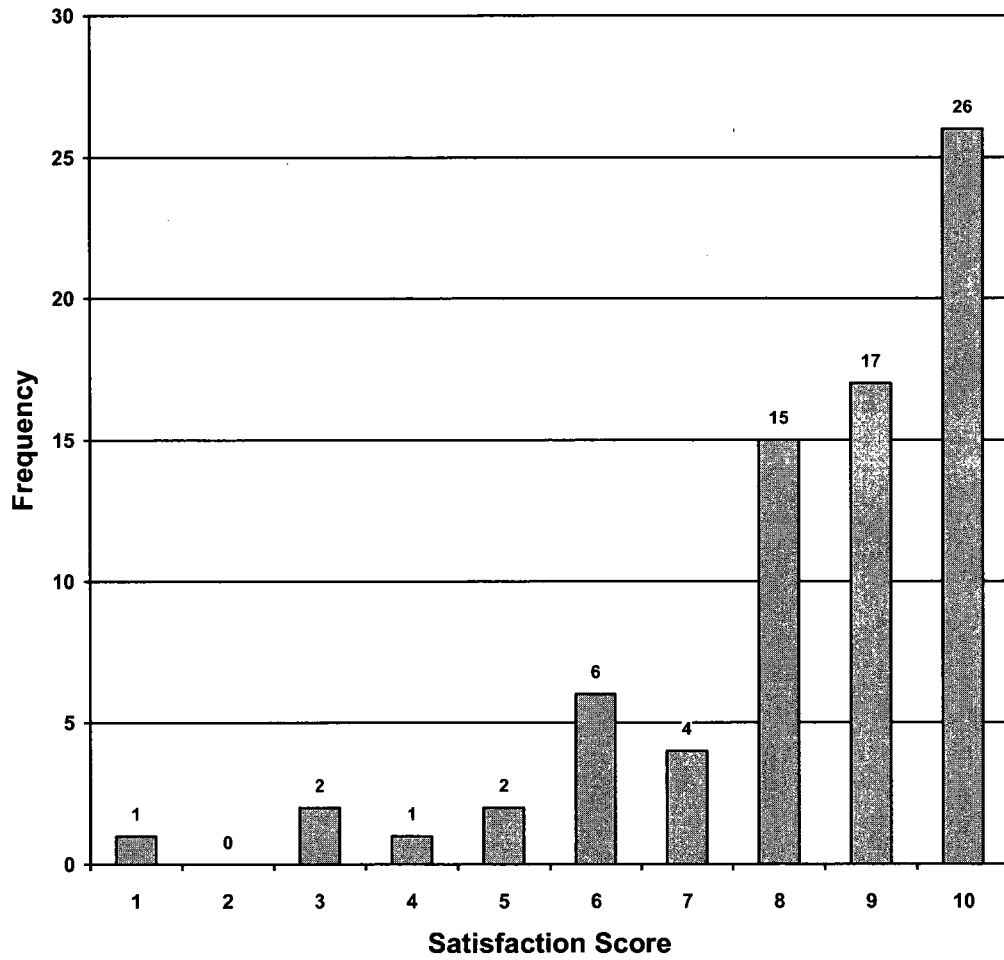
Recommend Nurses to Become Faculty

Overall, NH nurse faculty were highly likely to recommend a nurse become a nurse educator (Figure 3). The mean score of respondents likely to recommend a nurse to become an educator was 7.8 (SD = 2.4) on a scale 0 – 10 (Figure 3). Nearly 34% (33.8%, n = 25) of faculty were highly likely (score = 10) to recommend a nurse become an educator.

Figure 3

**Likelihood of NH Nurse Faculty to Recommend A Nurse Become an Educator
(*n* = 74)**
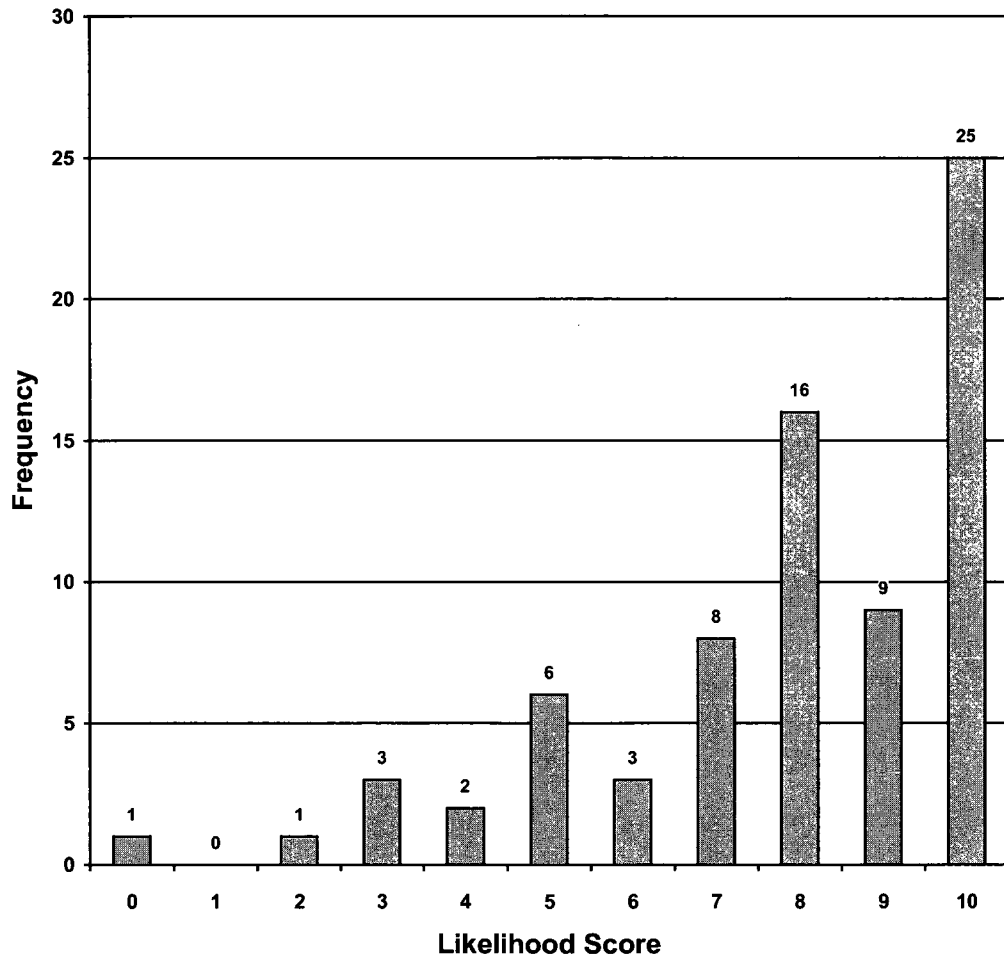
Other Findings

Factors Considered in Choosing Faculty Role

Data findings depicting factors important to NH nurse faculty in the decision to become a nurse educator are depicted in Table 4. All of the subjects indicated that factors important in their decision to become a nurse educator were that they like to teach, enjoy the challenge of teaching, and enjoy working with students. Further, over 50% of subjects agreed that all but 3 of the 18 factors were important in their decision to become an educator in nursing programs. The least important factors were having the summer off, having less physical muscular-skeletal stress, and ability to do research.

Table 4

Factors Important to NH Nurse Faculty in Decision to Become A Nurse Educator (*n* = 74)

Factor	% Agreement
Like to teach	100.0
Enjoy the challenge of teaching	100.0
Enjoy working with students	100.0
Autonomy	98.7
Concern for students' learning	97.3
Impact on profession	97.2
Flexibility	96.0
Enjoy working with like-minded colleagues	87.8
Direct patient care is available	68.9
Job security	66.2
Opportunity for advancement	64.8
Benefits	63.5
Weekends free	62.1
Salary	60.8
Tuition benefits	56.7
Summer off	46.0
Less (muscular-skeletal) physical stress	37.9
Ability to do research	31.1

CHAPTER V

DISCUSSION

Sample

Age

The mean age of NH nurse faculty is 49.8 years (SD = 8.24). NH nurse faculty on average are 8 and 11 years younger than nurse faculty nationally (AACN, 2006b), about 6 months (0.7 years) younger than faculty in study by Disch et, al. (2004), and just over 1 year younger (1.2 years) than faculty in study by Sarmiento et, al. (2004), yet 3 years older than RNs in general (USHHS, HRSA, 2004). It is interesting that NH nurse faculty represent higher than average overall age but are younger compared to age of nurse faculty on national level. Further, nurse faculty in New Hampshire plan on retiring in about 15 years (mean = 15.5 years, SD =7.96) projecting retirement age at just over 65 (65.3 years). These results are in contrast with the national average retirement age of 62.5 years (AACN, 2006b) indicating NH nurse faculty plan to work nearly 3 years longer than nurse faculty across the United States. Unfortunately, this accounts for 42% of the sample projecting 31 vacant faculty positions in NH nursing programs by or before 2020. It is possible this discrepancy is related to the mean age of RNs in NH being higher than the national average. Age to retirement was not discussed in previous nurse faculty satisfaction studies.

It is interesting to note that the mean age of NH nurse faculty when they began teaching was 39 years. Therefore, NH nurse faculty had been nurses for an

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average of 14 years before specializing in nursing education. Related is that the average age of master's prepared faculty was 48.7 years (SD = 8.3 years) and baccalaureate prepared faculty was 49.8 years (SD = 6.5 years). This could be useful in projecting plans for future promotion of the educator role in entry level nursing programs and to encourage advanced education and preparation for transition into the educator role earlier in a nurse's career. This phenomenon was not discussed in the literature.

Participation Rate

It is not known why 53% of the faculty did not participate. Possible reasons include: (a) possible diversion of email invitation into SPAM box, (b) technical difficulties with survey completion/submission, (c) lack of time, (d) lack of interest.

Satisfaction

The study sought to explore the job satisfaction of nurse faculty in New Hampshire and factors that contribute to job satisfaction of NH nurse faculty. Overall, NH nurse faculty are highly satisfied as nurse educators with approximately 59% rating overall satisfaction of 8 or higher on a scale of 0 – 10 (0 = not satisfied at all, 10 = very satisfied). Equally important, of these, 26% indicated a score of 10.

Top Satisfiers

Major contributors to teaching satisfaction are autonomy, sense of accomplishment, and variety of activities. This supports findings by Disch, et al. (2004) and Gormley (2003).

Least Satisfiers/No Opinion

The lowest satisfiers are variety of research projects supported by college/department of nursing, recognition given by college for research activities, and support given by college for faculty research. This supports recommendations of participants in study by Disch et al. (2004) suggesting that improvements in these areas would improve satisfaction. It is interesting that all four lowest satisfiers have some connection to research. Further, although sample size limits the ability to perform a comparison analysis to draw a sound conclusion, it is reasonable to contemplate the possibility that NH faculty teaching at baccalaureate or higher levels (49.8%), might be the faculty least satisfied with the lowest three satisfiers. Likewise, faculty teaching at associated/LPN levels (49.2), where it is not usually required to do research might be more likely to select a "no opinion" response.

Greatest Dissatisfiers

Pay is the greatest dissatisfier reported by 61% of the sample. This finding is in agreement with Disch, et al. (2004), Moody (1996), and Sarmiento, et al. (2004). The amount of work required was the second highest dissatisfier (31.1%) and is supported by Moody (1996) specifically those faculty teaching in undergraduate programs. Finally, nearly 30% of nurse faculty in New Hampshire reported dissatisfaction with the degree of technical support available ranking this as the third greatest dissatisfier (29.8%) supported by Disch et al. (2004).

Other Factors

Factors important to NH nurse faculty in decision to become a nurse educator might be useful in determining methods for recruiting nurses into faculty positions. Factors least important in the decision to become a nurse educator seem to correspond to results of least satisfaction; research activities. Interestingly, nearly 61% of NH faculty factored anticipated amount of salary into decision to become an educator yet at time of this study 68% were dissatisfied with pay.

Recommendations

Overall, NH nurse educators would recommend a nurse to become a nurse faculty. Twelve questions regarding faculty's decision to become a nurse educator were included in this study. Previous studies have not examined this phenomenon and additional research is needed. This phenomenon might uncover possible relationships and/or identifiers among nursing students and interest in teaching as a potential recruiting tool.

Limitations

The convenience sample in one state does not allow the findings to be generalized. Further, sample size from a single small state did not allow further analysis of faculty by education or setting. In addition, faculty from different settings may have different opinions. Finally, the lack of opinion related to research satisfiers may reflect larger portion of BSN/masters prepared faculty in the state of New Hampshire.

CHAPTER VI

CONCLUSION

Implications for Nursing Practice

This study provides valuable information describing faculty who teach nursing in New Hampshire and reveals the factors most important to their satisfaction level. It is clear that faculty are satisfied with the job overall. With this information nurses can feel confident in considering a transition to the nurse faculty role in New Hampshire nursing programs. Further, the top satisfier of NH nurse faculty is autonomy. Therefore, nurses who desire the ability to work independently and enjoy a variety of activities all while maintaining a sense of accomplishment should consider a career in nursing education. However, this study confirms that rate of pay is a major deterrent to recruitment of nurse faculty in New Hampshire. If pay is not improved soon, it will be extremely difficult to be competitive with other advanced-degree nursing opportunities. As a result, recruitment/retention of NH nurse faculty will continue to decline. Finally, valuable factors have been identified to help understand why nurses decide to become educators. With further examination of these findings potential recruitment strategies might be realized. In light of the current nurse faculty shortage it is imperative to utilize this information to elicit methods that will lead to recruitment of nurse faculty.

It is crucial to maintain satisfaction of current nurse faculty to promote retention. In light of the aging professorate and the decreasing enrollment in master's programs contributing to decreased number of nurses entering this

academic specialty current faculty's needs and assessments must be considered. Moreover, faculty pay needs to be addressed in order to enhance retention as well as promote recruitment. This is supported by a 2006 survey by *The Nurse Practitioner* (as cited in AACN, 2006b) and other studies (AACN, 2005a; USHHS, HRSA, 2004) showing graduates from master's programs entering other specialty areas in nursing other than academia paying higher salaries.

Finally, this study reveals important data about the time lapse between becoming a RN and entering the nurse faculty specialty. Nearly 15 years passes before an RN in NH becomes a nurse faculty. Therefore, it is imperative for nursing programs to find ways to encourage new nurses to pursue an advanced degree earlier to enable and promote increases in the nurse educator role.

Future Research

Replication of this study is indicated to provide an opportunity to obtain a larger sample size, in order to conduct post hoc analysis to determine between groups comparisons between faculty teaching in BS and graduate programs and the low research satisfiers as opposed to faculty teaching in Associates and LPN programs where research is not required of faculty. Additional future research questions suggested are as follows: (a) Why do nurses wait so long to become educators? (b) What strategies can be used to recruit nurse educators? (c) Is there a difference in satisfaction between Associate degree faculty and BSN/MSN faculty?

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APPENDICES

APPENDIX A

Request for Faculty Email Addresses from Directors' of Schools of Nursing

Dear Director of Nursing,

A graduate nursing student at the University of New Hampshire, I am conducting a study on nursing faculty from the 11 nursing education programs in New Hampshire (NH). I am requesting your assistance in obtaining the current email addresses of the nursing faculty employed by your facility; full-time, part-time, clinical, and adjunct. This list will allow me access to a purposeful sample of NH nursing faculty in order to electronically distribute the survey. Utilizing SurveyMonkey.com will assure confidentiality of every response to the survey because responses are not connected to email addresses from which they are returned. There are no anticipated risks to participation in this survey. Potential benefits to the participant might include a sense of wellbeing derived from the knowledge that data collected and analyzed from this survey may contribute to outcomes that could positively effect the recruitment and retention of nursing faculty in NH.

The University of New Hampshire Human Subjects Protection Board has approved this study. A copy of the protocol is available for your review. If you have further questions, you may contact the researcher, Patricia M. Puglisi at ( ) (home-please leave a message) or via email at   ( ).

If you are able to accommodate my request, please "reply" to this email with a Word Document attachment containing faculty email addresses by (*date will be inserted to reflect one week after IRB approval obtained*). Thank you for your time and consideration in assisting me in this important research and sampling request.

Sincerely,

Patricia M. Puglisi RN, BS

APPENDIX B

Email Invitation

Dear Nursing Faculty Member,

Your opinion is needed! The faculty shortage in nursing is real, and nursing needs to take action. Please take a few minutes to complete the survey asking for nurse educators' opinions by clicking on the link below.

http://www.surveymonkey.com/s.asp?u=503292648122

Thanks for your participation!

Patricia M. Puglisi RN, BS
University of New Hampshire
Department of Nursing - Hewitt Hall
Durham, NH
Phone: 603-625-2224
Email: pattipuglisi@yahoo.com

APPENDIX C

Modified Nursing Faculty Satisfaction Questionnaire

Below you will find series of statements about your current position as a faculty member. Answer each item as to the degree of satisfaction or dissatisfaction you feel about that aspect of your position as a faculty member.

The answer scale for each item is:

Very satisfied: you feel your position gives you more satisfaction than you expected

Satisfied: you feel your position gives you the satisfaction which you expected

No Opinion: you have feelings neither one way or the other

Dissatisfied: you feel your position gives you less satisfaction than you expected

Very Dissatisfied: you feel your position gives you much less satisfaction than you expected

* Please read each item carefully
* Please answer every item
* Please select the appropriate number which corresponds to your answer on each item
* Please respond to this survey within 3 weeks. A reminder email will be sent at 2 weeks.

Item

	VS	S	N	D	VD
How Satisfied are you with the:					
1. level of importance of your work in Teaching	4	3	2	1	0
2. level of importance of your work in Research	4	3	2	1	0
3. level of importance of your work in Service	4	3	2	1	0
4. amount of responsibility you are given	4	3	2	1	0
5. amount of authority you have to accomplish your job tasks	4	3	2	1	0
6. opportunity to try new, innovative ideas	4	3	2	1	0
7. amount of work required	4	3	2	1	0
8. opportunity to use your abilities in your position	4	3	2	1	0
9. attention paid to faculty suggestions by administrators	4	3	2	1	0
10. opportunity to work independently	4	3	2	1	0
11. variety of activities involved in your position	4	3	2	1	0
12. accurate evaluation of your performance	4	3	2	1	0

VS = Very Satisfied
S = Satisfied
N =No Opinion
D = Dissatisfied
VD = Very Dissatisfied

	VS	S	N	D	VD
How Satisfied are you with the:					
13. supervision of your position	4	3	2	1	0
14. ability to resolve differences with your supervisor	4	3	2	1	0
15. involvement of faculty in college decisions	4	3	2	1	0
16. security of your position	4	3	2	1	0
17. opportunity for advancement	4	3	2	1	0
18. relationships with your peers	4	3	2	1	0
19. general environmental working conditions	4	3	2	1	0
20. praise for accomplishments	4	3	2	1	0
21. rate of pay for your position	4	3	2	1	0
22. medical/health insurance benefits available	4	3	2	1	0
23. disability program offered	4	3	2	1	0
24. retirement plan offered	4	3	2	1	0
25. life insurance available	4	3	2	1	0
26. other benefits offered	4	3	2	1	0
27. Philosophy of the College	4	3	2	1	0

VS = Very Satisfied
S = Satisfied
N =No Opinion
D = Dissatisfied
VD = Very Dissatisfied

	VS	S	N	D	VD
How Satisfied are you with the:					
28. Philosophy of the Department of Nursing	4	3	2	1	0
29. Mission of the College	4	3	2	1	0
30. Mission of the Department of Nursing	4	3	2	1	0
31. college's support for the professional growth of the faculty	4	3	2	1	0
32. atmosphere of academic freedom	4	3	2	1	0
33. atmosphere of academic freedom	4	3	2	1	0
34. sense of accomplishment you receive from your work	4	3	2	1	0
35. support given by the college for faculty research	4	3	2	1	0
36. variety of research projects supported the College	4	3	2	1	0
37. variety of research projects supported by the Department of Nursing	4	3	2	1	0
38. recognition given by the college for research activities	4	3	2	1	0
39. support given by the college for community service	4	3	2	1	0
40. degree of technical support available to you	4	3	2	1	0

Item

	VS	S	N	D	VD
41. variety of community service projects supported by the college	4	3	2	1	0
42. recognition given by the college for community service	4	3	2	1	0
43. work you do with clients in the clinical environments	4	3	2	1	0
44. interactions with students in the clinical setting	4	3	2	1	0
45. interactions with the students in the classroom setting	4	3	2	1	0
46. work you do with staff at clinical agencies	4	3	2	1	0
47. Overall, I feel _____ about my position as a faculty member	4	3	2	1	0

Please continue using the scale below:

Item

	VI	I	U	NVI	NAI
How important were the following items in your decision to become a nurse educator:					
48. I like to teach	4	3	2	1	0

49. No weekends	4	3	2	1	0
50. Summer off	4	3	2	1	0
51. Ability to do research	4	3	2	1	0
52. Autonomy	4	3	2	1	0
53. Enjoy working with students	4	3	2	1	
54. Salary	4	3	2	1	0
55. Benefits	4	3	2	1	0
56. Tuition benefits	4	3	2	1	0
57. Direct patient care is available	4	3	2	1	0
58. Invested in learning	4	3	2	1	0
59. Impact on profession	4	3	2	1	0
60. Job security	4	3	2	1	0
61. Opportunity for advancement	4	3	2	1	0
62. Enjoy working with like-minded colleagues	4	3	2	1	0
63. Enjoy the challenge of teaching	4	3	2	1	0
64. Flexibility	4	3	2	1	0
65. Less physical stress	4	3	2	1	0

Please circle the appropriate number on the scale provided for each question below:

66. On a scale of 0-10, how satisfied are you with your position as a nursing faculty?

Not at all = 0   1   2   3   4   5   6   7   8   9   10 = very satisfied

67. On a scale of 0-10, how likely would you be to recommend a nurse to become a nurse educator?

Not at all = 0   1   2   3   4   5   6   7   8   9   10 = very likely

Please answer the following questions:

1. Year of birth: _____

2. Gender: female: _____ male: _____

3. Number of years as a Registered Nurse: _____ years

4. Number of years as a Registered Nurse in New Hampshire: _____ years

5. Number of years of teaching: _____ years

6. Number of years at present institution: _____ years

7. Number of years to retirement: _____ years

8. Highest educational degree: _____

9. The type of nursing program which I work with is: (Select all that apply)

    a. Associate Degree
    b. Diploma
    c. Baccalaureate Degree
    d. Masters Degree
    e. Doctoral Degree
    f. Practical

10. What is your current status at your Institution?
(Select the appropriate letter)

    g. tenured faculty member
    h. non-tenured faculty member
    i. tenure-track faculty member
    j. working in an institution which does not offer a tenure system
    k. adjunct faculty/per course faculty
    l. clinical untenured faculty

11. My current position title is:
(Select the appropriate letter)

    m. Adjunct Clinical Instructor
    n. Full-time Clinical Instructor
    o. Assistant professor
    p. Associate professor
    q. Professor
    r. Other _____

12. My current position is:

a. Full-time
b. Part-time

13. (Link to this question if answer to #11 is Full-time)
Current 9 month salary range: _____

14. My Institution is:

a. Public
b. Private

15. During the Academic year, on average, how many hours do you spend per week . . .(Please take your time to calculate your most accurate totals for each)

    a. in the classroom: _____hours

    b. in clinical with students: _____ hours

    c. preparing for teaching: _____ hours

    d. grading/evaluating students: _____ hours

    e. advising/meeting with students: _____ hours

    f. performing committee work: _____ hours

    g. performing research activities: _____ hours

    h. developing a course: _____ hours

    i. working as a Registered Nurse in your own clinical practice: _____ hours

16. During the summer months:

    a. Do you continue to practice in a clinical setting? Yes ____ No ____
       If Yes, how many hours do you work per week? _____ hours/week

    b. Do you teach during the summer months? Yes _____ No _____
       If yes, how many hours do you teach per week? _____ hours/week
       If yes, how many hours of preparation and evaluation time do you spend per week? _____ hours/week

    c. How many hours a week do you hold a paid position?

17. Did you retire BEFORE being recruited to fill a faculty position?
    Yes _____ No _____

(If yes, this will link to the following questions, therefore I will not have to write "if yes" in the beginning of the following question)

18. How long were you retired before returning to teaching?

_____ Months

19. What 3 aspects of your role as a nurse educator would you change? (There will be a comment box provided in electronic format)

Thank you for participating in this project.

If you would like a copy of the results of this study, please provide your name and address below.

APPENDIX D

Modified NFSQ Pilot Testing Request Letter

Dear Nurse Faculty,

As a graduate nursing student at the University of New Hampshire, I am conducting a study on nursing faculty satisfaction. Prior to the study I am requesting your expert opinion in evaluating my questionnaire, the Modified Nursing Faculty Satisfaction Questionnaire (MNFSQ). The questionnaire takes approximately 15 minutes to complete and is attached.

Please save a copy of the questionnaire to your computer so you will be able to insert any comments, save, and return to me via email attachment. When answering each question please "**Bold**" the number corresponding to your selection in the questionnaire. While completing the questionnaire please feel free to make any corrections if errors are noted. In addition, I would appreciate your suggestions for any additional questions if there are any areas pertaining to nursing faculty that are not addressed. Finally, please complete the *Evaluation of Instrument* page at the end of the questionnaire.

Once you have completed the above review and saved all of your answers and feedback on your questionnaire, please return this Word Document via email attachment to pattipuglisi@yahoo.com. I understand that your time is very valuable and I deeply appreciate your expert participation in this instrument testing. I look forward to receiving your completed materials by August 18, 2006.

Sincerely,

Patricia M. Puglisi RN, BS

APPENDIX E

University *of* New Hampshire

Research Conduct and Compliance Services, Office of Sponsored Research
Service Building, 51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

8/11/2006

Puglisi, Patricia
Nursing, Hewitt Hall
170 Perley Street
Manchester, NH 03104

IRB #: 3771
Study: Job Satisfaction of New Hampshire Nursing Faculty
Approval Date: 8/8/2006

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Exempt as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 101(b). Approval is granted to conduct your study as described in your protocol.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the attached document, *Responsibilities of Directors of Research Studies Involving Human Subjects.* (This document is also available at http://www.unh.edu/osr/compliance/irb.html.) Please read this document carefully before commencing your work involving human subjects.

Upon completion of your study, please complete the enclosed pink Exempt Study Final Report form and return it to this office along with a report of your findings.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,

Julie F. Simpson
Manager

cc: File
    Fetzer, Susan

APPENDIX F

Job Satisfaction of New Hampshire Nursing Faculty
Informed Consent Information

You are invited to participate in a research project that will anonymously study nursing faculty job satisfaction in New Hampshire. This project is being conducted by Patricia M. Puglisi RN, BS, a graduate student in the Department of Nursing at the University of New Hampshire (UNH). The use of human subjects in this project has been approved by the UNH Institutional Review Board (IRB) for the Protection of Human Subjects in Research. Please read the following statements. If you understand them and agree to participate, please click on the link at the bottom to indicate your consent and go to the first screen of the survey.

- You should understand that participation in this project requires you to (1) provide information about yourself, and (2) respond to survey questions.

- You should understand that participation in this research project requires you to respond to a survey. You should further understand that if you choose to enter the raffle to win one of three gift certificates to Barnes and Noble, this identifying information will be kept separately from your responses to the actual survey which is anonymous.

- You should understand that the actual survey is anonymous and will take approximately 15 minutes. You should understand that some questions in the anonymous survey will ask you about your job that may cause you discomfort.

- Your participation is purely voluntary and you are free to withdraw your consent and discontinue participation at any time. You should understand that your responses to the survey will be anonymous as a result of the random coding methodology utilized by Survey Monkey, and kept confidential to the extent possible considering transmission over the internet.

- You should understand that the results of this research may be published or reported to scientific bodies, and that any such reports or publications will be reported in a group format. Thus, no individual identity will be determinable through demographic variables such as age or gender.

- You should understand that this project is not expected to present any greater risk of your loss of personal privacy than you would encounter in everyday life when sending and/or receiving information over the internet. You should also understand that while it is not possible to identify all risks in such research, all reasonable efforts have been undertaken to minimize any such potential risks. Further, you should understand that any form of communication over

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the internet does carry a minimal risk of loss of confidentiality. You should understand that the responses that you provide will not be encrypted but that the following steps have been taken to minimize any risk to confidentiality: (1) identifying information such as your name, collected for compensation purposes will be stored separately from responses to the actual survey which is anonymous, (2) information provided for compensation purposes is removed daily from the server and destroyed after reported to receive compensation, and (3) ALL of the information provided will be stored in a password protected environment and that password is known only to the principal investigator, named above.

- You should understand that you are not expected to receive any direct benefits from your participation (other than compensation stated) but that the investigator hopes that the information gained here may benefit society indirectly.

- You should understand that if at any time you have questions or concerns about any procedure in this project, you may email the investigator at ( ) , speak with the investigator by calling ( ) or ask them at the end of the survey. You should also understand that you will be able to request a summary of the findings. If you have questions about your rights as a research subject, you may contact Julie Simpson in UNH Office of Sponsored Research, 603-862-2003 or at Julie.simpson@unh.edu.

- Please respond to this survey within 3 weeks. A reminder email will be sent at 2 weeks.

CLICK HERE if you have read these statements, understand them, and consent to participate.

APPENDIX G

<u>Job Satisfaction of New Hampshire Nursing Faculty Debriefing Sheet</u>

Thank you for completing the survey!! This page will further explain the purpose of the survey research you have just participated in. After you are finished viewing this page and have submitted your answers by clicking on the button at the bottom of the page, it is recommended you exit or quit your Web browser to eliminate the possibility (which varies depending on your computer and browser) that your responses could be viewed by hitting the "back" button.

It is <u>critical that you do not discuss or show the information</u> on this page with any of your friends who might complete the survey or speak with someone else who might. This is to avoid invalidation the results of the study. We would like to remind you that all the data you just provided will be kept in a confidential and anonymous manner. Remember too that any identifying information you provided for entry into the gift certificate raffle will not be connected with your survey answers as a result of Survey Monkey technology and will be used ONLY to provide the appropriate compensation, and will be destroyed immediately following this notification.

Because you have invested time in this study, you may have an interest in what we hope to find from your results. The purpose of this study is to answer the following research questions: (a) What is the prevalence of nurse faculty satisfaction in New Hampshire and (b) What factors are related to nurse faculty satisfaction in New Hampshire.

If you have questions about this survey or would like a copy of the results (available December 31, 2006) please <u>click now</u> or call me at the number below. Thank you again for your interest and participation. Now, it's time to submit your answers.

CLICK HERE if you have read this information and want to keep your responses to the survey.

CLICK HERE if you have read the information and want to remove your responses from the data file.

Principal Investigator: Patricia M. Puglisi RN, BS
University of New Hampshire
Department of Nursing
Hewitt Hall
Durham, NH
Phone: ( )
Email: ( )

APPENDIX H

Reminder Email

Hello again,
This is a reminder email requesting your participation in my Research Thesis Survey of NH Nursing Faculty. See the forwarded letter and survey link below.

If you have already completed your survey, I would like to thank you, and ask that you please disregard this email.

For those of you who have not had an opportunity to participate yet, I am hopeful you will join the 55 other Nursing Faculty in NH (out of 161) that have already submitted their responses. Your opinion and ideas are invaluable to the state of NH in regards to the nursing and Faculty shortage.

Please try to complete the survey sometime during the upcoming week and remember you can go to the survey any time, day or night, to submit your responses. I will need to close the survey by midnight Sunday December 10, 2006 to begin analysis of the data.

Thank you again for your time and consideration.

Sincerely,
Patricia M. Puglisi RN, BS