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Nurse Faculty Perceptions of Role Stress and Faculty-to-Faculty Incivility

Anne Kraft Kleinhesselink
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Walden University

College of Health Sciences

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Anne Kraft Kleinhesselink

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Walden University
2019

Abstract

Nurse Faculty Perceptions of Role Stress and Faculty-to-Faculty Incivility

by

Anne Kraft Kleinhesselink

MSN, Walden University, 2011

BSN, University of Iowa, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

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Walden University

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Abstract

The purpose of this study was to determine the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility using the stressor-emotion model of counterproductive work behaviors. A convenience sample of 79 nurse faculty from 39 undergraduate nursing programs in Iowa responded to an online survey. The survey consisted of two instruments: Workplace Incivility Civility Scale and Role Strain Scale. Findings revealed 76 participants perceived incivility as a problem and identified stress ($n = 64$) and demanding workloads ($n = 54$) as contributing factors. Pearson correlation results revealed a positive relationship between experienced incivility and nurse faculty perceptions of role stress ($r = .509, p < .001$), role conflict ($r = .506, p < .001$), role ambiguity ($r = .560, p < .001$) role overload ($r = .298, p < .008$). Pearson correlation results further revealed a positive relationship exists between three constructs of role stress (role conflict, role ambiguity, and role overload) and each of the three constructs of experienced faculty-to-faculty incivility (hostility towards individuals, self-serving behaviors, and hostility towards work environment). Limitations included a convenience sample limited to undergraduate programs in one state. Future research should replicate this study in larger diverse populations and educational settings. Positive social change includes the recruitment and retention of nurse faculty who can grow and advance in a healthy academic work environment.

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Dedication

This dissertation is dedicated to my remarkable family, friends, and nursing colleagues. To my husband and children, thank you for your steadfast support and patience. Your love and constant encouragement made this journey possible. To my brothers, yes, this does mean I am finally done with school. To my late mother and father, thank you for instilling in me the foundational values that have helped me to achieve great things in my life and professional career. To my nursing colleagues, thank you for your inspiration and encouragement.

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Table of Contents

List of Tables	v
List of Figures	vi
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background	3
Problem Statement	7
Purpose of the Study	9
Research Question	10
Conceptual Framework.....	11
Nature of the Study	11
Definition of Terms.....	12
Assumptions.....	13
Delimitations and Scope	14
Limitations	15
Significance.....	15
Implications for Social Change.....	16
Summary	18
Chapter 2: Literature Review	19
Introduction.....	19
Literature Search Strategy.....	20
Conceptual Framework.....	21

Major Hypotheses and Characteristics.....	21
Application of Model.....	25
Rationale for the Use of Stressor-Emotion Model of CWB	27
Literature Related to Role Stress	27
Role Stress	29
Role stress in Academe and Nursing Education	32
Role Stress and Incivility	35
Literature Related to Incivility.....	39
Incivility in the Workplace	42
Incivility in Academe.....	49
Incivility Between Faculty in Nursing Academe.....	57
Synthesis of Research Findings	62
Summary.....	63
Chapter 3: Research Method.....	66
Introduction.....	66
Research Design and Rationale	66
Methodology.....	68
Population	68
Sampling and Sampling Procedures	69
Procedures for Recruitment, Participation, and Data Collection.....	70
Instrumentation, Reliability, and Validity	71
Operationalization.....	73

Data Analysis Plan	75
Threat to Validity	76
Ethical Considerations	76
Summary	77
Chapter 4: Results	78
Introduction	78
Data Collection	78
Baseline Descriptive and Demographic Data	80
Descriptive Data on Faculty-to-Faculty Incivility	83
Summary of the Study Results.....	85
Detailed Analysis of the Study Results.....	87
Inferential Statistics	87
Descriptive Statistics of the Variables	88
Research Questions and Hypotheses Correlations.....	90
Summary	98
Chapter 5: Discussion, Conclusions, and Recommendations	99
Introduction.....	99
Summary of Key Findings	99
Role Stress and Experienced Incivility	100
Role Conflict and Experienced Incivility	101
Role Ambiguity and Experienced Incivility	101
Role Overload and Experienced Incivility.....	102

Interpretation of Findings	102
Findings Relative to the Literature	103
Findings Relative to the Conceptual Framework.....	108
Limitations of Study	110
Recommendations.....	112
Implications for Positive Social Change.....	113
Conclusions.....	115
References.....	117
Appendix A: Stressor-Emotion Model Copyright Approval	143
Appendix B: Workplace Incivility Civility Survey	144
Appendix C: Role Strain Scale	150
Appendix D: Role Strain Scale Approval.....	157
Appendix E: Workplace Incivility Civility Survey Copyright	158
Appendix F: Participant Demographic Characteristic Survey Items	162

List of Tables

Table 1. Frequencies and Percentages for Participant Demographics	81
Table 2. Frequencies and Percentages for Academic Environment Characteristics.....	82
Table 3. Frequencies and Percentages for Perceptions of Incivility.....	84
Table 4. Cronbach’s Alpha Reliability Statistics for RSS, WICS, and Subscales.....	88
Table 5. Descriptive Statistics for the RSS, WICS, and Subscales	90
Table 6. Pearson Correlation Matrix between Experienced Faculty-to-Faculty Incivility, Three Subscales of Experienced Faculty-to-Faculty Incivility, Role Strain Scale, and Role Conflict Subscale.....	93
Table 7. Pearson Correlation Matrix between Experienced Faculty-to-Faculty Incivility, Three Subscales of Experienced Faculty-to-Faculty Incivility, and Role Ambiguity Subscale	95
Table 8. Pearson Correlation Matrix between Experienced Faculty-to-Faculty Incivility, Three Subscales of Experienced Faculty-to-Faculty Incivility, and Role Overload Subscale	98

List of Figures

Figure 1. Stressor-emotion model of counterproductive work behavior	22
Figure 2. Scatterplot to assess linearity and homoscedasticity between nurse faculty perceptions of role conflict and experienced faculty-to-faculty incivility.....	91
Figure 3. Scatterplot to assess linearity and homoscedasticity between nurse faculty perceptions of role ambiguity and experienced faculty-to-faculty incivility.....	94
Figure 4. Scatterplot to assess linearity and homoscedasticity between nurse faculty perceptions of role overload and experienced faculty-to-faculty incivility.	97

Chapter 1: Introduction to the Study

Introduction

The imminent nurse shortage in the United States underscores the necessity to recruit and retain nurse faculty to train an adequate number of nurses to meet the growing healthcare workforce demands. The American Association of College of Nursing (The American Association of College of Nursing [AACN], 2017) reported that 64,067 qualified nursing student applicants were denied admission to baccalaureate and graduate nursing programs due to a lack of nursing faculty, budget constraints, clinical site availability and preceptors, and limited classroom space. A survey of 821 nursing schools across the United States identified a total of 1,567 faculty vacancies in baccalaureate and graduate programs of nursing (AACN, 2016). The inadequate number of nurse faculty as a precursor to turning away qualified nursing student applicants is of grave concern given the impending nursing shortage. The challenge is building a sustainable nurse faculty workforce while preventing an increase in the number of nurse faculty leaving their positions.

A factor contributing to the nurse faculty shortage is the complexity of the faculty role (Clark & Springer, 2010). Faculty may suffer from role-related stressors such as role conflict, role ambiguity, and role overload as they navigate the multifaceted roles of research, teaching, and service. Many faculty members feel increased pressure and stress to pursue goals in multiple domains and to succeed in numerous and diverse roles (Clark & Springer, 2010; Twale & DeLuca, 2008). Conflicting and ambiguous roles may require faculty to make difficult decisions on how to spend their time, resulting in stress.

Stress is defined as “an unpleasant emotional experience associated with elements of fear, dread, anxiety, irritation, annoyance, anger, sadness, grief, and depression” (Motowidlo, Packard, & Manning, 1968, p. 618). Role stress occurs when role expectations are ambiguous, conflicting, and difficult to meet (Hardy, 1978). Elevated levels of role stress have been linked to physiological distress, psychological distress, occupational strain, job dissatisfaction, burnout, and increased intent to leave one’s job (Beehr, 1995; Conley & You, 2009; Kahn, 1990). The added intricacy of the nurse faculty role compounds the potential for role stress among nurse faculty.

The nurse faculty role is complex and multifaceted. Faculty are required to navigate an institution’s tripartite mission of research, teaching, and service. The faculty role requires teaching, mentoring students, managing programs and courses, developing curricula, increased research productivity, and service to the university, profession, and community. In addition to the traditional faculty role, nurse faculty must maintain clinical expertise to effectively and competently instruct students in the lab and clinical settings. Instruction in these settings is more intensive due to the continuous one on one interactions with students and patient care and safety concerns. Additionally, many nurse faculty maintain clinical practice and participate in professional nursing organizations. Multiple, and often conflicting responsibilities of the nurse faculty role may result in role stress and contribute to the phenomenon of faculty-to-faculty incivility.

Faculty-to-faculty incivility may significantly impact the nurse faculty work environment, faculty well-being, learning environment, and the organization. Clark (2017) noted that incivility in nursing education could negatively impact the learning

environment, the reputation of the nursing department, and subsequently impact patient safety. Incivility can have physical, psychological, and emotional consequences resulting in decreased job satisfaction, creativity, and productivity and increased stress and turnover (Clark, Olender, Kenski, & Cardoni, 2013; Peters, 2014; Porath & Pearson, 2013). In itself, uncivil relationships with colleagues at work may present a significant stressor for nurse faculty. Victims of incivility may experience behavioral, psychological, and physiological symptoms leading to emotional and behavioral responses that result in increased faculty stress and increased cost to the institution (Hollis, 2017). Decreasing faculty-to-faculty incivility may improve the nurse faculty work environment and overall faculty well-being while decreasing the costs incurred by academic institutions.

Chapter 1 includes background information and research questions that I used to guide this study. I describe the problem, purpose of the study, and knowledge gap that exists on nurse faculty perceptions of role stress and faculty-to-faculty incivility. I also present the conceptual framework, nature of the study, definitions, assumptions, scope, limitations, and significance for this study.

Background

The imminent shortage of nurse faculty presents a significant challenge for academic nurse leaders to provide a work environment that facilitates the recruitment and retention of qualified nurse faculty. Recruitment and retention of qualified nurse faculty is a significant step in addressing the nurse faculty shortage by ensuring an adequate number of nurses enter the healthcare workforce. The National League for Nursing (The National League for Nursing [NLN], 2015) reported that 34,200 nursing faculty are

needed by the year 2022 to meet the growing demand for nurses in the practice setting. Factors cited as contributing to the nurse faculty shortage include high faculty workload, the advancing age of faculty, increasing faculty retirement and attrition, noncompetitive compensation compared to the private sector, job stress, a lack of institutional support for research and community service, and decreased interest in the nurse faculty role (AACN, 2016; Bittner & Bechtel, 2017; Clark & Spring, 2010; Luparell, 2007, 2011; NLN, 2015). The pressure to increase enrollment of qualified nursing applicants in undergraduate and graduate programs of nursing and increased nurse faculty workload compounds the perception of stress within the nurse faculty role (Waldrop & Chase, 2014). Thus, a greater understanding of the needs of nurse faculty and nurse faculty perceptions of role stress is needed to address the looming shortage of nursing faculty.

The academic environment poses unique challenges for nurse faculty. The tripartite mission of institutions of higher education is composed of faculty teaching expectations, engaging in research and scholarly activities, and active participation in service to the institution, community, and profession. Faculty must balance productivity in each domain while navigating the capitalistic and competitive environment of teaching, promotion and tenure, grant acquisitions, research, publications, and service contributions (Clark et al., 2013; Peters, 2015; Shin & Jung, 2014; Twale, 2017; Twale & DeLuca, 2008). In addition to the traditional faculty role, most nurse faculty spend considerable time supervising students in the clinical and laboratory setting where the responsibility for student learning and patient safety add to the complexity of the nurse faculty role. Nurse faculty must maintain clinical competency and often engage in private

clinical practice. The multiple, diverse, and often ambiguous expectations and responsibilities of the nurse faculty role place overwhelming, and often conflicting, demands on nurse faculty time, resources, energy, and priorities. The complexity and competitiveness of the nurse faculty role may result in role stress in the form of role conflict, role ambiguity, and role overload.

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) introduced the concept of role stress which included the work-related stressors of role conflict, role ambiguity, and role overload. Individuals may experience role stress when role expectations and demands are conflicting, unclear, or overly taxing (Taylor & Kluemper, 2012). Previous research on work stressors and organizational outcomes identified hindrance stressors, such as role conflict and role ambiguity, as commonly appraised as potential threats to personal growth and goal attainment and tend to evoke negative attitudes and emotions resulting in strain (LePine, Podsakkof, & LePine, 2005; Podsakkof, LePine, & Lepine, 2007). Researchers found that hindrance stressors were negatively associated with job satisfaction, individual performance, and organizational commitment and positively related to turnover intentions, turnover, and withdrawal behavior. These findings are consistent with Spector and Fox's (2005) stressor-emotion model of counterproductive work behaviors (CWB) that posits work stressors appraised as threatening elicit negative emotions and subsequently resulting in counterproductive work behaviors. The resulting emotions, attitudes, and behaviors of role stress can have serious implications for nurse faculty well-being, institutional cost and effectiveness, and student learning.

The manifestation of role stress may result in significant costs to the individual, institution, and the learning environment. Role stress as a byproduct of conflict, ambiguity, and overload in the nurse faculty role increases the potential for emotional, physiological, psychological, and behavioral reactions. Elevated levels of role stress have been linked to physiological distress such as high blood pressure and migraines, psychological distress, occupational strain, job dissatisfaction, burnout, increased tendency to become victims of harassment, and increased intent to leave one's job (Beehr, 1995; Bowling & Beehr, 2006; Conley & You, 2009; Kahn, 1990; Taylor & Kluemper, 2012). Turnover, lower productivity, absenteeism, and health problems cost institutions nearly \$300 billion annually (Leiter & Maslach, 2005). Nurse faculty experiencing excessive role stress may be less accessible to colleagues and decrease participation in institutional functions and committee work (Klenke-Hamel & Mathieu, 1990). Role stress can negatively impact the learning environment as compromised student interactions may interfere with student learning as nurse faculty withdraw from student interactions or take frustrations out on students (Wright & Hill; 2015). Stressful work conditions, coupled with nurse faculty emotional and behavioral reactions to role stress, make the academic environment ripe for uncivil behavior.

Faculty-to-faculty incivility can flourish in stressful and competitive academic environments. Academe provides an ideal environment for incivility given the organizational, social, and power structures that lend to conflicting, ambiguous, and demanding faculty expectations (Twale, 2017; Twale & De Luca, 2008; Young, 2017). The literature revealed that bullying and incivility in higher education may be more

prevalent than in the general population (Hollis, 2017; Young, 2017). Two studies of 4-year colleges and universities ($n = 401$) and community colleges ($n = 200$) found that 62% and 64% of respondents, respectively, were affected by bullying as compared to 37% of the general population (Hollis, 2015, 2016; Namie & Namie, 2009). Recent research demonstrated similar findings among faculty members in nursing education. Clark et al. (2013) conducted a national study on faculty-to-faculty incivility and found that 68% of nurse faculty perceived faculty-to-faculty incivility to be a moderate or serious problem. In a study exploring nurse faculty incivility and resonant leadership, Casale (2017) found a majority of nurse faculty perceive faculty-to-faculty incivility to be a mild (35.5%) to serious (21.7%) problem with only 8.7% stating that faculty-to-faculty was not a problem. Emerging research demonstrated that the prevalence and frequency of faculty-to-faculty incivility in nursing education is of serious concern and warrants further exploration. Research conducted on nurse faculty role stress as a possible contributing factor to faculty-to-faculty incivility was not found in the literature, revealing a significant gap in knowledge. Therefore, it is imperative to conduct research exploring the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility to adequately address the problem and to improve nurse faculty job satisfaction, productivity, and retention.

Problem Statement

In this study, I explored the problem of perceived role stress among nurse faculty as a potential contributing factor in the nature and frequency of faculty-to-faculty incivility in nursing education. Incivility in academic nursing has garnered the attention

of researchers as the nature and frequency of incivility has become increasingly problematic and may adversely affect the academic environment, students, faculty, and organizational cost and effectiveness (Clark, 2008a, 2008b, 2008c, 2013, 2017; Clark, Olender, Cardoni, & Kenski, 2011; Clark et al., 2013; Clark & Springer, 2007, 2010; Grust; 2013; Hollis, 2015, 2017; Lachman, 2014; Shanta & Eliason, 2014). Incivility occurs between student-to-faculty, student-to-student, and faculty-to-faculty and includes actions of academic dishonesty, disruptive activities in the classroom, intimidation, bullying, and behaviors that range from disrespectful to potentially violent (Clark, 2013; Clark et al., 2013; Gallo, 2012). Researchers exploring incivility in nursing education have focused primarily on student-to-student, faculty-to-student, and student-to-faculty incivility. While significant research has focused on uncivil behaviors between students and faculty, less research has investigated incivility between nurse faculty members with even less attention focused on factors contributing to faculty-to-faculty incivility.

Faculty-to-faculty incivility may have a significant impact on the nurse faculty work environment; resulting in physical, psychological, and emotional consequences (Clark et al., 2013). Clark et al. (2013) conducted a national study on faculty-to-faculty incivility and found 68% of faculty perceived faculty-to-faculty incivility to be a moderate or serious problem. Faculty identified stress (72%), demanding workloads (70%), and unclear role expectations and responsibilities (66%) as contributing factors to faculty-to-faculty incivility. Incivility among nurse faculty poses a significant threat to the nurse faculty shortage and subsequent shortage of practicing nurses through its impact on the academic work and learning environments and the recruitment and retention of

qualified nurse faculty. Research conducted on nurse faculty role stress as a possible contributing factor to faculty-to-faculty incivility was not found in the literature, revealing a significant gap in knowledge. Therefore, it is imperative to conduct research exploring the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility to adequately address the problem and to improve nurse faculty job satisfaction, productivity, recruitment, and retention.

Purpose of the Study

The purpose of this study was to determine if a relationship exists between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility among nurse faculty teaching in undergraduate nursing programs in one Midwestern state. For this study, I defined role stress as role conflict, role ambiguity, and role overload. Findings to date suggest incivility posed significant consequences for nursing students, faculty, and academic institutions resulting in increased stress and faculty turnover and decreased creativity, productivity, and job satisfaction (Clark et al., 2013; Peters, 2014; Porath & Pearson, 2013). Faculty-to-faculty incivility may have a significant impact on the nurse faculty work environment; resulting in physical, psychological, and emotional consequences (Clark et al., 2013). Research is necessary to identify factors that contribute to faculty-to-faculty incivility to improve the work environment for nurse faculty which may help alleviate the nurse faculty shortage.

Research Question

To gather information on the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility among nurse faculty teaching in undergraduate nursing programs in one Midwestern state, three research questions were required.

Research Question 1 (RQ1): Is there a relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility?

Null Hypothesis (H_01): There is no relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility.

Alternative Hypothesis (H_a1): There is a relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility.

Research Question 2 (RQ2): Is there a relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility?

Null Hypothesis (H_02): There is no relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility.

Alternative Hypothesis (H_a2): There is a relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility.

Research Question 3 (RQ3): Is there a relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility?

Null Hypothesis (H_03): There is no relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility.

Alternative Hypothesis (H_a3): There is a relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility.

Conceptual Framework

The conceptual framework for this study was Spector and Fox's (2005) stressor-emotion model of CWB. The stressor-emotion model of CWB is used to explain the association between environmental stressors and CWB, suggesting that stressful work conditions may lead to feelings of negative emotion and play a key role in the instigation of counterproductive acts in the workplace (Spector & Fox, 2005). Environmental stressors are environmental characteristics, situations, or events perceived as threatening to goal attainment and lead to negative emotional responses (Jex, Beehr, & Roberts, 1992; Lazarus, 1991). The stressor-emotion model of CWB builds on previous frustration-aggression theories that suggest when dealing with frustration and negative emotions as a result of environmental stressors, individuals act on those emotions through negative actions and aggression (Dollard, Doob, Miller, Mowrer, & Sears, 1939; Spector, 1975; Fox & Spector, 1999). Individuals continually monitor their environment for potential threats. When an individual perceives a situation or event as threatening, the consequential negative emotions create a propensity to react. The behavioral reaction may be in the form of counterproductive, or uncivil behaviors. Although the stressor-emotion model has received some empirical support in predicting CWB, there is limited research in its use in explaining acts of incivility.

Nature of the Study

In this quantitative, descriptive, correlational study, I examined the relationship between nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility.

A quantitative correlational research design was consistent with the purpose and research question to examine the significance and strength of relationships and patterns between nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility in undergraduate nursing education.

Definition of Terms

Bullying: was defined as “harassing, offending, socially excluding someone or negatively affecting someone's work tasks. It has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., at least six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts” (Einarsen, Hoel, Zapf, & Cooper, 2003, p. 15).

Counterproductive work behaviors: were defined as “volitional acts that harm or intend to harm an organization or the organization and their stakeholders” (Spector & Fox, 2005, p. 151).

Faculty-to-faculty incivility: was defined as “any behavior on the part of faculty that is disrespectful, rude, offensive, self-serving, or otherwise denigrates colleagues in any way or form” (Clark & Carnosso, 2008, p. 458).

Incivility: was defined as “a range of rude or disruptive behaviors or failing to take action when action is warranted; these behaviors and inactions may result in psychological or physiological distress for the people involved, and if left unaddressed,

may progress into threatening situations (or result in temporary or permanent illness or injury)” (Clark, 2017, p. 14).

Role: was defined as “a set of expectations about behavior for a position or social structure” (Rizzo, House, & Lirtzman, 1970).

Role ambiguity: was defined as the individual’s uncertainty or discrepancy of information necessary to fulfill their expected role (Kahn et al., 1964; Rizzo et al., 1970).

Role conflict: was defined as an incompatibility between role expectations of two or more individuals or between aspects of a single role (Kahn et al., 1964; Rizzo et al., 1970).

Role overload: was defined as an individual’s perception that work demands and responsibilities exceed their capabilities given limited resources or abilities (Rizzo et al., 1970).

Role stress: was defined as “a condition in which role obligations are vague, irritating, difficult, conflicting, or impossible to meet” (Hardy, 1978, p. 76). Role stress is further delineated as role conflict, role ambiguity, and role overload (Kahn et al., 1964).

Undergraduate nursing programs: were defined as associate and baccalaureate educational degree programs that prepare registered nurse graduates at the community, 2-year, or 4-year college level for registered nurse licensure.

Assumptions

Several methodological assumptions were foundational to this study. First, I assumed that a purposive convenience sample of nurse faculty teaching in undergraduate nursing programs would include nurse faculty who have experience with faculty-to-

faculty incivility and provide information relevant to this study. I also assumed nurse faculty were willing to participate in the study, have the skills and comfort level to use an online survey format, and would respond honestly to all survey items.

Several assumptions of this phenomenon were foundational to this study. First, I assumed that nurse faculty would perceive some degree of role stress when working in academe due to the multifaceted and complex faculty role. I also assumed that characteristics unique to the nurse faculty role, such as teaching in the clinical setting and maintaining clinical competency, increase the likelihood of perceived role stress. Finally, based on my assumption that role stress exists among nurse faculty, I assumed that role stress would adversely affect the nature and frequency of faculty-to-faculty incivility in undergraduate nursing education.

Delimitations and Scope

The scope of the study included nursing faculty teaching in undergraduate nursing programs in Iowa. The study was limited to undergraduate nursing programs and did not include graduate nursing programs. The study did not include other educational settings or educational programs within institutions of higher learning outside of nursing. The variables of the study included nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility. The stressor-emotion model of CWB was used to theorize environmental stressors might elicit negative emotions in some individuals and that personality characteristics, and perceived levels of control may influence perceptions of stress and emotional reactivity. This study did not include the constructs of negative

emotion, personality, and perceived control as they pertain to nurse faculty perceptions of role stress and incivility among nurse faculty.

Limitations

I identified several limitations in this study. The sample was limited to one Midwestern state and may not be representative of the population, thus limiting generalizability outside of Iowa. Participants' responses reflected their perceptions at one point in time and may not have accounted for external variables, such as personal stressors, that may have affected their responses to survey items. The use of a purposive convenience sample may have resulted in sampling bias. Utilizing an online survey may have led to response bias as nurse faculty may have over or under-report their perceptions of role stress and faculty-to-faculty incivility. Lastly, the sensitive nature of role stress and faculty-to-faculty incivility may have deterred nurse faculty from responding honestly to survey items for fear of identification, retaliation, or psychological distress.

Significance

Recruiting and retaining qualified nurse faculty are essential to meet the growing demand for professional nurses. The AACN (2017) reported that 64,067 qualified nursing student applicants were denied admission to undergraduate and graduate nursing programs due to a lack of nurse faculty, budget constraints, clinical site availability and preceptors, and limited classroom space. The inadequate number of nurse faculty as a precursor to turning away qualified nursing student applicants is of grave concern given the impending nursing shortage. Academic leaders must identify and address factors that

negatively impact the nurse faculty academic work environment and their intent to remain in academia to stem the nurse faculty shortage.

Emerging research on incivility in nursing education has focused primarily on the prevalence and negative consequences of student-to-student, student-to-faculty, and faculty-to-student incivility. In a quantitative study of faculty-to-faculty incivility in nursing schools across the United States, Clark et al. (2013) found that 68% of nursing faculty perceived faculty-to-faculty incivility as a moderate or serious problem. There is a dearth of research on incivility among nurse faculty; and to date, no studies exist on nurse faculty perceptions of role stress and its impact on the nature and frequency of faculty-to-faculty incivility.

Implications for Social Change

The recruitment and retention of qualified nurse faculty are essential in meeting the growing demand for nursing professionals in the healthcare workforce. The NLN (2015) reported that 34,200 nursing faculty are needed by the year 2022 to meet the growing demand for nurses in the practice setting. Factors cited as contributing to the nurse faculty shortage include: high faculty workload, the advancing age of faculty, increasing faculty retirement and attrition, noncompetitive compensation compared to the private sector, job stress, a lack of institutional support for research and community service, and the complexity and decreased interest in the nurse faculty role (AACN, 2016; Bittner & Bechtel, 2017; Clark & Spring, 2010; Luparell, 2007, 2011; NLN, 2015). Characteristics inherent in the faculty role may expose nurse faculty to role-related

stressors such as role conflict, role ambiguity, and role overload as they navigate the multifaceted roles of research, teaching, and service.

Research conducted on nurse faculty role stress as a possible contributing factor to faculty-to-faculty incivility was not found in the literature, revealing a significant gap in knowledge. However, Casale (2017) found a majority of nurse faculty perceive faculty-to-faculty incivility to be a mild (35.5%) to serious (21.7%) problem with only 8.7% of participants stating faculty-to-faculty incivility was not a problem. Furthermore, faculty-to-faculty incivility may have a significant impact on the nurse faculty work environment, resulting in physical, psychological, and emotional consequences (Clark et al., 2013). These findings suggest faculty-to-faculty incivility may pose a significant threat to a healthy academic work environment and the recruitment and retention of nurse faculty.

Exploration of nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and its relationship to the nature and frequency of faculty-to-faculty incivility may affect positive social change by identifying factors that contribute to the nurse faculty shortage. My research of this phenomenon advanced current knowledge of the nurse faculty role, factors that influence perceptions of role stress, and to what extent role stress was related to faculty-to-faculty incivility. Empirical findings from this study may provide a basis for strategies that minimize nurse faculty perceptions of role stress and decrease experienced faculty-to-faculty incivility thus transforming the nurse faculty role and academic work environment. Such a transformation may positively affect the recruitment and retention of qualified nurse

faculty, building a sustainable nurse faculty workforce and ensuring an adequate number of nurses enter the healthcare workforce.

Summary

Chapter 1 included an overview of the phenomenon of nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility. The stressor-emotion model of CWB was used as the conceptual framework for this study. The background, problem statement, and purpose of the study provided the rationale for my research questions and null and alternate hypotheses. I defined the relevant terms and outlined the quantitative, descriptive, correlational design for the study. Lastly, I established the assumptions, delimitations, scope, and limitations of this study.

In chapter 2, I present a review of the existing literature on faculty-to-faculty incivility and nurse faculty perceptions of role stress among nurse faculty, providing empirical support for this study. I will discuss the major hypotheses and characteristics of the stressor-emotion model of CWB. I will provide the rationale for its use as the conceptual framework for this study and its application in examining nurse faculty perceptions of role stress and faculty-to-faculty incivility in nursing education.

Chapter 2: Literature Review

Introduction

The purpose of this study was to determine if a relationship exists between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility among nurse faculty teaching in undergraduate nursing programs in one Midwestern state. For this study, I defined role stress as role conflict, role ambiguity, and role overload. Findings to date suggested incivility presented significant consequences for nursing students, faculty, and academic institutions resulting in increased stress and faculty turnover and decreased creativity, productivity, and job satisfaction (Clark et al., 2013; Peters, 2014; Porath & Pearson, 2013). Faculty-to-faculty incivility may have a significant impact on the nurse faculty work environment; resulting in physical, psychological, and emotional consequences (Clark et al., 2013). Research is necessary to identify factors that contribute to faculty-to-faculty incivility to improve the work environment for nurse faculty which may help alleviate the nurse faculty shortage.

Several researchers have conducted significant investigation into uncivil behaviors between students and faculty, however less research exists on incivility among nurse faculty. Research conducted on nurse faculty role stress as a possible contributing factor to faculty-to-faculty incivility was not found in the literature, revealing a significant gap in knowledge. Incivility among nurse faculty poses a substantial threat to the nurse faculty shortage and subsequent shortage of practicing nurses. The adverse effects of faculty-to-faculty incivility on the academic work environment may significantly impact the recruitment and retention of qualified nurse faculty. Therefore,

research exploring the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility added to the knowledge of this phenomenon.

In chapter 2, I include the literature search strategy and a review of the literature relevant to the conceptual framework and key variables for this study. In this chapter, I provide a detailed explanation of the stressor-emotion model of CWB as the conceptual framework, its use in previous research, and its applicability to this study. I include a critique and analysis of the literature on role stress and incivility to determine current knowledge of the phenomenon.

Literature Search Strategy

I began a comprehensive literature review of research within the past 5 years. A dearth of current literature on faculty-to-faculty incivility and role stress in nurse faculty required the review of articles from 2013 and earlier. I utilized the following databases in my literature search: ERIC, Academic Search Premier, Nursing Academic Edition, CINAHL, MEDLINE, Education Research Complete, Ovid, Pro-Quest, EBSCO host, and Google Scholar. I limited my search to peer-reviewed literature and published dissertations discovered by the use of multiple combinations of search terms and keywords. Search terms and keywords included: *role stress, faculty stress, nurse faculty stress, faculty role stress, nurse faculty role stress, nurse faculty incivility, nurse faculty-to-faculty incivility, workplace incivility, incivility in academia, incivility in higher education, academic incivility, faculty incivility in academia, faculty incivility in higher education, nurse faculty shortage, nurse educator shortage, nursing shortage, nurse faculty recruitment and retention, nurse educator recruitment and retention, stress*

theory, stress theory nursing education, incivility theory, stressor-emotion model, counterproductive work behavior, and aggression theory. I replaced the term *incivility* with the terms *workplace incivility, workplace violence, workplace aggression, bullying,* and *interpersonal deviance* to expand the search.

Conceptual Framework

The conceptual framework for this study was Spector and Fox's (2005) stressor-emotion model of CWB. Organizational stress, frustration, and aggression theories that view behavior as an interaction between person and environment provide the foundation for the stressor-emotion model of CWB. The theory of organizational stress, frustration-aggression model, the affective events theory, and the transaction model of stress and coping provided the theoretical foundation for the stressor-emotion model of CWB (Dollard et al., 1939; Jex et al., 1992; Kahn et al., 1964; Lazarus, 1991; Lazarus & Folkman, 1984; Weiss & Cropanzano, 1996). The stressor-emotion model of CWB builds on these theories, adding that behavioral reactions to stressful work situations may be a result of negative emotions and an individual's unique personality characteristics. An individual's personality characteristics and perceived level of control may influence their perceptions of a stressful situation, the likelihood a situation will elicit negative emotions, and propensity to engage in CWB (Fox & Spector, 2006; Spector & Fox, 2005).

Major Hypotheses and Characteristics

The stressor-emotion model of CWB is a model explaining why individuals in stressful conditions may engage in CWB (Spector & Fox, 2005). Spector and Fox hypothesized CWB is a behavioral response to environmental stressors, suggesting

stressful work conditions may lead some individuals to experience negative emotions and to subsequent acts of CWB. Spector and Fox conceptualized stress as a process connecting individual perceptions of stressors to behavioral responses mediated by emotion, perceived level of control, and personality characteristics. Spector and Fox implied an interaction effect between objective environmental stressors and behavioral responses that are linked more strongly for some than others. Figure 1 illustrates the key characteristics of the stressor-emotion model of CWB to include environmental stressors, negative emotion, personality, perceived control, and counterproductive work behavior.

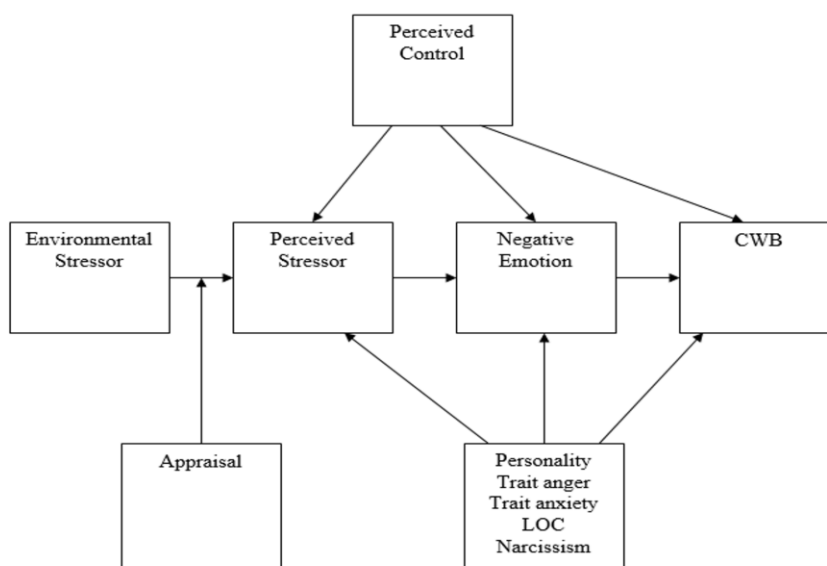


Figure 1. Stressor-emotion model of counterproductive work behavior. (Spector & Fox, 2005) (see Appendix A).

Environmental stressor. An environmental stressor is an objective aspect of the work environment; an environmental condition, situation, or event that elicits negative emotion (Spector, 1998). Whether an environmental condition is perceived and interpreted as a stressor is dependent on intrapersonal temporal and interpersonal

differences (Spector & Fox, 2005). Individuals continually engage in the appraisal process, monitoring and interpreting stimuli within the work environment. Perceived stressors are environmental conditions or situations that are seen as a threat to one's well-being or interferes with goal attainment. Environmental conditions perceived as stressors may result in negative emotional reactions such as frustration and anger. Therefore, perceived stressors, rather than the stressor itself, are most critical in the stressor-negative emotion relationship (Spector & Fox, 2005).

A plethora of empirical research has demonstrated the association between environmental stressors and negative workplace behaviors. Environmental stressors most commonly found in the literature include role ambiguity, role conflict, workload, organizational constraints, interpersonal conflict, organizational change, perceived injustice, and injustice (Fida, Paciello, Barbaranelli, Tramontano, & Fontaine, 2014; Hershcovic et al., 2007; Kahn, 1973; Meier & Spector, 2013; Pindek & Spector, 2016; Penney & Spector, 2005; Taylor & Kluepfer, 2012; Torkelson, Holm, Backstrom, & Schad, 2016; Van den Brande, Baillien, De Witte, Vander Elst, & Godderis, 2016; Van den Brande, Baillien, Vander Elst, De Witte, Van den Broeck, & Godderis, 2017). Chiu, Yeh, and Haung (2015) found an association between role stressors and organizational and interpersonal deviance in sales and customer service employees in Taiwan. Findings suggested a positive association between role conflict and both organizational and interpersonal deviance, role ambiguity and organizational deviance, and a negative association between role overload and organizational deviance. To the contrary, Adeoti, Shamsudin, and Wan (2017) found that workload and work pressure were positively

related to interpersonal deviance and mediated by neutralization in full-time faculty members in higher education institutions in Nigeria.

Counterproductive work behavior. CWB is defined as “volitional acts that harm or intend to harm an organization or the organization and their stakeholders” (Spector & Fox, 2005, p. 151). CWB represents a behavioral response to work stressors or strain as a way to cope with, manage, or reduce the negative emotions that result from stressful work events or situations (Bowling & Beehr, 2006; Fida et al., 2015). CWB overlaps with other distinct concepts such as aggression, violence, deviance, and retaliation, however it differs not only in the intent to harm, but also in the persons harmed. (Spector & Fox, 2005). CWBs are purposive acts regardless of whether the intent to harm is intentional. Researchers have further delineated CWBs as target specific; organizational deviance (CWB-O) against organizations and interpersonal deviance (CWB-I) against individuals (Hershcovis et al., 2007). One such interpersonal counterproductive behavioral response is incivility.

Incivility is a subset of CWB, a low-intensity form of interpersonal deviance with ambiguous intent to harm (Andersson & Pearson, 1999; Spector & Fox, 2005). Incivility differs from CWB in the intent of the uncivil acts. Acts of incivility may be purposive or unintentional depending on the intent of the instigator. Incivility can take the form of active physical or verbal behaviors or passive inaction. Active uncivil behaviors include offensive or condescending language, disrespectful verbal attacks, absence or lack of support, exclusion, false accusations, betrayal, shaming, purposeful sabotage, and lack of collaboration (Burger, Kramlich, Malitas, Page-Cutrara & Whitfield-Harris, 2014;

Casale, 2017; Clark, 2009; Clark et al., 2013; Heinrich, 2010, 2017; Luparell, 2011; Peters, 2014, 2015; Peters & King, 2017). Passive uncivil behaviors include inaction and “failing to take action when action is warranted” (Clark, 2017, p. 14).

Negative emotion, personality, and perceived control. The stressor-emotion model posits personality characteristics and perceived levels of control may influence an individual’s perceptions of stress and emotional reactivity (Spector & Fox, 2005). Stressors arise when individuals appraise a situation or event as threatening to their well-being or goal attainment. When confronted by stressors, individuals may experience negative emotions such as anger and frustration and enact aggressive behaviors as a means of disposing of unpleasant emotions (Fida et al., 2015; Fox, Spector & Miles, 2001; Harvey & Harris, 2010; Jex et al., 1992; Lazarus, 1991; Lazarus & Folkman, 1984; Mawritz, Folger, & Latham, 2014; Meier & Spector, 2013; Meier & Semmer, 2013). An individual’s personality characteristics influence the perception of an event as stressful or elicit a negative emotional response (Fox & Spector, 1999; Spector & Fox, 2005; Spector, 2011). Similarly, an individual’s locus of control, or the degree to which they believe they have control in a situation, may influence their perception of an event as stressful (Spector & Fox, 2005; Fox & Spector, 2006). For this study, I did not examine the contributing factors of negative emotion, personality, and perceived control as they pertain to faculty role stress and incivility among nurse faculty.

Application of Model

Researchers have used one or all five constructs of the stressor-emotion model of CWB to research the antecedents, mediating variables, and consequences of CWB (Bauer

& Spector, 2015; Fida et al., 2014; Fida et al., 2015; Fox & Stallworth, 2010; Hauge, Skogstad & Einersen, 2009; Meier & Semmer, 2013; Meier & Spector, 2013; Roberts, Scherer, & Bowyer, 2011; Sakuri & Jex, 2012; Yang & Diefendorff, 2009; Zhou, Meier, & Spector, 2014). An abundance of research has provided empirical evidence on the relationship between environmental stressors and CWB as well as the mediating and moderating effects of individual personality and perceived locus of control on this relationship.

Organizational research supported the focus of this study on the relationship between the environmental stressors of role stress and faculty-to-faculty incivility. For instance, Meier and Semmer (2013) used the model to examine the role of work characteristics, personality, and work-related anger as antecedents of uncivil behavior towards coworkers and supervisors. From a sample of 197 employees across varying industries, the authors found a direct path from lack of reciprocity to incivility against supervisors with anger mediating the association between both coworker and supervisor incivility. Findings also suggested narcissism was not associated with incivility against co-workers and only marginally associated with incivility against supervisors. The stressor-emotion model of CWB was used to investigate individual and situational factors as predictors of instigating workplace bullying in a representative sample of 2,359 Norwegian employees (Hauge et al., 2009). Situational factors included decision authority, role conflict, role ambiguity, and interpersonal conflict. Researchers determined that situational factors of role conflict and interpersonal conflict significantly

predicted engagement in bullying behaviors while role ambiguity did not. Targets of incivility demonstrated a significant propensity to engage in bullying acts.

Rationale for the Use of Stressor-Emotion Model of CWB

The stressor-emotion model of CWB provided the framework for this correlation study to explore the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility. Although the stressor-emotion model has received some empirical support in predicting CWB, there is a dearth of research in its use in explaining acts of incivility. However, the model has been used extensively by researchers to examine the role of environmental stressors in predicting both interpersonal and organizational behavioral responses in the form of CWB. In this context, the stressor-emotion model is an appropriate framework in determining if the environmental stressors of role conflict, role ambiguity, and role overload predict the behavioral response of incivility.

Literature Related to Role Stress

The definition of stress has evolved. In an early definition of stress, Selye (1956) focused on the physiologic aspects of stress, noting stress is an organism's reaction to damaging stimuli. Stress alerts the body to impending threats, heightening awareness and readiness to respond to danger. McLean (1970) further broadened the definition of stress to include "an extreme or noxious stimulus which generally results in certain physiological change, behavioral change, perceptual-cognitive change, affective change and in both overt and intrapsychic coping efforts" (p. 51). Later definitions within the field of cognitive psychology suggested a psychological and interactional view of stress.

Cox (1978) defined stress as a “complex and dynamic system of transactions between the person and his environment” (p. 18). Lazarus (1991) offered a similar view of stress as a relationship between individuals and the environment that occurs when a situation threatens goal attainment. Appraisal is the individual’s evaluation of the level of threat to their well-being and coping is the process they employ to deal with stress. Key assumptions of both definitions are found within the stressor-emotion model of CWB as the model posits individuals are continually monitoring their environment for potential threats that may interfere with goal attainment. Environmental stressors perceived as threatening result in negative emotions and create a propensity to react as a possible coping strategy.

For decades researchers have explored the association between work stressors and negative individual and workplace outcomes. A variety of work-related factors that cause an imbalance between demands and resources originate stress. The imbalance between demands and resources threatens the physical and psychological well-being of an individual, requiring action to restore balance (Lazarus, 1991). Work-related stressors most commonly found in the literature include role ambiguity, role conflict, workload, organizational constraints, interpersonal conflict, perceived injustice, organizational change, and injustice (Fida et al., 2014; Hershcovic et al., 2007; Kahn, 1973; Meier & Spector, 2013; Penney & Spector, 2005; Pindek & Spector, 2016; Taylor & Kluemper, 2012; Torkelson et al., 2016; Van den Brande et al., 2016; Van den Brande et al., 2017).

In a systematic review of studies associated with work-related stressors and workplace bullying, Van den Brande et al. (2016) identified individual and organizational

factors important in predicting workplace bullying. The most prevalent individual work stressors in predicting workplace bullying included role conflict, workload, role ambiguity, job insecurity, and cognitive demands. Other work stressors included role clarity, physical demands, emotional demands, task demands, uncertainty, job changes, and time pressures. While there are numerous studies in the literature on work-related stressors and their relationship to negative work behaviors, the focus of this literature review is on role stress as defined by role conflict, role ambiguity, and role overload in nurse faculty.

Role Stress

Kahn et al. (1964) and Katz and Kahn's (1978) early work on organizational stress viewed organizations as a system of roles and role behaviors. Kahn et al. (1964) further defined role expectations as the role-specific norms or prescriptions required of the role occupant within the organization. An individual's role includes distinct behaviors, actions, or performance and consists of expected behaviors associated with the role within the organization (Biddle, 1979; McLean, 1970).

Katz and Kahn (1978) theorized that characteristics of organizational socialization have the potential to induce individual strain. As a generality, individuals desire to meet their role expectations but may encounter role stressors that prevent them from accomplishing their goals. Role stress is commonly external to an individual within the organizational context and occurs when an individual's role obligations are "vague, irritating, conflicting, and impossible to meet" (Hardy & Hardy, 1988). An inability to cope with conflicting, ambiguous, or increased role demands may result in varying

degrees of strain, a subjective response secondary to role stress. Three main role stressors identified by Katz and Kahn included role conflict, role ambiguity, and role overload. Therefore, the focus of this literature review is on role stress as defined by role conflict, role ambiguity, and role overload.

Role conflict. Role conflict exists when there is incongruity or incompatibility in role requirements (Rizzo et al., 1970). Individuals exposed to conflicting behavior expectations to the extent that fulfillment of these expectations is not possible may experience role stress in the form of role conflict. Kahn et al. (1964) identified distinct forms of role conflict to include inter-sender conflict, intra-sender conflict, inter-role conflict, intra-role conflict, and person-role conflict.

Inter-sender conflict occurs when an individual receives different and opposing “role pressures from one or more sender” (Kahn et al., 1964, p. 20). Role pressures are a result of requirements or demands communicated to an individual to conform to the given role expectation. Nurse faculty may experience inter-sender conflict when the expectations of the supervisor differ from the institutional expectations, leaving nurse faculty conflicted in how to meet competing expectations.

Intra-sender conflict is defined as “different prescription and proscriptions from a single member of the role set that has the likelihood of being incompatible” (Kahn et al., 1964, p. 20). Intra-sender conflict may occur when nurse faculty is promised resources from a supervisor that do not materialize and therefore hinder their ability to meet role expectations.

Inter-role conflict occurs when an individual encounters role pressure in trying to meet the role expectations for more than one institution or entity (Kahn et al., 1964).

Nurse faculty may experience inter-role conflict when navigating the expectations of the faculty role while maintaining a clinical practice.

Intra-role conflict occurs when multiple expectations are placed on the performance of a single role (Kahn et al., 1964). Nurse faculty may experience intra-role conflict when attempting to meet the teaching, research, and service expectations of the faculty role.

Person-role conflict occurs when the expectations of the role are incompatible with an individual's skills and abilities (Kahn et al., 1964). Nurse faculty may experience person-role conflict as they transition from an expert in clinical practice to novice in the faculty role.

Role ambiguity. Role ambiguity exists when individuals experience uncertainty in what actions are necessary to fulfill expected roles (Rizzo et al., 1970). Nurse faculty may experience role ambiguity as they transition from expert clinician into the role of an educator. Competing performance expectations from stakeholders such as healthcare institutions, the university, the nursing department, and the profession may add to the uncertainty.

Role overload. Role overload occurs when individuals perceive job demands outway the resources needed to complete those demands (Kahn et al., 1964). Role overload is often viewed as an affective event and considered a job stressor (Fisher, 2014; Ohly & Schmitt, 2015). Nurse faculty may experience role overload when the research, teaching,

and service requirements of their role exceed available time and resources.

Role stress in Academe and Nursing Education

Academe poses unique challenges within the faculty role. The tripartite mission of institutions of higher education is composed of faculty teaching expectations, engaging in research and scholarly activities, and active participation in service to the institution, community, and profession. Faculty must balance productivity in each domain while navigating the capitalistic and competitive environment of teaching, promotion and tenure, grant acquisitions, research, publications, and service contributions (Clark et al., 2013; Peters, 2015; Shin & Jung, 2014; Twale, 2017; Twale & DeLuca, 2008). In addition to the traditional faculty role, nurse faculty spend considerable time supervising students in the clinical and laboratory setting where the responsibility for student learning and patient safety add to the complexity of the nurse faculty role. Nurse faculty must maintain clinical competency and often continue private clinical practice. The multiple, diverse, and often ambiguous expectations and responsibilities of the nurse faculty role place overwhelming, and often conflicting, demands on nurse faculty time, resources, energy, and priorities.

Experts link role stress to a variety of outcomes in the academic environment such as job satisfaction, work performance, role strain, and emotional exhaustion. In an early dissertation study examining nurse faculty role strain among full-time, tenure-track faculty at a major university, Mobily (1991) noted that a majority of nurse faculty experience some degree of role strain, with a significant number of faculty reporting moderate to high degree of role strain. Faculty reported spending an average of 53.1

hours per week on work-related activities, and that role overload accounted for a majority of role strain. A recent study of academic staff from a Malaysian university found that job demands positively correlated to emotional exhaustion, which in turn negatively correlated to job satisfaction (Koon & Pun, 2017). Furthermore, job satisfaction was negatively correlated to instigated workplace incivility, revealing the relationship between job demands and instigated workplace incivility and mediated by job satisfaction and emotional exhaustion.

Early research indicated that expectations and requirements of the faculty role might result in faculty stress and ultimately strain. Mobily (1991) conducted a quantitative cross-sectional, descriptive study to examine the phenomenon of role strain for university nurse faculty. Specifically, the researcher sought to determine the degree of role strain experienced by nurse faculty; major courses of role strain; and the relationship between socialization experiences, personal characteristics, and experienced role strain. The author developed the Role Strain Scale (RSS) to collect demographic information and to measure areas of role problems for nurse faculty. The two-part questionnaire consisted of 44 Likert-type items on demographic characteristics, potential sources of stress for nurse faculty, and socialization experiences. Part one collected data on five major areas of role problems to include role conflict, role ambiguity, role overload, role incongruity, and role incompetence. Part two collected data on socialization experiences to the academic role. The RSS was reviewed for face and content validity by five nurse faculty. Internal reliability for all 44 items of the RSS was .92 as measured by Cronbach's alpha.

The sample included 102 full-time, tenure track faculty from undergraduate and graduate universities accredited by the National League for Nursing (Mobily, 1991). A stratified sample was used to identify one randomly selected university from each of four geographical regions of the United States. Quantitative analysis revealed over 50% of respondents experienced moderate to high degree of role strain with 18% and 36% reporting a high or moderate degree of role strain respectively. Major sources of work-related stress included the number of job expectations, having adequate time to meet role expectations, heavy workload, and job demands interfering with personal activities. When categorized and measured by the seven subscales of the RSS, role overload was found to have the highest mean score ($u = 3.5$). Subscales measuring role conflict had the second highest mean scores and included inter-role conflict ($u = 3.2$), intra-sender conflict ($u = 3.2$), and inter-sender conflict ($u = 3.0$).

Researchers conducting subsequent investigation on role stress among nurse faculty identified many factors within the faculty role that contribute to role stress. Clark (2008b) found that participants identified stress as a major contributor to uncivil acts. Stress occurred due to high turnover and lack of qualified faculty; demanding workloads, conflicts between family, school, and work; and exposure to incivility. Similarly, Clark and Springer (2010) explored the existence of stressors among students and faculty to understand how role stressors contribute to incivility. Participants cited faculty stressors of workload, inadequate pay, uncivil students, and incivility among faculty as contributing to an environment ripe for incivility.

Despite extensive literature on the complex, competitive, and multi-faceted role of faculty, a dearth of research exists on whether role stress influences one's propensity to experience or instigate incivility. Research is necessary to determine to what extent role stress (as defined by role conflict, role ambiguity, and role overload) impacts the faculty academic environment and the scope of incivility within nursing education.

Role Stress and Incivility

Spector and Fox (2005) used the stressor-emotion model of CWB to illustrate why individuals in stressful conditions may engage in CWB within the work environment. The authors hypothesized CWB as a behavioral response to environmental stressors, suggesting stressful work conditions may lead some individuals to experience negative emotions and subsequent acts of CWB. The framework outlines stress as a process connecting individual perceptions of stressors to behavioral responses, mediated by emotion and personality characteristics. A plethora of studies in a variety of settings outside of academe suggest a relationship between the role of stressors and aggressive or deviant behaviors in the workplace (Adeoti et al., 2017; Beehr, Walsh, & Taber, 1976; Bolino & Turnley; 2005; Bowling & Eschleman, 2010; Brown, Jones, & Leigh, 2005; Chen, Li, Xia, & He, 2017; Chiu et al., 2015; Eissa & Lester, 2017; Fida et al., 2014; Fida et al., 2015; Hauge et al., 2009; Hershcovis, et al., 2007; Koon & Pun, 2017; Meier & Spector, 2013; Penney & Spector, 2005; Reknes, Einersen, Knardahl, & Lau, 2014; Roberts et al., 2011; Sales, 1969; Spector & Jex, 1998; Taylor & Kluemper, 2012; Van den Brande, et al., 2016; Yadav, 2017; Zhou et al., 2014). However, a dearth of empirical research exists on the impact of role stress as defined by role conflict, role ambiguity, and

role overload on the nature and frequency of faculty-to-faculty incivility in nursing education.

Van den Brande et al., (2016) conducted a systematic review of studies between 1984 and 2014 on work and person-related factors that trigger workplace bullying. The authors identified the most relevant work-related stressors predictive of being a target of workplace bullying included role conflict, role ambiguity, workload, job insecurity, and cognitive demands. In a quantitative cross-sectional study, Chen and Spector (1992) surveyed 400 hundred employees from 14 different organizations within the United States to examine the relationship between work stressors, aggression, and deviant employee behaviors. Findings suggested role conflict, role ambiguity, workload, and interpersonal conflict were positively related to employee CWB. Similar findings resulted from a longitudinal study of 2,835 Norwegian employees over 2 years where role conflict and role ambiguity, independently, were found to contribute to increased reports of workplace bullying from baseline (Reknes et al., 2014).

Role stressors may hinder individuals from reaching their goals, subsequently leading to frustration and increased levels of aggression. Roberts et al. (2011) conducted a quantitative study to examine whether job stress increased an individual's tendency to engage in uncivil behaviors and the moderating effect of psychological capital. Participants included 390 working adults from a variety of industries. Researchers collected data using a survey modified from the Job Stress Questionnaire, Psychological Capital Questionnaire, and Uncivil Workplace Behavior Questionnaire. The study revealed a significant positive correlation between job stress and incivility; research

found that psychological capital could moderate the relationship between the two, confirming that higher levels of psychological capital may buffer the effects of job stress. Chiu et al. (2014) reported similar findings in a study investigating the relationship among roles stressors, social support, and employee deviance in sales and customer service employees in Taiwan. Results indicated role conflict positively correlated with interpersonal and organizational deviance; whereas, role ambiguity positively correlated with organizational deviance. Contrarily, role overload negatively correlated with interpersonal and organizational deviance. The study found that social support did not moderate the effect between role stressors and employee deviance.

Despite conflicting findings as to whether role overload correlates with CWB, recent research suggests workload and role overload present a significant threat for the instigation of CWB. Francis, Holmvall, and O'Brien (2015) explored the effects of high versus low workload on the perpetration of incivility in emails. The authors found that respondents in the high workload group responded more uncivilly in emails compared to those in the low workload group. Furthermore, the most uncivil email responses were perpetrated by those in the high workload group when responding to an initial uncivil email. Findings suggested workload may precipitate the perpetration and reciprocation of incivility. A study of 356 full-time faculty members in higher education institutions in Nigeria suggested workload and work pressure are positively related to interpersonal deviance and mediated by neutralization (Adeoti et al., 2017). Researchers reported similar findings on the effect of role overload and supervisor's abusive behaviors, noting

the supervisor's perceived role overload provoked frustration and triggered supervisor behaviors perceived as abusive (Eissa & Lester, 2017).

A fundamental component of the stressor-emotion model of CWB is the individuals' perception of an event, situation, or role as stressful. When this perception provokes negative feelings, an individual may enact aggressive behaviors as a means of reducing this unpleasant experience (Penney & Spector, 2005; Spector 1998). Bauer and Spector (2015) sought to understand how seven discrete negative emotions related to CWB. The sample consisted of 240 participants from a university in the southeastern United States employed a minimum of 10 hours per week. Researchers collected data using an online survey measuring CWB and the discrete negative emotions of anger, anxiety, sadness, shame, envy, jealousy, and boredom. Results indicated a positive correlation between all seven discrete negative emotions and CWB; however, the magnitude of correlations differed. The findings support an earlier study in which Shockley, Ispas, Rossi, and Levine (2012) found frustration, anger, anxiety, sadness, envy, hostility, and guilt/shame positively correlated to CWB.

The stressor-emotion model of CWB depicts an interaction effect between stressors, emotion, and personality that are linked more strongly to CWBs for some individuals than others. The objective work environment and individual personality characteristics inform the individual's perceptions of stressors and their behavioral and emotional response. Bowling and Eschleman (2010) explored the moderating effect of personality on the relationship between work stressors and CWB. The authors found role stressors, interpersonal conflict, and organizational constraints were all positively

correlated with CWB. The study revealed that personality characteristics of agreeableness, conscientiousness, and negative affectivity mediated this relationship. Employees with low conscientiousness and agreeableness, or high in negative affectivity demonstrated a stronger positive relationship between work stressors and CWB. Fida et al. (2014) found that irritability moderated the relationship between the job stressors of role ambiguity and role conflict and CWB. Lastly, Ceschi, Sartori, Dickert, and Costantini (2016) reported that exhaustion mediated the job demand and CWB relationship and that higher honesty-humility scores demonstrated a stronger positive effect of job demands on exhaustion and subsequently CWB.

Literature Related to Incivility

Civility is a moral standard that defines the cultural and societal norms necessary to foster productive and collaborative relationships. Clark and Carnosso (2008) described civility as characterized by “authentic respect for others when expressing disagreement, disparity, or controversy...it involves time, presence, a willingness to engage in genuine discourse, and a sincere intention to seek common ground” (p. 12). Civility is essential for a healthy and productive work environment. Civility fosters positive and collaborative relationships that contribute to the success of the individual, workgroups, and organization (Clark et al., 2013). In nursing, civility is essential for a caring, compassionate, and nurturing profession. Provision 1.5 of the American Nurses Association (ANA, 2015) *Code of Ethics* addresses professional relationships and civility in the nursing profession. It compels nurses to maintain compassionate and caring relationships and deems any form of threatening behavior as unacceptable. A civil work

environment promotes collaborative relationships through healthy discourse that facilitates individual and group well-being and success.

In contrast, Andersson and Pearson (199) defined incivility as “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect” (p. 457). The authors’ definition illustrates the defining attributes of incivility as ambiguous intent, low-intensity, and violation of norms.

Vagharseyyedin (2015) further expanded these attributes to include a lack of physical violence. The perception of the recipient not the perpetrator determines whether behavior is deemed uncivil. Individuals perceive behaviors through a personal lens that is influenced by their experiences, culture, social and professional positions, and expectations (Clark & Carnossa, 2008). Acts perceived as uncivil can be as detrimental as more direct forms of aggression (Cassell, 2011; Hershcovis, 2011; Twale & De Luca, 2008). Uncivil behaviors include gossiping, belittling, disrespecting, displaying a lack of regard for others, condescending, threatening, intimidating, undermining, rudeness, unfair treatment, insulting, devaluing, and isolating (Andersson & Pearson, 1999; Caza & Cortina, 2007; Cortina, Magley, Williams, & Langhout, 2001; Doshy & Wang, 2014; Hershcovis, 2011; Peters, 2015; Vagharseyyedin, 2015). Uncivil interactions undermine collegiality and collaboration in the workplace, creating disruptive professional relationships and a counterproductive organizational climate. If unchecked, incivility can evolve into situations where more harmful, aggressive work behaviors surface and become ingrained in the culture (Pearson & Porath, 2009).

Incivility is conceptually related to other CWBs such as harassment, bullying, mobbing, aggression, and deviance (Andersson & Pearson, 1999; Spector & Fox, 2005; Raver, 2013). Differing forms of CWB overlap but vary in several dimensions such as an intent to harm, the type of norm violation, the target of the behavior, persistence of the behavior, and breadth and intensity of the enacted behaviors. These span a continuum from low intensity to physical assault and violence (Pearson, Anderson, & Wegner, 2001; Martinko, Gundlach, & Douglas, 2002). Bullying, often used interchangeably with incivility, differs in its repetitive and prolonged nature. Incivility and bullying often manifest as indirect forms of workplace aggression that are both more subtle and difficult to detect, identify, and resolve as compared to more direct forms of aggression (Zurbrugg & Miner, 2016). The perception that incivility is lower-intensity than other forms of workplace aggression, and therefore less significant, undermines the destructive consequences for individuals and organizations.

Research conducted on workplace behaviors from multiple disciplines and professions across the globe demonstrates the complexity in the antecedents, causes, and effects of destructive behaviors. The vast majority of studies of incivility focus on the experience of workplace incivility with few studies investigating the instigation of workplace incivility (Schilpzand et al., 2014). Despite nearly 98% of employees experiencing incivility in the workplace, there is a dearth of literature on incivility amongst nurse faculty and even less on contributing factors that cause incivility (Porath & Pearson, 2013). For this reason, I broadened the scope of the literature review was broadened to include incivility in the workplace, academia, and nursing education.

Incivility in the Workplace

Workplace incivility is prevalent and widespread, spanning the globe and affecting a variety of workplace settings to include business, corporations, healthcare, academe, and nursing education (Clark & Springer, 2007; Condon, 2015; Cortina et al., 2001; Doshy & Wang, 2014; Hollis, 2015, 2016; Luparell, 2011; Pearson et al., 2001; Pearson & Porath, 2005; Schilpzand et al., 2014; Vagharseyyedin, 2015). Researchers have used many terms to study interpersonal mistreatment in the workplace such as aggression, incivility, bullying, violence, deviance, and CWB. Interpersonal mistreatment spans a continuum from minor verbal and nonverbal behaviors to physical attacks and violence (Hershcovis, 2011). Despite the wide-ranging definitions and scope of these terms, interpersonal mistreatment within the workplace may lead to emotional, physical, and psychological distress in individuals while negatively influencing the climate, culture, and outcomes of the organization (Andersson & Pearson, 1999; Bartlett, Bartlett, & Reio, 2008; Clark, 2013; Doshy & Wang, 2014; Hershcovis, 2011; Vagharseyyedin, 2015).

Seminal research conducted by Pearson et al. (2001) explored the concept of workplace incivility and its implications for individuals and organizations. The mixed method study included a sample of 670 participants from government, manufacturing, transportation, finance, education, and healthcare in the United States. Findings suggested incivility is similar, yet distinct, from other forms of negative interpersonal behavior supporting the assumption of low-intensity, ambiguous intent, and a violation of norms. Furthermore, workplace incivility poses a significant threat to individuals and

organizations as incivility elicits individual withdrawal and retaliatory responses; spreads to other members; and affects the overall workplace climate, productivity, and retention. These seminal findings laid the groundwork for nearly two decades of research on the negative consequences of workplace incivility at the individual and organizational level.

A plethora of quantitative studies spanning two decades determined a significant percentage of individuals have experienced, perpetrated, or witnessed incivility at work (Cortina et al., 2001; Cortina & Magley, 2001, 2009; Doshy & Wang, 2014; Lim, Cortina, & Magley, 2008; Lewis & Malecha, 2011; Porath & Pearson, 2013; Trudel & Reio, 2011). In polling over 14 years, Porath and Pearson (2013) found 98% of individuals had experienced incivility at some point during their career. Cortina et al. (2001) explored the prevalence of workplace incivility in the United States eighth circuit federal court system ($n = 1,180$) and found 71% of employees experienced incivility within the past 5 years. Other studies suggested 85% of nurses, 79% of law enforcement employees, 75% of university employees, and 71% of court employees have experienced incivility in the workplace (Cortina & Magley, 2009; Lewis & Malecha, 2011). Bullying is often used synonymously with incivility; however, bullying is a more aggressive form of behavior that is persistent and repetitive. Namie and Namie (2011) estimated 13.7 million Americans across various work environments experience bullying at work. Branch and Murraray (2015) estimated bullying affects nearly 27% of American workers while 21% reported having witnessed targets experiencing aggressive workplace behaviors.

Research conducted on workplace behaviors across multiple work settings and disciplines has shown the complexities in the antecedents, causes, and effects of these destructive behaviors. Negative emotional and behavioral responses to uncivil behavior in the workplace impact an organization's productivity and effectiveness, resulting in a significant cost to the individual and an organization. Empirical research clearly suggests workplace incivility plays a significant role in job satisfaction, job performance, cognitive distraction, turnover, stress, psychological distress, and physical illness (Bartlett et al., 2008; Beattie & Griffin, 2014; Bowling & Beehr, 2006; Cortina & Magley, 2009; Mackey, Bishoff, Daniels, Hochwarter, & Ferris, 2017; Rahim & Cosby, 2016; Schilpzand et al., 2014; Sliter, Sliter, & Jex, 2012). Pearson and Porath (2005) found that as an employee's experience with incivility increased, levels of job satisfaction decreased. Mackey et al. (2017) explored the role of enactment in the relationship between experienced incivility and workplace outcomes using two samples from manufacturing and university students. Findings suggested that experienced incivility has a stronger negative effect on job satisfaction, organizational citizenship behavior, and turnover intent for participants who report lower levels of enactment compared to participants with higher levels of enactment.

Meta-analytical evidence suggests that interpersonal mistreatment results in damaging individual affective reactions such as depression, anxiety, and a decrease in self-esteem and confidence (Bowling & Beehr, 2006). In a study of nearly 2,000 federal court employees, Cortina et al. (2001) found that as an employee's levels of experienced incivility increased so did their reports of physical illness and stress at work. Other

studies have reported incivility is associated with higher levels of fear, anger, and sadness as well as higher levels of job stress and emotional exhaustion (Porath & Pearson, 2012; Beattie & Griffin, 2014). Porath and Pearson (2012) examined targets' emotional response to workplace incivility and found reports of anger (86%), sadness (56%), and fear of future uncivil acts (46%). Referencing the appraisal theories of emotion, they highlight the importance of emotion in the behavioral response to incivility through direct and indirect aggression against the instigator or the organization.

Recent studies have identified a link between experienced workplace incivility, emotional exhaustion, and individual and organizational outcomes. In a quantitative study of 286 retail bank employees in South Korea, Hur, Kim, and Park (2015) found that coworker incivility positively affects employee's emotional exhaustion, which in turn negatively impacts employee job satisfaction and job performance. Findings suggested emotional exhaustion as a result of coworker incivility mediates the relationship between workplace incivility and individual and organizational outcomes. Similarly, a study of 281 hotel service employees was conducted to examine the mediating role of employee emotional exhaustion between workplace incivility and creativity (Hur, Moon, & Jun 2016). The study revealed a negative relationship between workplace incivility and employee creativity mediated by emotional exhaustion and intrinsic motivation. Both coworker and customer incivility increased employees' emotional exhaustion, which in turn, decreased their intrinsic motivation and creativity.

Workplace incivility can have a significant negative impact on organizational cost and outcomes through employee turnover intent, lost productivity, withdrawal behavior,

and psychological and physical health problems (Bartlett et al., 2008; Cortina et al., 2001; Lewis & Melecha, 2011; Lim & Cortina; 2005; Sliter, Jex, Wolford, & McInnerney, 2010; Sliter et al., 2012; Porath & Pearson, 2013; Reio & Trudel, 2013). Bartlett et al. (2008) conducted a literature review of the antecedents and outcomes of workplace incivility and found that incivility impacts organizations on a financial, administrative, and environmental level. The authors reported that incivility promotes an emotionally destructive work environment and a negative organizational climate, which results in an increased turnover, loss of profits, and a higher cost of administrative time spent on addressing the issue.

Incivility poses tangible financial costs to organizations as a result of withdrawal, decreased work effort, absenteeism, and turnover. Namie and Namie (2009) reported workplace bullying costs institutions within the United States nearly \$64 billion annually due to employee disengagement and turnover. Porath and Pearson (2013) conducted an extensive poll of 800 managers and employees of 17 Fortune 1000 companies to determine whether experiencing incivility influenced employee behavior. Results indicated employees who experienced workplace incivility intentionally decreased work effort (48%), time spent at work (47%), and quality of work (38%). Employees also reported lost work time worrying about the uncivil encounter (80%) and avoiding the instigator (63%). Hollis (2015) found similar findings in higher education in which employees spent an average of 3.9 hours a week avoiding a bully, resulting in five weeks a year wasted on employee disengagement.

Interpersonal mistreatment results in enormous cost to individuals. As a result, research has emerged investigating possible individual and situational antecedents of aggressive behaviors. For instance, a meta-analysis on a victim's perspective of workplace harassment identified three categories of causes of workplace harassment that included characteristics of the work environment, the instigator, and the target (Bowling & Beehr, 2006). Similarly, meta-analytical and systematic review findings indicated that individual differences and situational factors are important in predicting workplace aggression (Hershcovis et al., 2007; Van den Brande et al., 2016). Individual characteristics such as personality, sex, age, and alcohol abuse can affect the manner in which individuals interpret and perceive events or situations as stressors. Situational factors are the social context of the situation as perceived by the individual. Individuals may perceive the situation as a provocation with the potential to elicit negative emotions and subsequent aggressive behavior. Situational factors include work-related stressors such as role stressors as defined by role conflict, role ambiguity, and role conflict (Van den Brande et al., 2016).

Despite the plethora of empirical research on the consequences of workplace incivility, there is a dearth of research on the predictors of aggression in the workplace (Walsh et al., 2017). Van den Brande et al. (2016) conducted a systematic review of workplace bullying literature between 1984 and 2014 from across the globe to examine the relationship between work-related stressors and workplace bullying. The systematic review included 42 studies with a similar quantitative design. Thirty-four studies utilized a cross-sectional design while eight used a longitudinal design. The review of the

literature identified that the most relevant work-related stressors as predictors of workplace bullying included role conflict, workload, role ambiguity, job insecurities, and cognitive demands. A vast majority of studies on role conflict ($n = 12$), workload ($n = 13$), and role ambiguity ($n = 9$) provided cross-sectional and longitudinal support for these stressors as predictors of workplace bullying. Specifically, 46% of the studies reviewed included role conflict and revealed a positive association between role conflict and workplace bullying and counterproductive work behaviors.

Spector and Fox (2005) used the stressor-emotion model of CWB to explain the association between environmental stressors and CWB, suggesting that stressful work conditions may lead to feelings of negative emotion and play a key role in the instigation of counterproductive acts (Spector & Fox, 2005). Organizational research utilizing the stressor-emotion model of CWB supported the focus of this study on the relationship between nurse faculty perceptions of role stress and incivility. For instance, Hauge et al. (2009) used the model to investigate individual and situational factors as predictors of instigating workplace bullying in a representative sample of 2,359 Norwegian employees. Situational factors included decision authority, role conflict, role ambiguity, and interpersonal conflict. Findings suggested situational factors of role conflict and interpersonal conflict significantly predicted engagement in bullying behaviors while role ambiguity did not. Targets of incivility demonstrated a significant propensity to engage in bullying acts. Thus, findings from over two decades of organizational research support the link between environmental stressors and CWB, demonstrating the applicability of

the stressor-emotion model of CWB in examining the relationship between role stress and incivility in nursing education.

Incivility in Academe

Research indicates that academe is not immune to uncivil behavior and implies that incivility and bullying may be on the rise in institutions of higher learning (Hollis, 2017; Keashly & Neuman, 2010; Twale, 2017; Twale & De Luca, 2008). The dearth of research within the academic setting makes it difficult to determine if incivility, or the reporting of uncivil encounters, is increasing. Either way, uncivil behaviors between faculty erode a sense of respect, collegiality, and safety within the academic work environment. Such behaviors impact the individual and university, posing a threat to productivity, creativity, increased health care and legal costs, the work environment, and the reputation of the institution (Hollis, 2017; Hur et al., 2016). Undoubtedly, the extraordinary cost of incivility at the individual, departmental, and institutional level has prompted a recent emergence of research on uncivil interactions experienced by colleagues, administrators, faculty, and staff (Cassell, 2011; Hollis, 2015, 2016; Lester, 2013; Twale, 2017).

Over the past ten years, researchers focused increased attention toward understanding the extent and impact of uncivil behaviors in higher education. (Beckmann, Cannella, & Wantland, 2013; Cassell, 2011; Hollis, 2015, 2016; Keashly & Neuman, 2010; King & Piotrowski, 2015; McKay et al., 2008; Sedivy-Benton, Strohchen, Cavazos, & Boden-McGill, 2015). Thomas (2005) studied bullying at a large university in the United Kingdom and found that 45% of support staff reported being

bullied, and 40% were witness to colleagues being bullied. In a Canadian university, McKay et al. (2008) found that 32% of faculty, staff, and administrators reported experiencing bullying lasting more than three years, and that number increased to 49% when examining the responses of only faculty. In a dissertation study examining the relationship between workplace bullying and organizational justice among faculty and staff, Mourssi-Alfash (2014) reported that 35% of respondents had experienced bullying with females having the highest incidence rate.

The results of recent studies indicate that uncivil behavior occurs at a significantly higher rate within academe compared to 37% within the United States general population (Hollis, 2017; Namie & Namie, 2009). Hollis (2015) reported that 62% of employees from 175 American 4-year institutions of higher education had either experienced or witnessed bullying in the prior 18 months. Similar findings revealed that 64% of employees in 142 American community colleges were affected by workplace bullying (Hollis, 2016). Furthermore, the author reported that incivility resulted in an annual loss per person of \$7,234 and \$6,869 for two- and four-year higher education institutions respectively.

Incivility and bullying in academe may occur in any combination of students, faculty, staff, and administration. Uncivil student behaviors disrupt the learning environment and may create feelings of anxiety, anger, and dissatisfaction among faculty and students (Burke, Karl, Peluchette, & Evans, 2014; Clark & Springer, 2010). Burke et al. (2014) found that more than 80% of college professors have witnessed uncivil behaviors from students such as arriving late to class; leaving class early; interrupting

class by talking, texting, or cell phone use; and making rude comments to, or challenging instructors. Findings suggested student-related causes of incivility included a sense of entitlement, increased stress, increased use of technology, narcissism, and consumerism; students respond with uncivil behaviors that may escalate to violence. Research on student stressors and uncivil behaviors in nursing education yielded similar results. Clark & Springer (2010) surveyed 126 academic nurse leaders in a large western state and found nurse leaders' perception of student stressors included juggling multiple school and personal demands such as financial pressures, issues with time management or mental health, lack of faculty support, and perceived faculty incivility. Respondents stated that the most common uncivil behaviors displayed by students included disruptive and aggressive behaviors, an attitude of entitlement, and blaming others.

Educators can be prime targets of incivility, retaliation, and harassment from colleagues, staff, and administration. It can include top-down incivility by administration and peers in more senior positions, horizontal incivility from peers, and bottom-up incivility by staff and students. Among faculty and staff in a large Canadian university, McKay et al. (2008) found 64% of inappropriate behaviors were perpetrated by peers, followed by 45% by those with higher power and 27% by students. Faculty and staff that experience incivility from peers reported most frequently behaviors that included belittling comments, the spread of gossip or rumors, unprofessional or unwarranted remarks, discounting contributions, and disregarding concerns. Respondents reported that behaviors occurred in a variety of settings, such as through email, in an office or workspace, in the classroom, or when alone with the bully. The most severe bullying

occurred through email. Beckmann et al. (2013) examined faculty perceptions of bullying in nursing education and the prevalence, nature, and directionality of those experiences. Experiences with bullying were reported by 36% of respondents and took the form of physical abuse, verbal abuse, and devaluing the target. Respondents identifying as junior faculty were the most likely to experience bullying with more than half of incidents perpetrated by administrators or senior faculty. Respondents identified the primary source of bullying as senior faculty (57%) and administrators (32%).

Escartin, Salin, and Rodriguez-Carballeira (2011) described common characteristics of workplace bullying behaviors to include social and professional isolation, emotional abuse, abusive working conditions, controlling the flow of information, professional denigration, and devaluing one's professional role. Stories of three highly accomplished white women victimized by bullying and mobbing in academe highlight the behaviors most commonly used by perpetrators (Dentith, 2015). The targets experienced verbal abuse, intimidating and threatening conduct, professional sabotage, belittling, condescending language and tone, and removal from leadership positions. Many of the behaviors are consistent with Heinrich's (2007) description of joy-stealing behaviors that faculty use against each other. Ten joy-stealing games included set-up, devalue and distort, misrepresent and lie, shame, betrayal, broken personal and professional boundaries, splitting, mandate, blame, and exclusion. Through narrative stories, of faculty demonstrated how joy-stealing games "robbed them of their zest, clarity, productivity, feelings of worth, and desire for more connection" (p. 38). Joy-

stealing behaviors may have a detrimental effect on individual and organizational well-being.

Toxic behaviors are not unique to academe, however, the academic work environment poses several unique structures and practices that may increase the likelihood of incivility. Recent market-driven changes in the academic profession may explain the rise of such behaviors. Changes to the academic environment such as diversification, corporatization, entrepreneurialism, rapid technology growth, increasing financial constraints, and professional accountability can result in unsettling shifts in faculty work and interpersonal relationships (Twale, 2017). The competitive, complex, and elitist nature of academe gives rise to an environment ripe for incivility (Cassell, 2011; Clark et al., 2013; Hollis, 2017; Johnson-Bailey, 2015; Lynette, Echevarria, Sun, & Ryan, 2016; Keashly & Neuman, 2010, McKay et al., 2008; Peters, 2015, 2017; Twale, 2017; Twale & DeLuca, 2008).

Factors that contribute to incivility between faculty include stress, increasingly heavy workloads, the promotion and tenure process, competition for scarce resources, the need to express power over others, and a culture that tolerates such behaviors (Cleary, Walter, Andrew & Jackson, 2013; Keashly & Neuman, 2010; Peters, 2014; Twale & De Luca, 2008). The progression of higher education toward a more capitalistic and market-driven approach is due, in part, to a steady decrease in funding. Funding for colleges and universities is at a level that is nearly \$10 billion less than prior to the recession, whereas overall tuition has risen over 33% (Mitchell, Leachman, & Masterson, 2016). The financial burdens felt by many institutions lead to a stressful work environment in which

the expectations for performance are high, yet the resources to support faculty are scarce. Bullying and incivility increase during difficult financial times as faculty use aggressive survival strategies to compete against peers for position, rewards, and resources (Twale, 2017).

The complex hierarchical structure, tenure system, and culture of academe contribute to the propensity and occurrence of incivility in higher education. The power structure of academe, reinforced by tenure, seniority, and gender, enables incivility to flourish, yet remain hidden under the guise of academic freedom and autonomy (Twale, 2017). Feldman (2001) identified one person's need to express power over another as a psychological factor in which incivility presents itself in higher education. As faculty rank, experience, and position within the institution increase, so does the likelihood they will initiate uncivil behaviors (Peters, 2014; Hollis, 2015; Keashly & Neuman, 2010). Tenured and senior faculty have power to make life-altering decisions through the subjective evaluation of a colleague's membership and rank during the promotion and tenure process (Dentith, 2015; Johnson-Baily, 2015; Twale, 2017; Twale & De Luca, 2008). Targets subjected to power differentials between themselves and the instigator may be rendered powerless with little recourse (Einarsen, Hoel, Zapf, & Cooper, 2010).

The power structure unique to academia makes junior faculty particularly susceptible to uncivil coworkers and administrators (Goldberg, Beitz, Wieland, & Levine, 2013; Heinrich, 2007, 2017; Twale & Deluca, 2008). Peters (2014) conducted a qualitative study of eight novice nurse faculty to explore novice nurse faculty experience

with faculty-to-faculty incivility in academe and found novice or junior faculty are most vulnerable due to their inexperience and lack of tenure. Five themes emerged from this study: the development of coping behaviors, a sense of rejection, an awareness of the possessiveness of senior faculty, a feeling that others wanted them to fail, and uncertainty about the decision to remain in academia. Respondents reported feeling rejected and “sensing a power struggle within the department” between junior and senior faculty, while the latter attempt to maintain their power and position. (p. 222). The unexpected unprofessionalism and uncivil interactions left many struggling with the decision to remain in academe.

Administrators that tolerate, reinforce, or reward uncivil or bullying behaviors among academics perpetuate these behaviors, resulting in a toxic work environment. Administrators may indirectly or directly perpetrate uncivil behaviors through complicity, ineffective management of others, or as the instigator themselves (Clark et al., 2013; King & Piotrowski, 2015). Administrator who engage in bullying may be highly adept in concealing their negative behavior by attributing it to legitimate work supervision of departmental faculty. Uncivil actions perpetrated or reinforced by administration result in a culture of incivility in which faculty is afraid to speak up, and uncivil colleagues serve as role models for future faculty and nurses (Beckmann, Cannella, & Wantland, 2013; Clearly, Walter, Andrew, & Jackson, 2013; Peters, 2017). In a quantitative study of 124 nurse faculty in one Midwestern state, Dzurec (2013) found that over 80% of respondents reported that they had been bullied and nearly 10% stated administrators were the bully. The actions (or inactions) of an administrator can leave faculty feeling unsupported and

undervalued, fostering negative faculty outcomes including declines in job satisfaction, physical health, and psychological well-being (Clark et al., 2013; Miner, Settles, Pratt-Hyatt, & Brady, 2012; Peters, 2015).

The uniqueness and expectation of the faculty role may be partly to blame for uncivil behaviors in the academic environment (Ariza-Montes, Muniz, Leal-Rodriguez, & Leal-Millan, 2014; Clark et al., 2013; Henrich, 2010; Peters, 2014, 2018; Twale, 2017; Twale & De Luca, 2008). Faculty are subject to role-related stressors such as role conflict, role ambiguity, and role overload given the nature of academia and expectations of the role. The tripartite mission of institutions of higher education is composed of faculty teaching expectations, engaging in research and scholarly activities, and active participation in service to the institution, community, and profession. Faculty must balance productivity in each domain while navigating the capitalistic and competitive environment of teaching, promotion and tenure, grant acquisitions, research, publications, and service contributions (Clark et al., 2013; Peters, 2015; Shin & Jung, 2013; Twale, 2017; Twale & DeLuca, 2008).

Experts link role stress to a variety of outcomes in the academic environment such as job satisfaction, work performance, role strain, and emotional exhaustion. In an early dissertation study examining nurse faculty role strain among full-time, tenure track educators at a major university, Mobily (1991) noted that a majority of nurse faculty experience the phenomenon, and that a significant number of respondents reported a moderate to high degree of role strain. Faculty reported spending an average of 53.1 hours per week on work-related activities and that role overload accounted for a majority

of role strain. A recent study of academic staff from a Malaysian university found that job demands were positively related to emotional exhaustion, which in turn was negatively related to job satisfaction (Koon & Pun, 2017). Furthermore, job satisfaction was negatively related to instigated workplace incivility, revealing that job satisfaction and emotional exhaustion mediated the relationship between job demands and instigated workplace incivility.

A dearth of empirical research exists on the impact of role stress as defined by role conflict, role ambiguity, and role overload on the nature and frequency of faculty-to-faculty incivility in academe. However, a plethora of studies in a variety of settings outside of academe suggest a relationship between the role of stressors and aggressive or deviant behaviors in the workplace (Adeoti et al., 2017; Bowling & Eschleman, 2010; Chen et al., 2017; Fida et al., 2014; Fida et al., 2015; Fox & Stallworth, 2010; Hauge et al., 2009; Herschovis et al., 2007; Koon & Pun, 2017; Meier & Spector, 2013; Penney & Spector, 2005; Reknes et al., 2014; Roberts et al., 2011; Taylor & Kluemper, 2012; Yadav, 2017; Van den Brande et al., 2017; Zhou et al., 2014).

Incivility Between Faculty in Nursing Academe

The issue of incivility between faculty in nursing education is of particular concern given the growing number of qualified nurse faculty needed to educate the next generation of nurse professionals. The imminent shortage of nurse faculty presents a significant challenge for academic nurse leaders to provide a work environment that facilitates the recruitment and retention of qualified nurse faculty. Recruitment and retention of qualified nurse faculty are not only important for addressing the nurse faculty

shortage; but they are also imperative in ensuring an adequate number of nurses enter the healthcare workforce (Shanta & Eliason, 2014). Despite an abundance of research on incivility in the public and private sectors, there is a dearth of empirical research in the literature on faculty-to-faculty incivility in nursing education.

Mixed methods. Clark et al. (2013) conducted a mixed-methods study to explore faculty-to-faculty incivility in nursing education. The authors developed the Faculty-to-Faculty Incivility survey (F-FI) to collect demographic information and to measure nurse faculty perceptions and frequency of faculty incivility in nursing education. The information was then used to create recommendations for addressing the problem. Section one of the F-FI collected demographic information on the participants. Section two collected quantitative data using a 4-point Likert scale to assess the perceptions of faculty as to whether behaviors were considered uncivil and to also measure the frequency and intensity with which they experienced incivility over the past year. Lastly, the third section included two open-ended questions that asked participants to share their personal experience with faculty-to-faculty incivility. The sample included 588 nursing faculty from 40 different states within the United States. Findings suggested that 68% of faculty perceived faculty-to-faculty incivility to be a moderate or serious problem. Over 80% of respondents considered 22 behaviors uncivil, most commonly reporting resistance to change, condescending remarks, the use of electronic devices during meetings, an inequitable workload among faculty, and an unwillingness to negotiate. The faculty identified stress, demanding workloads, and unclear role expectations and responsibilities as contributing factors to faculty-to-faculty incivility.

Researchers collected qualitative data using two open-ended items asking participants to describe uncivil faculty behavior ($n = 327$) and ways for addressing these behaviors ($n = 357$) (Clark, 2013). The author conducted content analysis of the data “key phrases and words” were identified and reviewed comments “until consensus was obtained” (p. 99). Eight themes emerged to include “berating, insulting, allowing; setting up, undermining, sabotaging; power playing, derailing, disgracing; and excluding, gossiping, and degrading” (p. 99). Six themes for addressing uncivil behavior between faculty included “direct face to face communication; effective, competent leadership including positive role modeling; measure the problem and implement policies requiring accountability; and education, faculty development, awareness, and open discussion” (p. 99).

While researchers established superior reliability ($\alpha = .965$) for the F-FI, additional studies using this instrument are needed to confirm or improve reliability and validity before generalizations of these findings can be made. The study required that respondents self-report on experiences with faculty-to-faculty incivility. As such, participants may over- or under-report their experiences with uncivil behaviors, and the reports are open to individual interpretation and perception.

Quantitative. Beckmann et al. (2013) conducted a cross-sectional, descriptive study to determine the prevalence of bullying among faculty members in nursing education. An electronic survey disseminated the 22-item Negative Acts Questionnaire-Revised (NAQ-R) to gather participant demographic information, the type and frequency of bullying behaviors, and participants’ experience with bullying during the last six

months. The sample included 473 full-time faculty members teaching in baccalaureate or higher nursing programs in three northeastern states of the United States. Quantitative analysis using descriptive statistics revealed that 36% of participants reported experiences with bullying, and, of those, 65% were within the junior faculty ranks of assistant professor or instructor. Participants reported physical abuse ($n = 15$), verbal abuse ($n = 227$), and devaluing ($n = 252$), with over half of all uncivil behaviors perpetrated by administrators or senior faculty. Some respondents reported leaving their faculty position prior to the six-month time frame due to bullying and therefore felt this limited their responses. The NAQ-R is widely used to measure work-related, person-related, and physically intimidating bullying in a variety of work environments; however, its use is scarce in nursing education. Internal reliability for the English NAQ-R ranges from .89 to .92 as measured by Cronbach's alpha.

Casale (2017) conducted a quantitative correlational study to explore the relationship between faculty-to-faculty incivility and observed levels of resonant leadership in supervisors within nursing education. Respondents participated in an electronic survey using a modified instrument consisting of the F-FI and Resonant Leadership Scale. The convenience sample included 139 nurse faculty from 17 universities in one state. Respondents included faculty who worked the prior 12 months in an undergraduate or graduate nursing program. A majority of participants perceived faculty-to-faculty incivility as a problem with 35.5% reporting a mild problem, 31.9% reporting a moderate problem, and 21.7% reporting a serious problem. Pearson's correlation coefficient ($r = -.560$) revealed a significant negative relationship between

faculty experiences with faculty-to-faculty incivility and their perceived level of resonant leadership in their supervisors. The findings suggested that faculty-to-faculty incivility is a moderate to serious problem and higher levels of perceived resonant leadership in supervisors may result in lower incidences of faculty-to-faculty incivility. The use of a convenience sample that is restricted to participants from one state limits the generalizability of the findings to the larger nurse faculty population. The findings were limited to the perception of faculty-to-faculty incivility as a problem in nursing education and its relationship with resonant leadership qualities of immediate supervisors. The study does not address the faculty's role in this relationship.

Qualitative. Researchers conducted a phenomenological study to explore nursing faculty and administrators experiences with incivility and social bullying (Goldberg et al., 2013). Researchers collected through interviews with 16 nurse faculty and administrators from baccalaureate and higher nursing programs across the United States. Participants discussed behaviors used by bullies against their victims, the psychological and physical response of victims to uncivil behaviors, and victims' strategies for coping in an uncivil work environment. Themes of uncivil behaviors emerged to include distrust, slander, isolation, gossiping, alienation, physical violence, and demeaning. The study was limited in both the scope and population. Participants were mostly untenured faculty and limited to baccalaureate and graduate degree programs. The study was limited to participant experiences with incivility and bullying, however, and did not classify the perpetrators. In addition, the study did not address possible contributing factors in the perpetration of incivility, which would have added value.

Peters (2014) used a hermeneutic phenomenological approach to explore novice nurse faculty's lived experiences with incivility and their resulting intent to remain in academia. Interviews were conducted with eight nurse faculty with less than five years of academic experience from mid-Atlantic colleges. Novice nurse faculty revealed feelings of anger, self-doubt, inadequacy, and fear as a result of uncivil interactions. Five themes emerged to include: "sensing rejection, employing behaviors to cope with uncivil colleagues, sensing others wanted novice faculty to fail, sensing a possessiveness of territory from senior faculty, and struggling with the decision to remain in the faculty position" (p. 213). Participants reported not feeling mentored, valued, or welcomed, and the hostility and lack of professionalism they experienced was unexpected. Similar studies including the lived experiences of perpetrators of incivility would provide robust insight into factors that contribute or precipitate the decision to engage in uncivil behaviors.

Synthesis of Research Findings

A critique and synthesis of recent research indicated that incivility is a persistent and prevailing problem within the workplace and poses detrimental consequences for individuals and organizations (Doshy & Wang, 2014). Studies over the past two decades have explored incivility in public and private sectors with more recent research extending to academe. Researchers used qualitative, quantitative, and mixed-methods research designs to study incivility in a variety of workplace environments; however, little is known about its impact in nursing education. More recently, scholars have examined the prevalence, impact, and contributing factors of incivility among faculty within nursing

education (Beckmann et al., 2013; Casale, 2017; Clark, 2013; Clark et al., 2013; Clark & Springer, 2010; Goldberg et al., 2013; Peters, 2014). Quantitative findings on nurse leaders' perceptions of faculty stressors identified multiple work demands such as heavy workloads, maintaining clinical competency, and advancement issues contributed to faculty stress (Clark & Springer, 2010). Clark et al. (2013) reported similar findings: that demanding workloads and unclear role expectations and responsibilities contribute to faculty-to-faculty incivility. Despite the recent emergence of research on incivility in nursing education, a lack of literature exists regarding the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility.

I was not able to find research on nurse faculty role stress as a possible contributing factor to faculty-to-faculty incivility, revealing a significant gap in knowledge. The multiple, diverse, and often ambiguous expectations and responsibilities of the nurse faculty role place overwhelming, and often conflicting, demands on nurse faculty time, resources, energy, and priorities. The complexity and competitiveness of the nurse faculty role may result in role stress in the form of role conflict, role ambiguity, and role overload. In this context, a greater understanding of how nurse faculty perceptions of role stress influence the nature and frequency of faculty-to-faculty incivility is needed to address the looming shortage of nursing faculty.

Summary

The looming national shortage of nurse faculty presents a significant challenge to ensuring an adequate number of nurses enter the healthcare workforce. The NLN (2015) reported that 34,200 nursing faculty are needed by the year 2022 to meet the growing

demand for nurses in the practice setting. Factors cited as contributing to the nurse faculty shortage include: high faculty workload, the advancing age of faculty, increasing faculty retirement and attrition, noncompetitive compensation compared to the private sector, job stress, a lack of institutional support for research and community service, and decreased interest in the nurse faculty role (AACN, 2016; Bittner & Bechtel, 2017; Clark & Spring, 2010; Luparell, 2007, 2011; NLN, 2015). The complexity of the faculty role is identified as one factor that contributes to the nurse faculty shortage (Clark & Springer, 2010). Faculty may suffer from role-related stressors such as role conflict, role ambiguity, and role overload as they navigate the multifaceted roles of research, teaching, and service.

Research suggested that environmental stressors such as role stress may increase the prevalence of incivility (Adeoti et al., 2017; Beehr, Walsh, & Taber, 1976; Bolino & Turnley, 2005; Bowling & Eschleman, 2010; Brown, Jones, & Leigh, 2005; Chen, Li, Xia, & He, 2017; Chiu et al., 2015; Eissa & Lester, 2017; Fida et al., 2014; Fida et al., 2015; Hauge et al., 2009; Hershcovis, et al., 2007; Koon & Pun, 2017; Meier & Spector, 2013; Penney & Spector, 2005; Reknes, Einersen, Knardahl, & Lau, 2014; Roberts et al., 2011; Sales, 1969; Spector & Jex, 1998; Taylor & Kluemper, 2012; Van den Brande, et al., 2016; Yadav, 2017; Zhou et al., 2014). Faculty-to-faculty incivility can flourish in competitive academic environments given the organizational, social, and power structures that lend to conflicting, ambiguous, and demanding faculty expectations (Twale, 2017; Twale & De Luca, 2008; Young, 2017). Findings to date suggested incivility among nurse faculty poses significant consequences for faculty and academic

institutions resulting in increased stress and faculty turnover and decreased creativity, productivity, and job satisfaction (Clark et al., 2013; Peters, 2014; Porath & Pearson, 2013).

I was not able to find research on nurse faculty perceptions of role stress as a possible contributing factor to faculty-to-faculty incivility, revealing a significant gap in knowledge. Given the impending nurse faculty shortage and the gap identified in the literature, it is imperative to conduct research exploring factors that have the potential to improve nurse faculty recruitment, job satisfaction, productivity, and retention. In this study, I examined whether a relationship exists between nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility in one Midwestern state.

Chapter 3 provides an in-depth description of the methodology used to conduct this study. The chapter includes the following sections: research design and rationale; the methodology to include target population, sampling and sampling procedure, inclusion and exclusion criteria, and sample size, recruitment, participation, and data collection procedures, and instrumentation and operationalization of constructs; threat to validity and ethical considerations.

Chapter 3: Research Method

Introduction

The purpose of this study was to determine if a relationship exists between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility among nurse faculty teaching in undergraduate nursing programs in one Midwestern state. For this study, I defined role stress as role conflict, role ambiguity, and role overload. Chapter 3 includes an in-depth description of the methodology I used to conduct this study. The chapter includes the following sections: research design and rationale; the methodology to include target population, sampling and sampling procedure, inclusion and exclusion criteria, and sample size; recruitment, participation, and data collection procedures; instrumentation and operationalization of constructs; threats to validity; and ethical considerations.

Research Design and Rationale

For this study, I used a quantitative research method to provide a detailed and accurate account of the phenomenon through objective measurements and statistical data analysis. I selected a survey-based descriptive correlational design to test the hypotheses and answer the proposed research questions. I used a nonexperimental approach to explore the relationship between variables in an objective, measurable, and meaningful way. Survey designs allow “large samples to be surveyed on attitudes, behaviors, opinions, or characteristics” to discover population trends and relationships among the data (Creswell, 2008, p. 388). Descriptive designs allow for an accurate depiction of the participants and a description of a situation. Correlational designs serve to measure a

positive or negative statistical relationship between two or more variables by determining the tendency or pattern between variables (Creswell, 2014; Fowler, 2009). Utilization of a survey-based descriptive correlational design was congruent with the research question as it enabled me to measure the extent of faculty-to-faculty incivility as well as investigate its relationship to role stress as defined by role conflict, role ambiguity, and role overload.

For this study, the independent variable was nurse faculty perceptions of role stress as defined as role conflict, role ambiguity, and role overload. The dependent variable was the nature and frequency of faculty-to-faculty incivility among nurse faculty. I used a survey-based descriptive correlational design to gather data from participants using a questionnaire-style tool composed of Likert-type items. I evaluated the data for the absence or strength of the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility.

Researchers investigating incivility in nursing education have focused primarily on incivility between faculty and students and among student peers. A dearth of research exists on the nature, extent, antecedents, and consequences of incivility among nurse faculty (Beckmann et al., 2013; Casale, 2017; Clark, 2013; Clark et al., 2013; Clark & Springer, 2010; Goldberg et al., 2013; Peters; 2014). At this point, empirical research on the relationship between faculty-to-faculty incivility among nurse faculty and their perception of role stress does not exist. In a qualitative study, Peters (2014) reported that novice nurse faculty felt anger and self-doubt as a result of unexpected uncivil interactions between faculty colleagues. Participants reported not feeling mentored,

valued, or welcomed and struggled with the decision whether to remain in academe. Other researchers suggest faculty stressors may influence the nature and frequency of incivility; however, the relationship between faculty stressors and faculty-to-faculty incivility were not explored (Clark, 2013; Clark et al., 2013). If nurse faculty retention is negatively affected by incivility among nurse faculty, it is important to know how the nurse faculty role affects the occurrence of faculty-to-faculty incivility.

Methodology

I employed a survey-based descriptive correlational design to determine whether a relationship exists between nurse faculty perceptions of role stress and faculty-to-faculty incivility in undergraduate nursing programs in one Midwestern state. I selected the population, sampling procedure, recruitment method, data collection procedure, and instrumentation and operationalization of constructs to enhance the study's ability to produce reliable and valid results and decrease the likelihood of sampling error.

Population

The population for this study was part-time and full-time nurse faculty currently teaching in Iowa undergraduate nursing programs. I obtained a list of all undergraduate nursing programs within the state of Iowa from the Iowa Board of Nursing (IBON) website. There were 39 undergraduate nursing programs in the state with 18 associate and 21 baccalaureate degree programs.

I defined undergraduate nursing programs as associate and baccalaureate education degree programs that prepare registered nurse graduates at the community, 2-year, or 4-year college level. Nurse faculty perceptions of the faculty role and level of

role stress may vary dependent on the institution, college level, educational sector, and faculty rank. Faculty teaching in associate and baccalaureate nursing programs may encounter challenges unique to their college-level and degree programs. Faculty teaching in a 4-year institution must balance productivity in each tripartite domain while navigating the capitalistic and competitive environment of promotion and tenure, grant acquisitions, research, publications, and service contributions (Clark et al., 2013; Peters, 2015; Shin & Jung, 2014; Twale, 2017; Twale & DeLuca, 2008).

Contrarily, associate program nurse faculty may carry heavier teaching workloads in the classroom and clinical setting compared to peers teaching in a baccalaureate program (Twale, 2008). The inclusion of associate and baccalaureate nurse faculty in the study sample provided a holistic picture of nurse faculty role stress and faculty-to-faculty incivility in entry-level nursing education. Furthermore, examining degree program and nurse faculty characteristics allowed me to compare and contrast findings between associate and baccalaureate nurse faculty in the study sample and to assess congruency with the larger nurse faculty population.

Sampling and Sampling Procedures

I recruited a sample from 39 undergraduate nursing programs in Iowa; nursing program websites or university directories provided a list of nurse faculty teaching in those programs. I invited a purposive convenience sample of nurse faculty who met the inclusion criteria to participate. I sent invitation emails asking nurse faculty to complete a confidential online survey through a SurveyMonkey link, and then followed up with

email reminders to elicit the desired sample size. Throughout the data collection, I closely monitored the rate of response.

Sample size. Statistical power analysis using G*Power 3.1.9.2 software determined the necessary sample size. A correlational analysis using a medium effect size of $d = .3$, $\alpha = .05$, and $\text{power} = .80$ for a two-tailed test resulted in a needed sample size of 82. A larger sample size and higher percentage response rate increase the likelihood results are more generalizable to the larger population (Creswell, 2014; Fowler, 2009). For this reason, I preferred a sample of 100 or more participants.

Inclusion and exclusion criteria. The inclusion criteria for this study required that participants were current part-time or full-time nurse faculty teaching in an IBON approved undergraduate nursing program in Iowa. Participation in the study was voluntary. Criteria that may have precluded participation in the study included nurse faculty members who did not teach in a nursing program in the state of Iowa adjunct faculty who taught exclusively in the clinical setting, faculty who lacked a nursing degree, were retired, unemployed, or did not read or speak English.

Procedures for Recruitment, Participation, and Data Collection

I obtained a list of all undergraduate nursing programs in the state of Iowa from the IBON website. Nursing program websites or university directories provided a list of nurse faculty teaching in 39 undergraduate nursing programs. Given the number of nursing programs and nurse faculty in the state of Iowa, this sampling technique should have supported the required sample size.

I sent a recruitment email inviting all eligible nurse faculty to participate in a confidential online survey through a SurveyMonkey link. The email provided a full explanation of the study and included information regarding the risk and benefits of the research, methods for reducing risks, voluntary participation, and steps for withdrawing from the study without recourse. Additionally, the email provided an explanation of the procedure for securing data and a guarantee of confidentiality and anonymity. I sent a second email with the informed consent and a link to the survey in SurveyMonkey. Close monitoring of the survey response rate prompted reminder emails to faculty who had not participated.

Instrumentation, Reliability, and Validity

I combined the Workplace Incivility Civility Survey (WICS) and the RSS to create one SurveyMonkey online survey for data collection. I obtained permission to utilize the instruments from the WICS author Dr. Cynthia Clark and the RSS author Dr. Paula Mobily. The use of SurveyMonkey allowed me to administer the modified instrument on a secure, web-based platform.

The WICS was a slightly modified version of the faculty-to-faculty incivility survey (F-FI). The F-FI measured nurse faculty perceptions of the frequency with which incivility occurs, the extent of incivility, behaviors perceived as uncivil, and factors that contribute to uncivil behavior (Clark, 2012). The F-FI was renamed the WICS to more accurately reflect the inclusion of other members of the organization other than faculty. The instrument consisted of three sections. Section one was composed of nominal level demographic information to include gender, year of birth, ethnic origin, number of years

teaching nursing at a college level, program level, primary position, and academic rank (Clark, 2012). Sections two and three consisted of 23 4-point Likert-type items at the interval level, four multiple-choice items at the ordinal level, and two open-ended questions. Likert-type questions were scored: *Always* = 1, *Usually* = 2, *Sometimes* = 3, *Never* = 4. I used the WICS in its entirety to maintain the validity and integrity of the instrument. However, data analysis included only the items pertinent to the study's research question (Appendix B).

Clark et al. (2013) reviewed the original F-FI for content validity, logical flow, and readability. The authors established content validity through an extensive review of the literature, expertise of the authors, and consultation with experts in the field of nursing education and incivility. The authors conducted extensive pilot testing among nurse faculty. Based on the review of the literature and pilot testing, Clark et al. (2013) made the necessary revisions to the F-FI which resulted in a Cronbach's alpha on inter-item reliability of 0.965.

To establish construct validity of the WICS, Clark et al. (2013) conducted an exploratory factor analysis, resulting in three underlying constructs to include hostility toward individuals, self-serving behaviors, and hostility to work environment. Cronbach's alpha on the overall scale was 0.956, 23 subscale one items as considered uncivil behaviors was 0.972, and 23 subscale two items as experienced uncivil behaviors 0.960.

Mobily (1991) developed the RSS to quantitatively measure role strain among nurse faculty in the academic setting. Five main subscales composed the RSS: role

conflict, role ambiguity, role overload, role incongruity, and role incompetence. These subscales reflected factors that contribute to nurse faculty role stress and may ultimately result in role strain (Mobily, 1991). The RSS was composed of 44 5-point Likert-type items at the interval level and scored: *Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4, Nearly all the time = 5*. I used the RSS in its entirety to maintain the validity and integrity of the instrument. However, for this study, I included only the subscales pertinent to the dependent variable role stress as defined by role conflict, role ambiguity, and role overload in data analysis. Items correlating with each subscale were analyzed as a group which provided a mean score for each subscale. Several studies utilizing an original, or modified version of the RSS were found in the literature (Astrella, 2017; Cantwell, 2014; Clark, 2013; Mobily, 1991; Whalen, 2008). The instrument has demonstrated reliability and validity with high Cronbach's alpha coefficients ranging between 0.93-0.98 (Appendix C).

Operationalization

The independent variable was nurse faculty perceptions of role stress as defined as role conflict, role ambiguity, and role overload. The dependent variable was the nature and frequency of faculty-to-faculty incivility among nurse faculty. I employed the survey-based descriptive correlational design to gather data from participants using a questionnaire-style tool comprised of a Likert-scale. I then used responses to evaluate the absence or strength of the relationship between role stress and nurse faculty-to-faculty incivility.

Role stress. I operationally defined role stress as the combined mean score of the

responses to each Likert-type item for the role conflict, role ambiguity, and role overload subscales of the RSS.

Role conflict. I operationally defined role conflict as the mean score of the responses to each Likert-type item for the inter-sender conflict, intra-sender conflict, and inter-role conflict which composed the role conflict subscale of the RSS. Items included inter-sender conflict items 15, 32, 33, and 44; intra-sender conflict items 5, 6, 8, 9, 16, 17, 25, 42, and 43; and inter-role conflict items 4, 26, 27, and 28 on the RSS.

Role ambiguity. I operationally defined role ambiguity as the mean score of the responses to each Likert-type item for the role ambiguity subscale of the RSS. Items included 20, 31, 39, 40, and 41 on the RSS.

Role overload. I operationally defined role overload as the mean score of the responses to each Likert-type item for the role overload subscale of the RSS. Items included 1, 2, 3, 10, 18, 23, 29, and 30 on the RSS.

Faculty-to-faculty incivility. I measured incivility as the sum of the responses to 23 Likert-type items for subscale two (experienced) of the WICS.

Hostility towards individuals. I operationally defined hostility towards individuals as the mean score of the responses to each Likert-type item 1, 3, 9, 10, 11, 15, 18, 20, and 23 for subscale two (experienced) of the WICS.

Self-serving behaviors. I operationally defined self-serving behaviors as the mean score of the responses to each Likert-type item 5, 7, 14, 16, 19, 21, and 22 for subscale two (experienced) of the WICS.

Hostility to work environment. I operationally defined hostility to work environment as the mean score of the responses to each Likert item 2, 4, 6, 8, 12, 13, and 17 for subscale two (experienced) of the WICS.

Data Analysis Plan

I selected a survey-based descriptive correlational design to test the relationship between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility. I collected data using SurveyMonkey, a secure, web-based, online software system. I coded the survey items in SurveyMonkey and downloaded data codes to Statistical Package for the Social Sciences (SPSS) for Windows for analysis. Data analysis included the use of descriptive and Pearson product-moment correlation coefficient (Pearson correlation) statistical techniques.

Using descriptive statistics such as frequency, percentage, or means according to their level of measurement, I analyzed participant demographic and academic institution characteristic data. Descriptive statistics showed distribution patterns or trends in the data and allowed for comparison to the larger nurse faculty population. To determine if a relationship exists between nurse faculty perceptions of role stress (as defined by role conflict, role ambiguity, and role overload) and the nature and frequency of faculty-to-faculty incivility, I conducted Pearson correlations. Analysis used a level of significance of $p < .05$. These methods of data analysis were consistent with those found in the literature, particularly when studying relationships between independent and dependent variables.

Threat to Validity

Internal validity is the degree to which the outcome of a study is a result of a variable or intervention rather than extraneous factors (Polit, 2010). External validity describes to what extent the findings of the study can be generalized to a larger population (Polit, 2010). Two instruments previously established as valid and reliable composed one web-based survey. Independent, non-nursing faculty reviewed the compiled survey to determine ease of use and completion time. Next, I emailed a link to the secure, web-based, online survey directly to published emails of nurse faculty teaching in undergraduate programs in the state of Iowa. Following data collection procedures ensured that I had only email contact with participants during the recruitment phase. The population utilized for this study yielded a sufficient sample size.

Ethical Considerations

Institutional review board. I obtained approval from the Walden University Institutional Review Board (IRB) before beginning data collection. I sent invitation emails with a link to the secure, web-based, online survey directly to the published email addresses of nurse faculty and did not require IRB approval from the Iowa educational institutions.

Informed consent. All potential participants received an informed consent letter. The letter advised participants of their rights and included my contact information, school affiliation, the purpose of the research, participation requirements, and a declaration of the voluntary and confidential nature of participation. I informed participants of the estimated time for completing the survey, how data and the respondents' identity would

be protected, and the process for withdrawing participation at any time. Participants acknowledged acceptance of these terms by clicking the electronic link to the survey.

Confidentiality and anonymity. The email invitation included an informed consent letter advising participants of their rights and a link to the secure, web-based survey through SurveyMonkey. Participants had the right to forward email invitations to personal emails and complete the survey away from work to maximize confidentiality. My SurveyMonkey account was password protected. The informed consent assured participants that all data would be de-identified through SurveyMonkey, and, therefore, their identity or electronic trail was untraceable. I downloaded data from SurveyMonkey to my laptop, which was password protected, secured when not in use, and only accessible by me. I then erased the downloaded data from my laptop after saving it to a password protected external drive, which was secured for the duration of the study. I will secure the external drive for a period of five years and then destroy it.

Summary

In Chapter 3, I presented a summary of the methodology and design for this study. I used a quantitative descriptive correlational design to address the research questions and hypotheses posed in this study. I defined the population and outlined the sampling, participant recruitment, participation, data collection, instrumentation, threats to validity, and a plan for data analysis. In chapter 4, I will present the results of the study.

Chapter 4: Results

Introduction

The purpose of this study was to determine if a relationship exists between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility in undergraduate programs of nursing in one Midwestern state. For this study, I defined role stress as role conflict, role ambiguity, and role overload. The descriptive, correlational, quantitative methodology for this study was appropriate to determine the existence, significance, and strength of relationships and patterns between nurse faculty perceptions of role stress and incivility among nurse faculty. I collected data using a secure, web-based survey and transferred the data to SPSS for analysis. Chapter 4 includes an in-depth description of the sample and data collection methodology. I provide a detailed analysis of the results relative to the research questions and hypotheses of this study.

Data Collection

I began data collection on December 13, 2018 after obtaining Institutional Research Board approval #12-13-18-0159348. I obtained a list of all undergraduate nursing programs within the state of Iowa from the IBON website which included 18 associate and 21 baccalaureate undergraduate nursing degree programs. I obtained a purposive convenience sample of current part-time and full-time nurse faculty from nursing websites or university directories. I made every effort to invite all part-time and full-time nurse faculty teaching in the state of Iowa to participate in the study, however, it

is highly probable that program websites, or university directories may have been outdated, incomplete, or inaccurate.

I requested and received permission to use the RSS and WICS instruments from Dr. Paula Mobily, author of the RSS instrument and Dr. Cynthia Clark, author of the WICS instrument (Appendices D and E). I combined the RSS, WICS, and participant demographic items into an online survey in SurveyMonkey (Appendix F). I administered the online survey on the secure, web-based SurveyMonkey platform.

I sent a recruitment email on December 14, 2018 to 705 part-time and full-time nurse faculty teaching in Iowa providing a full explanation of the study. Three recipients responded by email requesting removal from future emails. Four recipients responded by email stating they taught only in a graduate program, were not faculty, were no longer employed in nursing education, or had no teaching workload allocation. I removed these seven recipients from the email roster. Thirty-five emails were returned as undeliverable. I verified the undeliverable email addresses through nursing program websites or university directories and corrected email addresses that were incorrect as a result of name changes or typographical errors.

Four days later, I sent an emailed invitation to participate in the survey to 667 recipients that included an informed consent and a link to the survey. Recruitment lasted for 6 weeks. Within the first 13 days, I received 41 responses. After the 15th day, I sent weekly reminder emails. In total, I received 91 responses with a survey mean completion of 96%. Four participants did not respond to over half of the survey items and eight did not meet the inclusion criteria of part-time or full-time nurse faculty. All told, I removed

12 participant responses in their entirety which resulted in a total of 79 qualified survey responses.

A statistical power analysis using G*Power 3.1.9.2 software and a correlational analysis using a medium effect size of $d = .3$, $\alpha = .05$, and power = .80 for a two-tailed test determined a necessary sample size of 82. The desired sample size was not achieved, and the effect size was reanalyzed using a sample size of 79. Results indicated a medium effect size of $d = .3$ and sufficient statistical power for the sample size of 79. Despite not achieving a sample size of 82, the sample size of 79 had no effect on the effect size and statistical power.

Baseline Descriptive and Demographic Data

I analyzed participant demographic and academic institution characteristic data using descriptive statistics. This study included 79 participants teaching in undergraduate nursing programs in Iowa. The majority of the participants were female (93.7%), Caucasian (97.5%), and employed full-time (91.1%). The majority of participants were over the age of 40 (84.9%) with 19% of those over the age of 60. The number of years teaching ranged from 1 year or less (3.8%) to 20 or more years (12.7%) with 66% teaching more than 5 years. Fifty-eight (73.4%) participants were non-tenured with the rank of instructor (25.3%) or assistant professor (29.1%). Participants taught in baccalaureate programs (55.7%), associate programs (34.2%), or programs defined as graduate programs though primarily teaching undergraduate students (10.1%). Participants worked at private (57%), public (40.5%), or for-profit (2.5%) academic institutions. See Tables 1 and 2.

Table 1

Frequencies and Percentages for Participant Demographics

	Faculty Characteristics	<i>n</i>	%
Race	White or Caucasian	77	97.5
	American Indian or Alaska Native	1	1.3
	Another race	1	1.3
Gender	Female	74	93.7
	Male	4	5.1
Age	25-29	1	1.3
	30-34	1	1.3
	35-39	10	12.7
	40-44	15	19
	45-49	13	16.5
	50-54	11	13.9
	55-59	13	16.5
	60 of over	15	19
Employment	Part-time	4	5.1
	Full-time	72	91.1
	Other	3	3.8
Rank	Instructor or lecturer	20	25.3
	Assistant Professor without tenure	23	29.1
	Assistant Professor with tenure	4	5.1
	Associate Professor without tenure	7	8.9
	Associate Professor with tenure	8	10.1
	Professor without tenure	8	10.1
	Professor with tenure	9	11.4
Years taught	1 or less	3	3.8
	2-5	24	30.4
	6-9	12	15.2
	10-14	19	24.1
	15-19	11	13.9
	20 or more	10	12.7

Note. Percentages may not total 100 due to rounding error.

^aThree participants identified their employment status as other. Within this context, further evaluation determined these participants, although in an administrative position, were allocated teaching workload and therefore included in the study.

Table 2

Frequencies and Percentages for Academic Environment Characteristics

	Academic Environment Characteristics	<i>n</i>	%
Environment	Private Institution	45	57
	Public or State Institution	32	40.5
	Profit Institution	2	2.5
Degree Program	Associate Degree	27	34.2
	Baccalaureate Degree	44	55.7
	Other (Master's or Doctoral Degree)	8	10.1
Responsibilities	Classroom only	8	10.1
	Classroom and clinical	47	59.5
	On-line only	3	3.8
	On-line and classroom	12	15.2
	Administration	9	11.4

Note. Percentages may not total 100 due to rounding error.

^aEight participants identified the degree program level as master's or doctoral level; however, indicated they predominately taught undergraduate students and were therefore included in the study.

The IBON (2018) reported 1,139.5 nurse faculty teaching in the state of Iowa through June of 2018, of which 589, just slightly over half of the nurse faculty population, were considered part- or full-time. An overwhelming majority of the total nurse faculty population were over the age of 40 (65.2%) with 13.9% over the age of 60. A comparison between the statistics reported by the IBON and those acquired through this study shows a slight difference in the age range within the sample, as a larger majority of the participants for this study were over the age of 40 (84.9%) and 19% were over the age of 60. The gender composition for this study and the target population were very similar at 5.1% and 5.7% respectively. I did not find additional demographic information on the target population.

Descriptive Data on Faculty-to-Faculty Incivility

I conducted descriptive statistics to explore faculty-to-faculty incivility among the study population using survey items: perception of workplace incivility as a problem, level of confidence in addressing workplace incivility, factors preventing addressing workplace incivility, and factors that contribute to workplace incivility. Thirty-six (45.6%) participants perceived incivility as a mild problem while 25 (31.6%) participants perceived incivility as a moderate problem. An equal number of participants (40.5%) felt they had either minimal or moderate level of confidence in addressing incivility in the workplace. When asked to choose all that applied, participants indicated fear of professional retaliation (54.4%), lack of administrator support (44.3%), and fear of personal retaliation (43%) prevented them from addressing workplace incivility. Participant qualitative responses for not addressing incivility included administration not believing them, or they were up for tenure. One participant left their job due to incivility. An overwhelming majority of participants indicated that stress (81%) and demanding workloads (68.4%) contributed to workplace incivility. Participant qualitative responses noted a lack of administration support, insufficient skills of those in leadership or administrative positions, and directors displaying favoritism as contributing factors to workplace incivility. See Table 3.

Table 3

Frequencies and Percentages for Perceptions of Incivility

Area	<i>n</i>	%
Perception of workplace incivility as a problem		
No problem at all	3	3.8
Mild problem	36	45.6
Moderate Problem	25	31.6
Serious Problem	15	19
Level of confidence in addressing workplace incivility		
High level of confidence	6	7.6
Moderate level of confidence	32	40.5
Minimal level of confidence	32	40.5
No confidence at all	9	11.4
Factors preventing addressing workplace incivility		
Lack of knowledge and skills	13	16.5
Fear of professional retaliation	43	54.4
Fear of personal retaliation	34	43
It takes too much time and effort	11	13.9
Do not have a clear policy to address workplace incivility	22	27.8
Addressing it may lead to poor evaluations	16	20.3
Lack of administrator support	35	44.3
Addressing it makes matters worse	33	41.8
Reluctant to challenge authority or position	14	17.7
Prefer to avoid confrontation or conflict	23	29.1
Do not avoid	11	13.9
Other	5	6.3
Factors contribute to workplace incivility		
Stress	64	81
Organizational conditions/volatility/stressful	46	58.2
Unclear roles and expectations and imbalance of power	47	59.5
Sense of entitlement and superiority	48	60.8
Demanding workloads	54	68.4
Technology overload/changes	15	19
Juggling multiple roles and responsibilities	44	55.7
Inadequate resources (financial, human, informational, etc.)	42	53.2
Lack of knowledge and skills in managing conflict	46	58.2
Other	7	8.9

Note. Percentages may not total 100 due to rounding error and participant allowance to select multiple responses.

Summary of the Study Results

To determine the presence of a relationship between role stress (as defined by role conflict, role ambiguity, and role overload) and the nature and frequency of faculty-to-faculty incivility, I conducted a Pearson correlation. This test was appropriate given that I used Likert-type items to obtain interval data on the independent and dependent variables. I calculated level of significance using $p < .01$ and $p < .001$. To determine the strength of the associations, I used Cohen's (1988) standard to evaluate the correlation coefficient. Coefficients between .10 and .29 represent a small association, coefficients between .30 and .49 represent a medium association, and coefficients above .50 represent a large association. The following is a summary of the results for each research question and related hypotheses.

RQ1: Is there a relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility?

H_01 : There is no relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility.

H_a1 : There is a relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility.

Results of the Pearson correlation between nurse faculty perceptions of role conflict and participants experiencing faculty-to-faculty incivility within the last 12 months indicated a statistically significant, large, positive relationship ($r = .506$, $N = 79$, $p < .001$). The null hypothesis for RQ1 was rejected.

RQ2: Is there a relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility?

H_02 : There is no relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility.

H_a2 : There is a relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility.

Results of the Pearson correlation between nurse faculty perceptions of role ambiguity and participants experiencing faculty-to-faculty incivility within the last 12 months indicated a statistically significant, large, positive relationship ($r = .560, N = 79, p < .001$). The null hypothesis for RQ2 was rejected.

RQ3: Is there a relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility?

H_03 : There is no relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility.

H_a3 : There is a relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility.

Results of the Pearson correlation between nurse faculty perceptions of role overload and participants experiencing faculty-to-faculty incivility within the last 12 months indicated a statistically significant, moderate, positive relationship ($r = .298, N = 79, p < .01$). The null hypothesis for RQ3 was rejected.

Detailed Analysis of the Study Results

I used inferential statistics to establish reliability for each of the instruments and subscales within the survey. I conducted descriptive statistics to establish mean scores for the independent variable of nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the dependent variable frequency of faculty-to-faculty incivility and its constructs. I conducted Pearson correlations to answer the research questions and determine the relationship between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility. I calculated the level of significance using $p < .05$, $p < .01$, and $p < .001$. To determine the strength of the associations, I used Cohen's (1988) standard to evaluate the correlation coefficient. Coefficients between .10 and .29 represent a small association, coefficients between .30 and .49 represent a medium association, and coefficients above .50 represent a large association.

Inferential Statistics

I conducted Cronbach's alpha tests of reliability for the RSS ($\alpha = .941$) and the subscale two (experienced) of the WICS ($\alpha = .951$). In addition, I conducted Cronbach's alpha tests of reliability on the following constructs: three role stress constructs (role conflict, role ambiguity, and role overload) and three workplace incivility constructs (experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment). Using suggested guidelines by George and Mallery (2014), I interpreted alpha coefficients where $\alpha > .9$ is excellent and $> .8$ is good.

Overall, alpha coefficient scores ranged from .834 to .951, demonstrating good to excellent reliability. See Table 4.

Table 4

Cronbach's Alpha Reliability Statistics for RSS, WICS, and Subscales

Scale	No. of Items	α
Role Strain Scale	43	.941
Role conflict	17	.845
Role ambiguity	6	.860
Role overload	8	.897
Workplace Incivility Civility Scale (subscale two)	46	.951
Experienced hostility toward individuals	9	.902
Experienced self-serving behaviors	7	.834
Experienced hostility to work environment	7	.864

Descriptive Statistics of the Variables

The sum of the corresponding items of the RSS, WICS, and each construct subscale for the survey generated composite scores for the variables. Identified constructs included three role stress constructs (role conflict, role ambiguity, and role overload) and three experienced incivility constructs (experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment).

I measured data for nurse faculty perceptions of role stress using participant scores for each response on 44 Likert-type items of the RSS. Specific to the research question, I measured three subscales of the RSS using participant scores. See Table 5.

- *Role conflict* was measured as the sum of the Likert-type scale responses to items 4, 5, 6, 8, 9, 15, 16, 17, 25, 26, 27, 28, 32, 33, 42, 43 and 44 on the RSS.

- *Role ambiguity* was measured as the sum of the Likert-type scale responses to items 23, 31, 29, 40, and 41 on the RSS.
- *Role overload* was measured as the sum of the Likert-type scale responses to items 1, 2, 3, 10, 18, 23, 29, and 30 on the RSS.

I measured data for faculty-to-faculty incivility using participant scores for each response on 23 Likert-type items of subscale two (experienced incivility in the past 12 months) of the WICS. Specific to the research question, I measured three subscales for experienced incivility of the WICS using participant scores. See Table 5.

- *Hostility towards individuals* was measured as the sum of the Likert-type scale responses to items 1, 3, 9, 10, 11, 15, 18, 20, and 23 for subscale two (experienced in the past 12 months) of the WICS.
- *Self-serving behaviors* was measured as the sum of the Likert-type scale responses to items 5, 7, 14, 16, 19, 21, and 22 for subscale two (experienced in the past 12 months) of the WICS.
- *Hostility to work environment* was measured as the sum of the Likert-type scale responses to items 2, 4, 6, 8, 12, 13, and 17 for subscale two (experienced in the past 12 months) of the WICS.

Table 5

Descriptive Statistics for the RSS, WICS, and Subscales

Composite Scores	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Role Strain Scale	1.70	4.44	3.01	.58
Role conflict	1.63	4.25	3.09	.58
Role ambiguity	1	5	2.94	.93
Role overload	1.75	5	3.49	.78
Workplace Incivility Civility Scale	1.04	4	2.24	.69
Experienced hostility toward individuals	1	4	1.86	.73
Experienced self-serving behaviors	1	4	2.32	.71
Experienced hostility to work environment	1	4	2.63	.76

Research Questions and Hypotheses Correlations

The research questions, null, and alternate hypotheses are presented and discussed in relation to the correlational findings.

RQ1: Is there a relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility?

H₀1: There is no relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility.

H_a1: There is a relationship between nurse faculty perceptions of role conflict and faculty-to-faculty incivility.

I conducted a Pearson correlation to assess the relationship between nurse faculty perceptions of role conflict and experienced faculty-to-faculty incivility. Through testing, I determined the data met the assumptions necessary to conduct a Pearson correlation. Participants participated only once in the survey and, therefore, met the methodological assumption of independent observations. Using skewness and the Shapiro-Wilk, I assessed the assumption of normality for the variables nurse faculty perceptions of role

conflict and experienced faculty-to-faculty incivility. The variables were slightly skewed: role conflict (-.097) and experienced faculty-to-faculty incivility (.492). The Shapiro-Wilk tests were not significant ($p < .05$) for nurse faculty perceptions of role conflict ($p = .56$) and faculty-to-faculty incivility ($p = .071$). Visual inspection of histograms for the variables met the assumption of normality. Therefore, data met the assumption of normality.

A scatterplot between nurse faculty perceptions of role conflict and experienced faculty-to-faculty incivility scores assessed linearity and homoscedasticity (Figure 2). Data points more heavily congregated along a linear line and met the assumption of linearity. There appeared to be the same amount of variability between the variables and met the assumption of homoscedasticity.

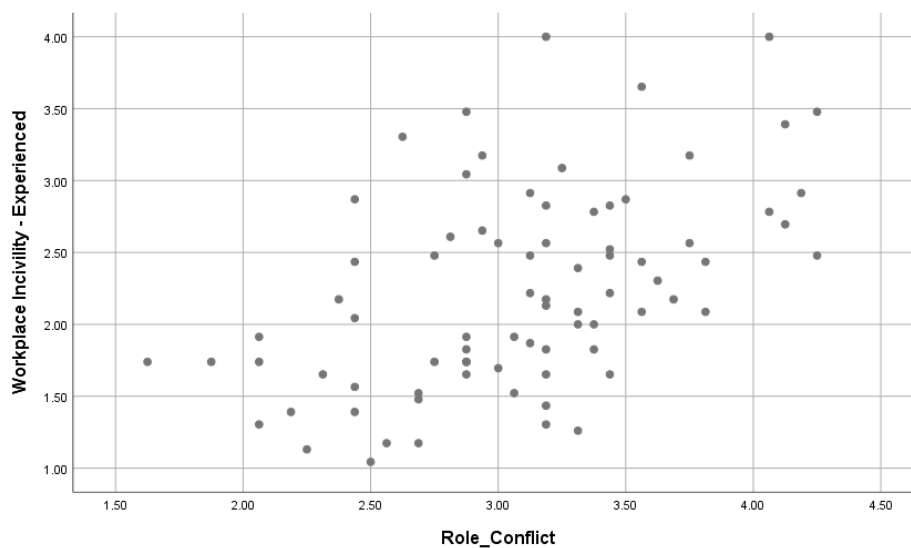


Figure 2. Scatterplot to assess linearity and homoscedasticity between nurse faculty perceptions of role conflict and experienced faculty-to-faculty incivility.

Results of the Pearson correlation indicated eight significant correlations between nurse faculty perceptions of role conflict and experienced faculty-to-faculty incivility;

therefore, the null hypothesis for research question one was rejected. A significant correlation occurred between role stress and experienced faculty-to-faculty incivility ($r = .509, p < .001$), suggesting a large positive relationship between the variables. As role stress scores increased, the frequency of experienced faculty-to-faculty incivility increased. The same positive relationship findings occurred for each of the three constructs of subscale two (experienced) of the WICS. A significant correlation occurred between role stress and experienced hostility towards individuals ($r = .475, p < .001$), experienced self-serving behaviors ($r = .490, p < .001$), and experienced hostility to work environment ($r = .481, p < .001$), suggesting a medium positive relationship between the variables. As role stress scores increased, the frequency of experienced hostility toward individuals, self-serving behaviors, and hostility to work environment scores increased.

Specific to research question one, a significant correlation occurred between role conflict, experienced faculty-to-faculty incivility, and each of the three constructs of subscale two (experienced) of the WICS. A significant correlation occurred between role conflict and experienced faculty-to-faculty incivility ($r = .506, p < .001$), suggesting a large positive relationship between the variables. A significant correlation occurred between role conflict and experienced hostility towards individuals ($r = .484, p < .001$), experienced self-serving behaviors ($r = .489, p < .001$), and experienced hostility to work environment ($r = .462, p < .001$), suggesting a medium positive relationship between the variables. As role conflict scores increased, the frequency of experienced faculty-to-faculty incivility scores increased. See Table 6.

Table 6

Pearson Correlation Matrix between Experienced Faculty-to-Faculty Incivility, Three Subscales of Experienced Faculty-to-Faculty Incivility, Role Strain Scale, and Role Conflict Subscale.

Variable	Experienced faculty-to-faculty incivility	Experienced hostility towards individuals	Experienced self-serving behaviors	Experienced hostility to work environment
Role strain	.509*	.475*	.490*	.481*
Role conflict	.506*	.484*	.489*	.462*

Note. * $p < .001$.

RQ2. Is there a relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility?

H₀2: There is no relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility.

H_a2: There is a relationship between nurse faculty perceptions of role ambiguity and faculty-to-faculty incivility.

I conducted a Pearson correlation to assess the relationship between nurse faculty perceptions of role ambiguity and experienced faculty-to-faculty incivility. Through testing, I determined the data met the assumptions necessary to conduct a Pearson correlation. Participants participated only once in the survey; therefore, met the methodological assumption of independent observations. Using skewness and the Shapiro-Wilk, I assessed the assumption of normality for nurse faculty perceptions of role ambiguity and experienced faculty-to-faculty incivility. The variables were slightly skewed: role ambiguity (.320) and experienced faculty-to-faculty incivility (.492). The Shapiro-Wilk tests were not significant ($p < .05$) for nurse faculty perceptions of role

ambiguity ($p = .127$) and faculty-to-faculty incivility ($p = .071$). Visual inspection of histograms for the variables met the assumption of normality. Therefore, data met the assumption of normality.

A scatterplot between nurse faculty perceptions of role ambiguity and experienced faculty-to-faculty incivility scores assessed linearity and homoscedasticity (Figure 3). Data points more heavily congregated along a linear line and met the assumption of linearity. There appeared to be the same amount of variability between the variables and met the assumption of homoscedasticity.

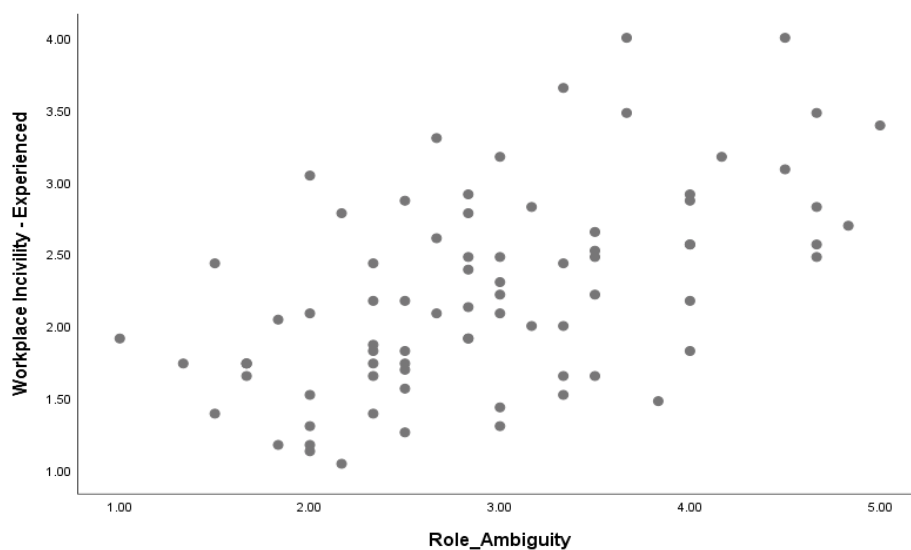


Figure 3. Scatterplot to assess linearity and homoscedasticity between nurse faculty perceptions of role ambiguity and experienced faculty-to-faculty incivility.

Results of the Pearson correlation indicated four significant correlations between nurse faculty perceptions of role ambiguity and experienced faculty-to-faculty incivility; therefore, the null hypothesis for research question two was rejected. A significant correlation occurred between role ambiguity and experienced faculty-to-faculty incivility ($r = .560$, $p < .001$), suggesting a large positive relationship between the variables. As

role ambiguity scores increased, the frequency of experienced faculty-to-faculty incivility scores increased. The same positive relationship findings occurred for each of the three constructs of subscale two (experienced) of the WICS. A significant correlation occurred between role ambiguity and experienced hostility towards individuals ($r = .542, p < .001$), experienced self-serving behaviors ($r = .522, p < .001$), and experienced hostility to work environment ($r = .519, p < .001$), suggesting a large positive relationship between the variables. As role ambiguity scores increased, the frequency of experienced hostility toward individuals, self-serving behaviors, and hostility to work environment scores increased. See Table 7.

Table 7

Pearson Correlation Matrix between Experienced Faculty-to-Faculty Incivility, Three Subscales of Experienced Faculty-to-Faculty Incivility, and Role Ambiguity Subscale.

Variable	Experienced faculty-to-faculty incivility	Experienced hostility towards individuals	Experienced self-serving behaviors	Experienced hostility to work environment
Role ambiguity	.560*	.542*	.522*	.519*

Note. * $p < .001$.

RQ3. Is there a relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility?

H₀3: There is no relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility.

H_a3: There is a relationship between nurse faculty perceptions of role overload and faculty-to-faculty incivility.

I conducted a Pearson correlation to assess the relationship between nurse faculty perceptions of role overload and experienced faculty-to-faculty incivility. Through testing, I determined the data met the assumptions necessary to conduct a Pearson correlation. Participants participated only once in the survey; therefore, met the methodological assumption of independent observations. Using skewness and the Shapiro-Wilk, I assessed the assumption of normality for the variables nurse faculty perceptions of role overload and faculty-to-faculty incivility. The variables were slightly skewed: role overload (-.071) and experienced faculty-to-faculty incivility (.492). The Shapiro-Wilk tests were not significant ($p < .05$) for nurse faculty perceptions of role overload ($p = .330$) and experienced faculty-to-faculty incivility ($p = .071$). Visual inspection of histograms for the variables met the assumption of normality. Therefore, data met the assumption of normality.

A scatterplot between nurse faculty perceptions of role overload and experienced faculty-to-faculty incivility scores assessed linearity and homoscedasticity (Figure 4). Data points more heavily congregated along a linear line and met the assumption of linearity. There appeared to be the same amount of variability between the variables and met the assumption of homoscedasticity.

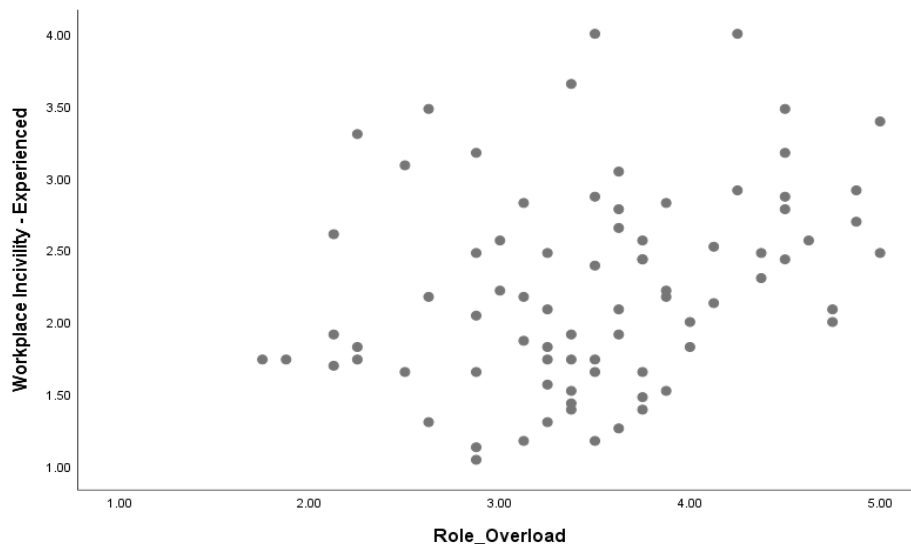


Figure 4. Scatterplot to assess linearity and homoscedasticity between nurse faculty perceptions of role overload and experienced faculty-to-faculty incivility.

Results of the Pearson correlation indicated four significant correlations between nurse faculty perceptions of role overload and experienced faculty-to-faculty incivility; therefore, the null hypothesis for research question three was rejected. A significant correlation occurred between role overload and experienced faculty-to-faculty incivility ($r = .298, p < .008$), suggesting a small positive relationship between the variables. As role overload scores increased, the frequency of experienced faculty-to-faculty incivility scores increased. The same positive relationship findings occurred for each of the three constructs of subscale two (experienced) of the WICS. A significant correlation occurred between role overload and experienced self-serving behaviors ($r = .303, p < .01$), suggesting a medium positive relationship between the variables. A significant correlation occurred between role overload and experienced hostility towards individuals ($r = .254, p < .05$) and experienced hostility to work environment ($r = .296, p < .05$), suggesting a small positive relationship between the variables. As role overload scores

increased, the frequency of experienced hostility toward individuals, self-serving behaviors, and hostility to work environment scores increased. See Table 8.

Table 8

Pearson Correlation Matrix between Experienced Faculty-to-Faculty Incivility, Three Subscales of Experienced Faculty-to-Faculty Incivility, and Role Overload Subscale.

Variable	Experienced faculty-to-faculty incivility	Experienced hostility towards individuals	Experienced self-serving behaviors	Experienced hostility to work environment
Role overload	.298**	.254*	.303**	.296**

Note. * $p < .05$. ** $p < .01$.

Summary

In chapter 4, I presented the data analysis process and results for this study. I used descriptive statistics and Pearson correlations to analyze the data. Results suggested a statistically significant positive relationship between role stress and experienced faculty-to-faculty incivility within the last 12 months. Results also suggested a statistically significant positive relationship between three role stress constructs (role conflict, role ambiguity, and role overload) and three workplace incivility constructs (experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment). In chapter 5, I will provide my interpretation, summarization, and discussion of the results of this study in relation to the literature and conceptual framework. I will present the limitations of the study, implications for positive social change, and recommendations for future research.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this study was to determine if a relationship exists between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility among nurse faculty teaching in undergraduate nursing programs in one Midwestern state. For this study, I defined role stress as role conflict, role ambiguity, and role overload. To date, researchers have documented significant consequences for nursing students, faculty, and academic institutions such as increased faculty stress and turnover and decreased creativity, productivity, and job satisfaction (Clark et al., 2013; Peters, 2014; Porath & Pearson, 2013). Faculty-to-faculty incivility may have a significant impact on nurse faculty, resulting in physical, psychological, and emotional consequences (Clark et al., 2013). Research is necessary to identify factors that contribute to faculty-to-faculty incivility to improve the work environment for nurse faculty which may help alleviate the nurse faculty shortage.

Chapter 5 includes my interpretation, summarization, and discussion of the results of this study in relation to the literature and conceptual framework. I will discuss the limitations, implications for positive social change, and recommendations for future research.

Summary of Key Findings

Through this study, I employed a survey-based descriptive correlational design to examine the relationship between nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-

to-faculty incivility. I used a purposive convenience sampling procedure to recruit and invite part-time and full-time nurse faculty teaching in 18 associate and 21 baccalaureate undergraduate nursing programs in the state of Iowa to participate in the study. The sample included 79 participants teaching in undergraduate nursing programs in Iowa. The majority of participants were female ($n = 74, 93.7\%$), Caucasian ($n = 77, 97.5\%$), and employed full-time ($n = 72, 91.1\%$). The majority of participants were over the age of 40 ($n = 67, 84.9\%$) and taught more than five years ($n = 52, 66\%$). A majority of the participants were non-tenured track ($n = 58, 73.4\%$), teaching in a baccalaureate ($n = 52, 55.7\%$) or associate ($n = 27, 34.2\%$) nursing programs at a private ($n = 45, 57\%$), public ($n = 32, 40.5\%$), or for-profit ($n = 2, 2.5\%$) academic institutions.

Over 6 weeks, I collected data using SurveyMonkey, a secure, web-based, online software system. The survey consisted of demographic items and two existing tools: the RSS and WICS. I used SPSS to conduct descriptive and correlational analysis for role stress, experienced faculty-to-faculty incivility, three constructs of role stress (role conflict, role ambiguity, and role overload), and three constructs of experienced faculty-to-faculty incivility (experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment).

Role Stress and Experienced Incivility

Results of the Pearson correlation indicated a significant correlation occurred between role stress and experienced faculty-to-faculty incivility ($r = .509, p < .001$), suggesting a large positive relationship between the variables. As role stress increased, the frequency of experienced faculty-to-faculty incivility increased. A significant

correlation occurred between role stress and experienced hostility towards individuals ($r = .475, p < .001$), experienced self-serving behaviors ($r = .490, p < .001$), and experienced hostility to work environment ($r = .481, p < .001$), suggesting a medium positive relationship between the variables. As role stress increased, the frequency of experienced hostility toward individuals, self-serving behaviors, and hostility to work environment increased.

Role Conflict and Experienced Incivility

Results of the Pearson correlation indicated a significant correlation occurred between role conflict and experienced faculty-to-faculty incivility ($r = .506, p < .001$), suggesting a large positive relationship between the variables. A significant correlation occurred between role conflict and experienced hostility towards individuals ($r = .484, p < .001$), experienced self-serving behaviors ($r = .489, p < .001$), and experienced hostility to work environment ($r = .462, p < .001$), suggesting a medium positive relationship between the variables. As role conflict scores increased, the frequency of faculty-to-faculty incivility, hostility toward individuals, self-serving behaviors, and hostility to work environment increased.

Role Ambiguity and Experienced Incivility

Results of the Pearson correlation indicated a significant correlation occurred between role ambiguity and experienced faculty-to-faculty incivility ($r = .560, p < .001$), suggesting a large positive relationship between the variables. A significant correlation occurred between role ambiguity and experienced hostility towards individuals ($r = .542, p < .001$), experienced self-serving behaviors ($r = .522, p < .001$), and experienced

hostility to work environment ($r = .519, p < .001$), suggesting a large positive relationship between the variables. As role ambiguity increased, the frequency of experienced faculty-to-faculty incivility, hostility toward individuals, self-serving behaviors, and hostility to work environment increased.

Role Overload and Experienced Incivility

Results of the Pearson correlation indicated a significant correlation occurred between role overload and experienced faculty-to-faculty incivility ($r = .298, p < .01$), suggesting a small positive relationship between the variables. A significant correlation occurred between role overload and experienced self-serving behaviors ($r = .303, p < .01$), suggesting a medium positive relationship between the variables. A significant correlation occurred between role overload and experienced hostility towards individuals ($r = .254, p < .05$) and experienced hostility to work environment ($r = .296, p < .01$), suggesting a small positive relationship between the variables. As role overload increased, the frequency of experienced faculty-to-faculty incivility, hostility toward individuals and hostility to work environment increased.

Interpretation of Findings

I used Pearson correlations to assess three research questions examining the relationship between role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility. I used the RSS to measure the independent variable of role stress and three subscales of the RSS for the constructs of role conflict, role ambiguity, and role overload. I used the WICS subscale two (experienced) to measure the dependent variable of faculty-to-faculty incivility and

three subscales of the WICS for the constructs experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment within the past 12 months. The survey was composed of Likert-type items from the RSS and WICS. The data were interval or continuous where lower scores indicated less role stress and experienced faculty-to-faculty incivility.

Results suggested a statistically significant positive relationship between role stress and the nature and frequency of faculty-to-faculty incivility. Results suggested a statistically significant positive relationship between three role stress constructs (role conflict, role ambiguity, and role overload) and three workplace incivility constructs (experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment).

Findings Relative to the Literature

Utilizing this study, I examined the relationship between nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility. I did not find research on nurse faculty perceptions of role stress as a possible contributing factor to faculty-to-faculty incivility in the literature. Therefore, findings from this study provided greater insight as to whether nurse faculty perceptions of role stress influence incivility among nurse faculty. This expanded knowledge on the impact of nurse faculty perceptions of role stress on faculty-to-faculty incivility is needed to adequately address and improve nurse faculty job satisfaction, productivity, recruitment, and retention.

Incivility. Participants indicated having experienced faculty-to-faculty incivility within the past 12 months and considered incivility among nurse faculty as a mild or moderate problem within their programs of nursing. Over half of the participants indicated they had experienced or observed uncivil acts among nurse faculty within the past 12 months. Composite scores of the 23 item WICS (4-point Likert-type scale) ranged from 1.04 to 4.00, with a $M = 2.24$ and $SD = .69$. A majority of participants perceived incivility as a mild (45.6%), moderate (31.6%), or serious (19%) problem within their nursing program. These findings are consistent with recent research on the prevalence, impact, and contributing factors of incivility among faculty within nursing education (Beckmann et al., 2013; Casale, 2017; Clark, 2013; Clark et al., 2013; Clark & Springer, 2010; Goldberg et al., 2013; Peters, 2014). Clark (2013) found that 68% of faculty perceived faculty-to-faculty incivility to be a moderate or serious problem and identified stress, demanding workloads, and unclear role expectations and responsibilities as contributing factors to faculty-to-faculty incivility. Similarly, findings from this study indicated an overwhelming majority of participants identified stress (81%), demanding workloads (68.4%), and unclear roles and expectations and imbalance of power (59.5%) as contributing to incivility among nurse faculty. Academic environments rife with uncivil behavior present a serious threat to an organization's productivity and effectiveness, resulting in a significant cost to the individual and an organization. Unsuccessful resolution of faculty-to-faculty incivility within nursing education may result in decreased job satisfaction, increased stress, psychological distress, and turnover thus exacerbating the nurse faculty shortage.

Role stress. Participants indicated a moderate to high degree of role stress within their nurse faculty role. Composite scores of the 44 item RSS (5-point Likert-type scale) ranged from 1.70 to 4.44, with a $M = 3.01$ and $SD = .58$. These findings are congruent with early research examining role strain in university nurse faculty. Mobily (1991) found that over 50% of respondents experienced moderate to high degree of role strain with 18% and 36% reporting a high or moderate degree of role strain respectively. When categorized and measured by the seven subscales of the RSS, role overload was found to have the highest mean score of 3.50. Similarly, findings of this study indicated the subscale of role overload had the highest mean ($M = 3.49$, $SD = .78$) followed by role conflict ($M = 3.09$, $SD = .58$) and role ambiguity ($M = 2.94$, $SD = .93$).

Academe poses unique challenges within the nurse faculty role. The multiple, diverse, and often ambiguous expectations and responsibilities of the nurse faculty role place overwhelming, and often conflicting, demands on nurse faculty time, resources, energy, and priorities. Despite extensive literature on the complex, competitive, and multi-faceted role of faculty, little is known on the impact of role stress on faculty-to-faculty incivility. Findings of this study added to the body of knowledge on nurse faculty perceptions of role stress and may serve as an impetus for interventions to improve the work environment for nurse faculty which may help alleviate the nurse faculty shortage.

Role stress and faculty-to-faculty incivility. Through this study, I focused specifically on nurse perceptions of role stress as defined by role conflict, role ambiguity, and role overload and its relationship to the nature and frequency of faculty-to-faculty incivility. Results of this study indicated that a significant positive relationship exists

between role conflict, role ambiguity, and role overload and experienced faculty-to-faculty incivility. These findings are congruent with previous research documenting that work-related stressors are predictive, to varying degrees, of employee deviant behaviors (Chen & Spector, 1992; Chiu et al., 2014; Hershcovis et al., 2007; Reknes et al., 2014; Roberts et al., 2011; Van den Brande et al., 2016). A systematic review of studies between 1984 and 2014 on work and person-related factors that trigger workplace bullying identified the most relevant work-related stressors predictive of being a target of workplace bullying included role conflict, role ambiguity, workload, job insecurity, and cognitive demands (Van den Brande et al., 2014). In nursing education, Clark and Springer (2010) found faculty stressors of workload, inadequate pay, uncivil students, and incivility among faculty as contributing to an environment ripe for incivility.

Results of this study indicated a significant positive correlation between role and incivility. A review of existing research indicated conflicting results as to the relationship between role overload and CWB. Chiu et al. (2014) conducted a study to investigate the relationship among role stressors, social support, and employee deviance in sales and customer service employees in Taiwan. Results indicated role conflict positively correlated with interpersonal and organizational deviance, whereas, role ambiguity positively correlated with organizational deviance. Contrarily, role overload negatively correlated with interpersonal and organizational deviance. However, recent research suggests workload and role overload present a significant threat for the instigation of CWB (Adeoti et al., 2017; Eissa & Lester, 2017; Francis et al., 2015). A study of 356 full-time faculty members in higher education institutions in Nigeria suggested workload

and work pressure were positively related to interpersonal deviance and mediated by neutralization (Adeoti et al., 2017). Findings of this study strengthen the growing research that indicated a positive relationship exists between role overload and incivility.

Researchers have delineated deviant work behaviors as target specific; deviance against organizations and deviance against individuals (Hershcovis et al., 2007). In a study exploring faculty-to-faculty incivility in nursing education, Clark et al. (2013) identified 23 behaviors that were considered uncivil by over 80% of respondents with the most common as resistance to change, making condescending remarks, using electronic devices during meetings, inequitable workload among faculty, and an unwillingness to negotiate. To varying degrees, participants of this study indicated having experienced or observed all 23 uncivil behaviors outlined in the WICS. Correlation results of this study offered several interpretations as to the target of experienced incivility in relation to three subscales of the WICS (experienced hostility toward individuals, experienced self-serving behaviors, and experienced hostility to work environment). The study demonstrated a significant correlation occurred between role stress and experienced hostility towards individuals, self-serving behaviors, and hostility toward the work environment with experienced hostility to work environment accounting for the highest composite score ($M = 2.63$, $SD = .76$) and experienced hostility towards individuals having the lowest composite score ($M = 1.86$, $SD = .73$). Findings of this study support research that suggested targets of incivility include both individuals and the work environment.

For decades researchers have explored the association between work stressors and negative individual and workplace outcomes; however, no empirical research exists on the impact of role stress on faculty-to-faculty incivility in nursing education. This study served to strengthen findings of previous research suggesting that as perceptions of role stress increased, the likelihood of experiencing incivility increased. This study, in combination with previous research, underscores the idea that the complex and often demanding nature of the nurse faculty role may have a detrimental influence on nurse faculty perceptions of role stress and the occurrence of uncivil behaviors. Within this context, faculty-to-faculty incivility as a result of nurse faculty perceptions of increased role stress may hinder the recruitment and retention of qualified nurse faculty. The recruitment and retention of qualified nurse faculty is of particular concern given the growing number of qualified nurse faculty needed to educate the next generation of nurse professionals and ensuring an adequate number of nurses enter the healthcare workforce (Shanta & Eliason, 2014).

Findings Relative to the Conceptual Framework

I used the stressor-emotion model of CWB as the framework for this study to examine the relationship between nurse faculty perceptions of role stress and the nature and frequency of faculty-to-faculty incivility. The stressor-emotion model of CWB is used to explain why individuals in stressful conditions may engage in CWB within the work environment (Spector & Fox, 2005). Spector and Fox hypothesized CWB is a behavioral response to environmental stressors, suggesting stressful work conditions may lead some individuals to experience negative emotions leading to subsequent acts of

CWB. Although the stressor-emotion model has received some empirical support in predicting CWB, there is a dearth of research in its use in explaining acts of incivility. However, the model has been used extensively to examine the role of environmental stressors in predicting both interpersonal and organizational behavioral responses in the form of CWB (Bauer & Spector, 2015; Fida et al., 2014; Fida et al., 2015; Fox & Stallworth, 2010; Hauge, Skogstad & Einersen, 2009; Meier & Semmer, 2013; Meier & Spector, 2013; Roberts, Scherer, & Bowyer, 2011; Sakuri & Jex, 2012; Yang & Diefendorff, 2009; Zhou, Meier, & Spector, 2014).

Participants of the current study indicated a moderate to high degree of role stress within their nurse faculty role. Composite scores of the 44 item RSS (5-point Likert-type scale) ranged from 1.70 to 4.44, with a $M = 3.01$ and $SD = .58$. Participants indicated having experienced faculty-to-faculty incivility within the past 12 months and considered incivility among nurse faculty as a mild or moderate problem within their programs of nursing. Over half of the participants indicated they had experienced or observed uncivil acts among nurse faculty within the past 12 months. Composite scores of the 23 item WICS (4-point Likert-type scale) ranged from 1.04 to 4.00, with a $M = 2.24$ and $SD = .69$. Correlational findings demonstrated that a relationship exists between the environmental stressors of role conflict, role ambiguity, and role overload and a negative behavioral response in the form of incivility among nurse faculty. Findings suggested that as nurse faculty perceptions of role stress increased, experienced faculty-to-faculty incivility increased. Findings are congruent with empirical research utilizing the stressor-emotion model of CWB in which perceived environmental stressors elicit negative

emotions which in turn impact the behavioral responses of individuals and the work environment. However, this study did not focus on the negative emotions elicited from perceptions of role stress. Future research is needed to explore the mediating or moderating effect negative emotions caused from perceptions of role stress on faculty-to-faculty incivility.

Stressful work conditions coupled with nurse faculty emotional and behavioral reactions to perceived role stress make the academic environment ripe for uncivil behavior. In this study, I identified that nurse faculty perceptions of role stress are a contributing factor in the occurrence of experienced faculty-to-faculty incivility in nursing education. Within this context, findings from this study suggest an opportunity to address aspects of the nurse faculty role that contribute to the perception of role stress and may alleviate the prevalence of faculty-to-faculty incivility and improve nurse faculty job satisfaction, productivity, and retention.

Limitations of Study

I identified several limitations in this study. The sample was limited to one Midwestern state and may not have been representative of the population, thus limiting generalizability outside of Iowa. The scope of the study was limited to nursing faculty teaching undergraduate nursing programs; therefore, limiting its generalizability to graduate nursing programs. Participants' responses reflected their perceptions at one point in time and it is unknown to what extent external variables may have affected participants' responses to survey items.

I identified several limitations in the recruitment of participants. I obtained a list of all undergraduate nursing programs within the state of Iowa from the IBON website; this included 18 associate and 21 baccalaureate undergraduate nursing degree programs. I made every effort to include all part-time and full-time nurse faculty teaching in the state of Iowa in this study; however, it is highly probable that program websites, or university directories may have been outdated, incomplete, or inaccurate. For this reason, it is likely that recruitment of participants did not include all nurse faculty in the state of Iowa. I began collecting data just before semester break, and the timing may have affected the sample size. The use of a convenience sample and online survey methodology may have led to response bias as nurse faculty may have over or under-reported their perceptions of role stress and faculty-to-faculty incivility. The sensitive nature of role stress and faculty-to-faculty incivility may have deterred nurse faculty from responding honestly to survey items for fear of identification, retaliation, or psychological distress. Conversely, those who have experienced recent role stress or incivility may have been more motivated to participate.

This study had a narrow focus and did not include all constructs of the stressor-emotion model of CWB to include negative emotion, personality, and perceived control. Spector and Fox (2005) used the stressor-emotion model of CWB to illustrate how environmental stressors may elicit negative emotions in some individuals and that personality characteristics and perceived levels of control may influence perceptions of stress and emotional reactivity. Therefore, further research is needed to examine the

mediating or moderating effects of these constructs on the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility.

During data collection, I discovered the omission of one item from the RSS tool due to a transferring error from the instrument to the online survey platform. I identified the omitted item as an item from the role ambiguity subscale. I conducted a Cronbach's alpha test of reliability for the role ambiguity subscale used in this study. I determined the role ambiguity subscale, without the item, demonstrated good reliability ($\alpha = .860$). Furthermore, I treated the item as nonrandom missing data during data analysis.

Recommendations

Future research on nurse perceptions of role stress should continue to investigate the issue, as well as consider strategies aimed at reducing nurse faculty perceptions of role stress and the effectiveness of these strategies. I recommend replication of this study in larger populations and diverse educational settings. I did not examine the relationship between nurse faculty perceptions of role stress and faculty-to-faculty incivility comparative to data on participant demographic and academic environment characteristics. Future research should include perceptions of this phenomenon from nurse faculty of diverse backgrounds such as gender, ethnicity, sexual orientation, level of educational preparation, primary teaching responsibilities, and professional or academic rank. Furthermore, researchers should include nurse faculty teaching in a variety of educational settings would provide for more robust findings, allowing for comparison across nursing education and assess congruency within the larger nurse faculty population.

Future qualitative research on nurse faculty perceptions of role stress is imperative for understanding the lived experiences and perceptions of the nurse faculty role. Future studies should include the lived experiences of nurse faculty experiencing role stress who choose to stay in academe. Researchers that explore the role of nurse faculty from a qualitative perspective might provide greater insight into the effects of role stress on the occurrence of faculty-to-faculty incivility.

Lastly, this study did not include the constructs of negative emotion, personality, and perceived control of the stressor-emotion model of CWB as they pertain to nurse faculty perceptions of role stress and incivility among nurse faculty. In the future, researchers should incorporate one or more of these constructs to examine how negative emotion, personality, and perceived control mitigate or augment the emotional and behavioral responses to role stress in nurse faculty. Although the stressor-emotion model has received some empirical support in predicting CWB, further research is needed to explain acts of incivility.

Implications for Positive Social Change

The recruitment and retention of qualified nurse faculty are essential in meeting the growing demand for nursing professionals in the healthcare workforce. The NLN (2015) reported that 34,200 nursing faculty are needed by the year 2022 to meet the growing demand for nurses in the practice setting. Factors cited as contributing to the nurse faculty shortage include: high faculty workload, the advancing age of faculty, increasing faculty retirement and attrition, noncompetitive compensation compared to the private sector, job stress, a lack of institutional support for research and community

service, and the complexity and decreased interest in the nurse faculty role (AACN, 2016; Bittner & Bechtel, 2017; Clark & Spring, 2010; Luparell, 2007, 2011; NLN, 2015). Findings from this study are congruent with the literature on factors contributing to the nurse faculty shortage. Demographic data of the sample indicated a majority of participants were over the age of 40 (84.9%) with 19% of those over the age of 60. An overwhelming majority of participants stated stress (81%) and demanding workloads (68.4%) contributed to workplace incivility. The advancing age of nurse faculty, coupled with stressful work conditions, present a grave threat to the recruitment and retention of nurse faculty.

Faculty-to-faculty incivility is often underestimated and unheeded in academic environments (Twale, 2018). Casale (2017) found that a majority of nurse faculty perceive faculty-to-faculty incivility to be a mild (35.5%) to serious (21.7%) problem with only 8.7% of participants stating faculty-to-faculty incivility was not a problem. This study produced similar findings as 45.6% of participants perceived incivility as a mild problem while 31.6% of participants perceived incivility as a moderate problem. Furthermore, faculty-to-faculty incivility may have a significant impact on the nurse faculty work environment; resulting in physical, psychological, and emotional consequences leading to increased faculty stress and cost to the institution (Clark et al., 2013; Hollis, 2017). Findings from this study support previous research suggesting that faculty-to-faculty incivility is prevalent within the academic environment and may pose a significant threat to a healthy academic work environment and the recruitment and retention of nurse faculty.

I was unable to find research on nurse faculty role stress as a possible contributing factor to faculty-to-faculty incivility in the literature, revealing a significant gap in knowledge. Characteristics inherent in the nurse faculty role may expose nurse faculty to role-related stressors as they navigate the multifaceted roles of research, teaching, and service. This study added to the existing literature on the nurse faculty role, and the recruitment and retention of qualified nurse faculty by exploring nurse faculty perceptions of role stress as a contributing factor to incivility among faculty in nursing education. Findings indicated that as nurse faculty perceptions of role stress increased, the occurrence of faculty-to-faculty incivility increased. Empirical findings from this study may provide a basis for strategies that minimize nurse faculty perceptions of role stress and decrease experienced faculty-to-faculty incivility thus transforming the nurse faculty role and academic work environment. Such a transformation may positively affect the recruitment and retention of qualified nurse faculty, building a sustainable nurse faculty workforce and ensuring an adequate number of nurses enter the healthcare workforce.

Conclusions

In this quantitative, descriptive, correlational study I examined the relationship between nurse faculty perceptions of role stress as defined by role conflict, role ambiguity, and role overload and the nature and frequency of faculty-to-faculty incivility. Seventy-nine part- and full-time nurse faculty from 18 associate and 21 baccalaureate undergraduate programs of nursing in the state of Iowa composed the sample. Results revealed that faculty-to-faculty incivility is perceived to occur at moderate levels of

frequency and that faculty stress, demanding workloads, and unclear role expectations are perceived to contribute to its existence in programs of nursing. Correlational findings are consistent with previous research and indicated a significant positive relationship between nurse faculty perceptions of role stress and experienced faculty-to-faculty incivility. Through this study, I found that a positive correlation exists between three constructs of role stress (role conflict, role ambiguity, and role overload) and experienced faculty-to-faculty incivility as well as each of the three constructs of experienced faculty-to-faculty incivility (hostility towards individuals, self-serving behaviors, and hostility towards work environment). Within this context, I found that nurse faculty perceptions of role stress pose a significant threat to the nurse faculty work environment as an increase in role stress may precipitate uncivil behaviors among nurse faculty. Findings from this study may provide the basis for strategies that lessen the perception of role stress within the nurse faculty role and improve nurse faculty job satisfaction, productivity, recruitment, and retention.

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Appendix A: Stressor-Emotion Model Copyright Approval



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Help



Book: Counterproductive work behavior: Investigations of actors and targets.

Author: Edited by Suzy Fox, PhD and Paul E. Spector, PhD

Publisher: American Psychological Association

Date: Jan 1, 2004

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made in confidence)								
Challenge your or a co-worker's knowledge or credibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circulate private e-mails, without knowledge or permission (to discredit you or a co-worker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circumvent the normal grievance process (e.g. going above someone's head or failing to follow procedures to resolve conflict)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently demonstrate an "entitled" or "narcissistic attitude" toward you or a co-worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make rude non-verbal behaviors or gestures (toward you or a co-worker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you think incivility is a problem in your workplace?

- No problem at all

- Mild problem
- Moderate problem
- Serious problem
- I don't know/can't answer

Please indicate the level of confidence you have in addressing workplace incivility

- High level of confidence
- Moderate level of confidence
- Minimal level of confidence
- No confidence at all

If you avoid dealing with workplace incivility, what keeps you from addressing it? (Check all that apply)

- Lack of knowledge and skills
- Fear of professional retaliation
- Fear of personal retaliation
- It takes too much time and effort
- Do not have a clear policy to address workplace incivility
- Addressing it may lead to poor evaluations
- Lack of administrator support
- Addressing it makes matters worse
- Reluctant to challenge authority or position
- Prefer to avoid confrontation or conflict
- Do not avoid
- Other _____

In your opinion, which factors contribute to workplace incivility? (Check all that apply)

- Stress
- Organizational conditions/ volatility/stressful
- Unclear roles and expectations and imbalance of power
- Sense of entitlement and superiority
- Demanding workloads
- Technology overload/changes
- Juggling multiple roles and responsibilities
- Inadequate resources (financial, human, informational, etc)
- Lack of knowledge and skills in managing conflict
- Other _____

Using a scale from 0-100, how do you rate the level of CIVILITY in your workplace?
 _____ Civility Level (Scale from 0-100) (0 is absence of civility, 100 is completely

civil)

What top 3 strategies do you suggest for improving the level of CIVILITY in your workplace?

Use empirical tools (surveys, etc.) to measure incivility/civility and address areas of strength/growth
Establish codes of conduct that define acceptable and unacceptable behaviors

Role-model professionalism and civility

Raise awareness, invest in civility/incivility education

Integrate civility and collegiality into performance evaluations

Provide training for effective communication and conflict negotiation

Develop and implement comprehensive policies and procedures to address incivility

Reward civility and professionalism

Implement strategies for stress reduction and self-care

Take personal responsibility and stand accountable for actions

Other _____

Fill in the blank items:

The following description is an example of an uncivil encounter you have experienced in your workplace within the past 12 months (fill in the blank)...

The most effective way to promote or address workplace civility is to (fill in the blank)....

Appendix C: Role Strain Scale

SECTION I: ROLE ORIENTATION

The following typology of academic role orientation was constructed by emphasizing or deemphasizing each of the three primary roles of teaching, research, and service. For the purposes of this study, please note that research includes all types of scholarly endeavors; and service includes service to the college or university, to the community, and to the profession.

INSTRUCTIONS: BEFORE RESPONDING to the questions that follow, please study carefully the typology below.

TYPE	ACADEMIC ROLE ORIENTATION	DESCRIPTION
I	<u>TEACHING</u> - research - service	Teaching is prime commitment; research and service are less important.
II	teaching - <u>RESEARCH</u> - service	Research is prime commitment; teaching and service are less important.
III	teaching - research - <u>SERVICE</u>	Service is prime commitment; teaching and research are less important.
IV	<u>TEACHING</u> - <u>RESEARCH</u> - service	Both teaching and research are significant and have equal importance; service is less important.
V	<u>TEACHING</u> - research - <u>SERVICE</u>	Both teaching and service are significant and have equal importance; research is less important.
VI	teaching - <u>RESEARCH</u> - <u>SERVICE</u>	Both research and service are significant and have equal importance; teaching is less important.
VII	<u>TEACHING</u> - <u>RESEARCH</u> - <u>SERVICE</u>	Extensive commitment in all three areas.
VIII	teaching - research - service	Minimal commitment in all three areas.

NOW PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Which orientation best represents how you would ideally like to spend your work time? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- B. Which orientation best represents how you actually spend your work time? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- C. In your judgment, which orientation is the most appropriate for the academic mission and goals of your institution? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- D. In your judgment, which orientation is the most appropriate for the needs of the profession? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- E. Which orientation does your dean promote/encourage for you? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- F. Which orientation best describes the norms/values of the majority of your colleagues? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- 3
- G. Which orientation best describes the colleague(s) whom you most respect and/or who serve as your role model(s)? **CHECK ONLY ONE.**

Type I: TEACHING - research - service
 Type II: teaching - RESEARCH - service
 Type III: teaching - research - SERVICE
 Type IV: TEACHING - RESEARCH - service
 Type V: TEACHING - research - SERVICE
 Type VI: teaching - RESEARCH - SERVICE
 Type VII: TEACHING - RESEARCH - SERVICE
 Type VIII: teaching - research - service

- H. Please estimate the approximate percent of time you actually spend in each of the following academic activities in Column 1. In Column 2, please estimate the approximate percent of time you would ideally like to spend in each area. (Total should equal 100% in each column.)

ACTUAL EXPENDITURE	IDEAL EXPENDITURE
<input type="checkbox"/> TEACHING	<input type="checkbox"/> TEACHING
<input type="checkbox"/> RESEARCH	<input type="checkbox"/> RESEARCH
<input type="checkbox"/> SERVICE	<input type="checkbox"/> SERVICE
100% TOTAL	100% TOTAL

- I. Please estimate the TOTAL number of hours per week that you spend on work-related activities. _____ Hours per week

SECTION II: ROLE STRAIN

The following work-related situations have been identified in the literature as possible sources of faculty stress.

INSTRUCTIONS: Please **CIRCLE** THE NUMBER that MOST ACCURATELY represents the extent to which you have experienced stress from each.

	Never	Rarely	Some- times	Fre- quently	Nearly All The Time
1. Coping with the number of expectations of my job.....	1	2	3	4	5
2. Thinking that the amount of work I have to do interferes with how well it gets done.....	1	2	3	4	5
3. Coping with the complexity of my job expectations.....	1	2	3	4	5
4. Having job demands interfere with other activities of personal importance (family, leisure and other interests).....	1	2	3	4	5

	Never	Rarely	Some- times	Fre- quently	⁴ Nearly All The Time
5. Having adequate resources (i.e., secretarial support, libraries, computer access, classrooms, laboratories) to meet role expectations...1		2	3	4	5
6. Having adequate time to meet role expectations.....1		2	3	4	5
7. Feeling torn between the demands of the profession and those of the institution.....1		2	3	4	5
8. Dealing with program or curricular changes.....1		2	3	4	5
9. Feeling pressured to secure outside funding in a time of limited availability.....1		2	3	4	5
10. Feeling like I have too heavy a workload; one that cannot possibly be finished during the normal work week.....1		2	3	4	5
11. Receiving insufficient recognition for my teaching performance.....1		2	3	4	5
12. Receiving insufficient recognition for my clinical expertise.....1		2	3	4	5
13. Receiving insufficient recognition for my research and publications.....1		2	3	4	5
14. Receiving insufficient recognition for service activities.....1		2	3	4	5
15. Feeling unable to satisfy the conflicting demands of my various work-related constituencies (i.e., administration, colleagues, students, clinical agency personnel and patients).....1		2	3	4	5
16. Feeling pressured to maintain clinical competence or a clinical practice without the time to realistically do so.....1		2	3	4	5

	Never	Rarely	Some- times	Fre- quently	Nearly All The Time
17. Feeling pressure for better job performance over and above what I believe is reasonable.....1	2	3	4	5	
18. Having to participate in work-related activities outside regular working hours in order to meet job expectations.....1	2	3	4	5	
19. Feeling that my progress on the job is not what it could or should be.....1	2	3	4	5	
20. Coping with changing faculty role expectations...1	2	3	4	5	
21. Having a lack of clearly defined <u>qualitative</u> expectations of the faculty role.....1	2	3	4	5	
22. Having a lack of clearly defined <u>quantitative</u> expectations of the of the faculty role.....1	2	3	4	5	
23. Feeling pressured to do more work than I currently am.....1	2	3	4	5	
24. Feeling that the goals and values of the institution/ department are incongruent with personal goals and values.....1	2	3	4	5	
25. Feeling that I was hired primarily to teach but I am evaluated on the basis of other role expectations..1	2	3	4	5	
26. Feeling that research and publication expectations take time needed for my teaching responsibilities...1	2	3	4	5	
27. Feeling that teaching expectations take time needed for my research and publication activities.....1	2	3	4	5	
28. Feeling that service expectations take time needed for my other role expectations.....1	2	3	4	5	
29. Feeling physically drained from my work at the end of the day.....1	2	3	4	5	

	Never	Rarely	Some- times	Fre- quently	6 Nearly All The Time
30. Feeling emotionally drain- ed from my work at the end of the day.....1		2	3	4	5
31. Feeling uncertain as to what administration thinks of me.....1		2	3	4	5
32. Feeling that there is lack of consensus among faculty on the expectations of the faculty role.....1		2	3	4	5
33. Feeling that there is lack of consensus between faculty and administration on the expectations of the faculty role..... 1		2	3	4	5
34. Feeling that I do not have sufficient knowledge and skills to do research...1		2	3	4	5
35. Feeling that I have not kept abreast of current developments in my field....1		2	3	4	5
36. Having to teach subject matter or courses which are incongruent with my background or expertise.....1		2	3	4	5
37. Feeling that I do not have sufficient skills to be an effective teacher.....1		2	3	4	5
38. Being concerned that I do not have sufficient clinical expertise.....1		2	3	4	5
39. Receiving insufficient in- formation on my performance with respect to promotion and/or tenure.....1		2	3	4	5
40. Receiving insufficient in- formation on my performance with respect to salary considerations.....1		2	3	4	5
41. Dealing with unsystematic evaluation practices.....1		2	3	4	5
42. Dealing with students who are inadequately prepared or poorly motivated.....1		2	3	4	5

	Never	Rarely	Some- times	Fre- quently	7 Nearly All The Time
43. Feeling that the quality of the student applicant pool and demands for maintaining enrollment are in conflict with professional standards.....	1	2	3	4	5
44. Feeling that I am not respected by my various constituencies.....	1	2	3	4	5

Please feel free to add other sources of work-related stress and indicate the extent to which you are bothered by them.

Appendix D: Role Strain Scale Approval

From: Mobily, Paula R
Sent: Friday, July 20, 2018 11:44 PM
To: Anne Kleinhesselink
Subject: Re: Role Strain Scale

Dear Anne,

I am happy to grant you permission to use my *Role Strain Scale* for your doctoral dissertation. Even though I found a significant amount of role strain for nurse educators as a part of my dissertation research in the late 1980's, it has been notable that there is continued anecdotal and research evidence that it continues to be of concern.

I have attached some documents that may be helpful to you. One is the information from my actual dissertation about the development of the scale and the other is the complete scale. There is no charge for using or modifying the scale. Please let me know if you have difficulty opening either of the documents.

I wish you luck with your dissertation project and completion of your doctoral degree.

Best Regards,

Paula

Paula R. Mobily, PhD, RN

Associate Professor Emeritus

The University of Iowa

College of Nursing

Appendix E: Workplace Incivility Civility Survey Copyright

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LICENSEE

Boise State University
Attn: Office of
Technology Transfer
1910 University Drive
Boise, ID 83725-1139

Anne Kleinhesselink, RN, MSN
Walden University
PhD in Nursing student
1513 Avenue H
Hawarden, Iowa 51023

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Licensee:

By: 
Anne Kleinhesselink, RN, MSN

Licensor:

By: 
Katy Ritter, Director
Office of Technology Transfer

Date: 7 25 2018

Date: 7/25/18

Appendix F: Participant Demographic Characteristic Survey Items

Section IV: Demographics and Personal Data

The purpose of this section is to obtain information about your socialization experiences, academic responsibilities, and some general personal data.

* 22. In what type of program did you receive your **INITIAL** nursing preparation to qualify for registered nurse licensure?

- Diploma Program
- Associate Degree Program
- Other (please specify)
- Baccalaureate Program
- Master's Program

* 23. What is your **highest earned degree**?

- Baccalaureate in nursing
- Baccalaureate in field other than nursing
- Master's in nursing
- Master's in field other than nursing
- Other (please specify)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy (PhD) in nursing
- Doctor of Philosophy (PhD) in field other than nursing
- Doctor of Education (EdD)

* 24. Are you currently enrolled in a **DOCTORAL** program?

- Yes
- No

* 25. Which best describes your employment status?

- Adjunct faculty
- Clinical instructor
- Part-time faculty
- Full-time faculty
- Emeritus Faculty
- Other (please specify)

* 26. Which best describes your nursing degree program?

- Diploma
- Associate degree
- Baccalaureate degree
- Master's degree
- Doctoral degree

* 27. How many years TOTAL have you held faculty positions in a department or school of nursing?

- | | |
|---------------------------------|--|
| <input type="radio"/> 1 or less | <input type="radio"/> 10-14 years |
| <input type="radio"/> 2-5 years | <input type="radio"/> 15-19 years |
| <input type="radio"/> 6-9 years | <input type="radio"/> 20 or more years |

* 28. How many years TOTAL have you held an academic appointment at your present institution?

- | | |
|---------------------------------|--|
| <input type="radio"/> 1 or less | <input type="radio"/> 10-14 years |
| <input type="radio"/> 2-5 years | <input type="radio"/> 15-19 years |
| <input type="radio"/> 6-9 years | <input type="radio"/> 20 or more years |

* 29. Which best describes your current working environment?

- Private Institution Profit Institution
- Public and/or State Institution
-
-

* 30. Which best describes your **current primary teaching responsibilities**?

- Undergraduate students
- Graduate students (Master's or Doctoral)
- Both undergraduate and graduate (Master's or Doctoral) students but **primarily undergraduate**
- Both undergraduate and graduate (Master's or Doctoral) students but **primarily graduate**
- Other (please specify)

* 31. Which best describes your **primary academic responsibility**?

- Classroom only On-line only
- Clinical only On-line and classroom
- Classroom and clinical Administration

* 32. Which best describes your current professional rank?

- Adjunct Faculty Associate professor without tenure
- Instructor or lecturer Associate professor with tenure
- Assistant professor without tenure Professor without tenure
- Assistant professor with tenure Professor with tenure

* 33. What is your present age?

- | | |
|--------------------------------|----------------------------------|
| <input type="radio"/> Under 25 | <input type="radio"/> 45-49 |
| <input type="radio"/> 25-29 | <input type="radio"/> 50-54 |
| <input type="radio"/> 30-34 | <input type="radio"/> 55-59 |
| <input type="radio"/> 35-39 | <input type="radio"/> 60 or over |
| <input type="radio"/> 40-44 | |

34. What is your present marital status?

- | | |
|--|--|
| <input type="radio"/> Single, no children | <input type="radio"/> Married, no children |
| <input type="radio"/> Single, with children | <input type="radio"/> Married, with children |
| <input type="radio"/> Other (please specify) | |

35. What is your gender?

- Female
- Male

36. To which racial or ethnic group(s) do you most identify?

- White or Caucasian
- Black or African American
- Hispanic or Latino
- Asian or Asian American
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Another race