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Leadership in Higher Education and the Impact on
Faculty Satisfaction and Retention

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Leadership in Higher Education and the Effect on Faculty Satisfaction and Retention

Faculty satisfaction and retention in higher education is related to many variables that are greatly influenced by the leadership and culture of the institution. An atmosphere that respects faculty concerns, values, and attitudes results in increased faculty satisfaction. Higher education leadership must examine how to better lead their organization (Black, 2015). Successful educational leadership in higher education is dependent on many performance roles. These include multiple facets such as management, teaching, counselling, faculty direction, planning and evaluation of the educational processes. Throughout most of the world, change has become the norm for many vocational activities including academics. Culture and behavioral expectations for workers at all levels are dynamic and changing. For all segments of society including education and educators, the environment is affected by multiple changes. The leadership of higher education institutions is under increasing scrutiny considering the changes seen over the last several years, such as student numbers, changes in funding, and student choice (Black, 2015). The work industry is vastly different than it was a decade ago. Electronic advances and presumptions from new generations of workers have shifted the way we produce and collaborate, transforming the work environment and with it, our lives. Workers today seek a work-life balance with a more casual work environment, less strict hours, increased teamwork, technological advancements, and a change in the workforce demographics (Davis, 2017). Higher education leaders and faculty alike have access to new and different career opportunities that are increasingly available and accessible. Although, traditional patterns of educational careers are more easily discarded, it is important that both faculty and leadership be aware of the

features of their work life that contribute to career satisfaction, including opportunities for new pursuits that are plentiful, publicized, and accessible. When considering the current culture in higher education, leadership behaviors promoting faculty satisfaction and retention must be a high priority. Additionally, faculty members should realistically evaluate the leadership behaviors considered appropriate to govern their personal and professional lives. While the faculty must be effective and productive in all aspects of higher education, their effectiveness should be enhanced by skilled leadership who respect the beliefs, attitudes and values of others. Everyone is entitled to their own values, attitudes and beliefs. It is important to accept and respect that other people may well have different attitudes, values, or beliefs than you. One does not have the right to expect that others change their values, attitudes, and beliefs just because they are different. Simple things like body language, gestures, the way you say something, or even actions, can give the impression you agree or disagree with their values or beliefs. It can be very easy to influence others in subtle ways (Davis, 2017).

There are many variables that contribute to satisfaction and retention of faculty in higher education. Higher education leaders need awareness of the culture of the institution. Actions that promote faculty satisfaction help maintain a suitable professional environment and faculty retention. Professional endeavors are also impacted by an educator's life and academic experiences and should be considered by leadership when planning and implementing policies and designing objectives. Considering the time and effort required to obtain academic positions faculty and leadership alike should keep in mind the overall costs involved in replacement. Identification of the factors that motivate both parties could assist in improving satisfaction and resultant retention across higher education communities regardless of the size and scope of the institution. Ambrose, Huston and Norman, (2005) conducted a qualitative study on faculty

satisfaction that included satisfaction with salary, collegiality, student success, workplace environment, city/local/regional attributes, and interdisciplinary nature of the institution. Each area was surveyed with results regarding satisfaction and dissatisfaction. A culture that reflects the value of faculty concerns, values, and attitudes results in increased satisfaction and retention. All areas were surveyed and while many believe salary was a major factor of satisfaction it was less important than other areas of academic life. “While one-third of the respondents felt their salary was not competitive, it was also stated that salary was not a great factor in their decision to continue their employment” (Ambrose, Huston, & Norman, 2005, p.813). Another area of concern and in some cases a determinant, are those concerning location and opportunity for family members. The other areas surveyed all were impacted by the influence and behavior of leadership. Another factor impacting retention decisions is the perception of workplace environment and whether it is perceived as positive or negative. An environment described as unfriendly and unsupportive was identified as one element of the decision for leaving a faculty position. Higher education leadership was identified as vital to faculty satisfaction. Dissatisfaction was generated in part by poor communication, disinterest in faculty pursuits, and failure to guide their academic careers (Ambrose, Huston & Norman, 2005). A low faculty retention rate creates costly monetary and academic consequences for institutions and academic departments. Monetary consequences include a lost return on a previous investment, the cost of recruiting a replacement, and the time of other faculty diverted to the hiring process (Lavinia, 2011). Another potential positive response to promoting faculty satisfaction is a smooth cohesive functioning department and ultimate student satisfaction. A culture that reflects the value of faculty concerns, values, and attitudes results in increased satisfaction.

The Faculty Retention Toolkit (2006) discuss actions to improve faculty retention. There are overlapping practices identified to help retain productive faculty and advocates proactive, thoughtful measures which can have positive impact on faculty satisfaction. Specific areas of focus are referred to as best practices for faculty retention.

All hired faculty to be treated with equal fairness and to have the opportunity to excel without bias due to their race, ethnicity, color, religion, sex, sexual orientation, marital status, gender identity or expression, national origin, age, disability, or protected veteran status. (The Faculty Retention Toolkit, 2006, p. 4)

Successful educational leadership in higher education is dependent on many performance roles. These performance roles encompass multiple facets such as management, teaching, counselling, faculty direction, planning and evaluation of the educational processes. In addition to mandatory skills and expertise, higher education leaders should be aware of the reasons that a leadership position is desirable (Ambrose, Huston & Norman, 2005). While successful leadership does have expected obstacles, many educational leaders likewise enjoy significant achievements in their chosen role. However, in the final outcome professional leadership style and behavior is connected to faculty satisfaction (Ambrose, Huston & Norman, 2005).

Educational leaders have many functions that are directed to success at all levels. They must have a vision that can be translated to contemporaries (Senge, 1990). Among the tasks leaders in higher education are required to manage, faculty direction and their activities are one of the most important. Educational institutions and the faculty and staff leaders are designers, stewards, and teachers. “They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models-that is, they are responsible for learning” (Senge, 1990, p.320).

Senge (1990) discussed his views on the development of a learning organization, appropriate for the advancement of positive leadership style that faculty can and will support and expressed his belief that people are most productive when they are involved in the planning and implementation of goals. This attitude among leaders is based in the theme that people are responsible for their own learning. Senge (1990) argued that a management approach developed by use of systems theory will promote actions appropriate for developing successful educational leadership that will promote faculty satisfaction and retention. Systems theory is the complex interdisciplinary study of every type of phenomena occurring in this world (Reference .com). Senge emphasized the role of the leader in the creation of this learning organization and discussed how these roles are practiced by leadership. He defined three leadership roles that would reshape the old-fashioned approach to being the boss (Senge, 1990). Faculty satisfaction and ultimately retention, are directly correlated to how leadership implements their roles. Faculty who are evaluating associating with a new institution or terminating their association would be wise to consider whether current leadership practice reflects these roles Senge (1990) described this role as being more like the designer of a ship rather than its captain (Senge, 1990), (Knowledge Management Tools, 2013).

Leader as Designer

He defined it in three ways

1. Creating a common vision with shared values and purpose
2. Determining the, policies, strategies, and structures that translate guiding ideas into business decisions

3. Creating effective learning processes which will allow for continuous improvement of the policies, strategies, and structures (Senge, 1990), (Knowledge Management Tools, 2013).

Leader as Teacher

The leader is seen as a coach that works with the mental models present in the organization. He must understand the (usually tacit) concepts of reality and restructure these views "to see beyond the superficial conditions and events [and] into the underlying causes of the problems" (Senge, 1990), (Knowledge Management Tools, 2013).

Leader as Steward

In the role of steward, the leader demonstrates a genuine commitment to the greater good, rather than demonstration of an unwillingness to learn. As an effective steward, the leader must have self-awareness and exemplify personal mastery of the role. The leader shows a genuine commitment to something larger than him/herself. This requires clarity and persuasiveness of their ideas: commitment and openness to continually learning more. This requires self-awareness. The leader exemplifies personal mastery. Organizations with an ideal learning environment fit well with an organizations' goals, providing for continual learning (Senge, 1990); (Knowledge Management Tools, 2013).

The basic principle of leadership is to lead by example. The principles of leadership, which are more fundamental than goals or policies, specify that in order to be a good leader a person must be honest, competent, forward-looking, inspiring, intelligent, fair-minded, broad-minded, courageous, straightforward and imaginative. How a leader defines themselves and what theories direct their leadership style can determine their

success at establishing and maintaining faculty satisfaction. This is also important in determining leadership effectiveness for faculty satisfaction are the leadership theories that direct leadership style. (Hanson, 2019)

Though leadership styles and theories are well defined, they can be difficult to apply to individual leaders who may exhibit some characteristics of more than one leadership style. Demonstration of leadership effectiveness is paramount for faculty satisfaction, and implementation of leadership theories can direct leadership style. Educational leadership requires integrating management functions that direct and control their institution or department while creating an empowered faculty and staff. The most common types of leadership styles are authoritarian (autocratic), participative (democratic), and laissez-faire. The leader's style is dependent on the person, their life experiences, institutional direction, and the colleagues who are dependent on their leadership (Marquis & Huston, 1996). Faculty members' response to their leaders' style is directly related to their satisfaction and continuance as faculty.

Authoritarian leadership styles are characterized by a leader's overall control of departmental decisions affecting faculty and staff including curriculum design, faculty responsibilities, and overall departmental functions. An authoritarian leader maintains firm control, motivates by coercion, directs with commands, isolates decision making, communicates downward, and uses punitive criticism (Marquis & Huston, p.14, 1996). However, authoritarian leadership does promote well-defined actions, can result in high productivity, and is best used in very large bureaucracies such as the military (Marquis & Huston, 1996). The lack of organizational commitment and leadership behaviors were identified as barriers to job satisfaction in a study to research multiple factors related to job satisfaction

(Garbee & Killackey, 2008) “In an authoritarian environment faculty morale and motivation decline” (Marquis & Huston, 1996). Authoritarian leadership has declined in popularity as it provided little autonomy or motivation for subordinate faculty.

Laissez-faire leadership demonstrates a lack of direction from leadership and can demonstrate a lack of overall leadership. The leader utilizing laissez-faire leadership exercises very little control, makes very few decisions, and observes rather than directs the process.

Laissez-faire leadership is not ideal in situations where group members lack the knowledge or experience, they need to complete tasks and make decisions. This style of leadership has been linked to negative outcomes including poor job performance, low leader effectiveness, and less group satisfaction. (Cherry, 2018, para 6)

Additionally, group members may have lack of role awareness, and poor involvement with the group. Laissez-faire leaders are often seen as uninvolved and withdrawn (Cherry, 2018).

While faculty are well educated, and experts in their fields, they may prefer feedback from their leadership and need more direction than laissez-faire leadership provides.

Democratic leadership encourages faculty to participate in the overall direction of the department. The leader has moderate control over the group and requires participation from all involved in the functions of the group. Democratic leadership, appropriate for groups who work together for extended periods, promotes autonomy and growth in individual workers. This type of leadership is particularly effective when cooperation and coordination between groups are necessary (Marquis & Huston, 1996, p.14). Democratic leadership involves both power and behavioral approaches to leadership including those aspects of power such as power sharing, empowerment and reciprocal influence processes. “According to reciprocal influence theory certain leader behaviors cause subordinate behaviors, and certain acts of subordinates (for

example, low performance) can cause the leader to modify behavior” (Lunenberg, 2010).

Democratic leadership involves a larger group in decision making .While, this is effective in garnering a larger group there are certain problems that may surface. These problems may include increased time for decision making and implementation of new policies and programs. The potential for poor information being adopted, and conflict among faculty groups. However, this approach allows the group to include all participants and promotes faculty cohesiveness and ultimately overall satisfaction (Kokemuller, 2019).

Higher education faculty satisfaction is linked to many areas for example salary and working conditions, but most importantly is linked to leadership from institutional and departmental sources. The leadership direction in the organization is the foundation for the entire academic experience. There are many theories from which leadership styles are based. Four of these commonly seen in higher education are facilitative, transactional, transformational, and administrative. However, competent leadership practice, for any style, should include emotional intelligence which identifies skills and characteristics that contribute to the ability to work well with others and to lead your team to success (Dollard, 2019). Good leaders strategize, take initiative and have a vision for action (Dollard, 2018, para. 1).

These characteristics are:

- **Self-awareness:** This includes understanding your feelings, knowing what your emotional triggers are, and accurately evaluating your capabilities.
- **Self-regulation:** This includes self-control, trustworthiness, conscientiousness, adaptability, and innovation.
- **Motivation:** This is the drive to improve ourselves and set and achieve goals.

- Empathy: This is the ability to understand and be sensitive to other people's emotions and reactions.
- Social skills: professionals are constantly communicating with others requiring social skills. These include communication and respect for other opinions (Amato, 2019).

Facilitative Leadership Style

Administrators and faculty who identify as facilitative leaders include everyone involved to participate in a collective decision-making process. "Facilitative leadership is particularly important to effective group process, and teamwork and is people-centered, quality and results driven. It is a process for developing and supporting a culture in the workplace" (University of British Columbia, 2019, para.1).

Jeffrey Cefaude (2018), stated "leadership traditionally has been thought of as "doing the right thing" while management has been defined as "doing things right" (Cefaude, 2019).

Contemporary leadership combines these two distinctions with an emphasis on "doing the right thing" (Cefaude, 2018, p.1.) He also presented a list titled *Facilitative Leadership*

Fundamentals, for Facilitative Leaders. The list includes:

- Use active listening skills including paraphrasing, summarizing, reflecting, and questioning.
- Encourage and generate participative discussion in groups.
- Help stimulate creative thinking through brainstorming and other idea-generation processes.
- Stimulate strategic consideration of alternatives and informed decision-making of appropriate choices.

- Manage contrasting perspectives and opinions that might result in conflict among members of a group.
- Intervene with individuals and groups without taking total control of the situation.
- Design meeting processes to accomplish a wide range of goals and objectives.
- Draw out others' opinions in an objective and non-judgmental manner.
- Support teams in various stages of group development.
- Help individuals and groups reflect on their experiences and capture relevant learning.
- Lead or design inclusive group processes that honor individuals' different learning and participation styles.
- Help shape more powerful and strategic questions for exploration.

(Cefaude, 2018, p.1.)

This form of leadership functions well in higher education as the basis is based in communication and valuing others and their personal beliefs and style. Understanding how group interaction impacts relationships and productivity is potentially effective in higher education where negotiated and shared decisions positively impact satisfaction and promote retention. Facilitative leadership has been researched for many years regarding its application to professional responsibilities. Leaders who thrive in the face of complex leadership responsibilities, greater creativity and work optimally in complex, fast paced environments are well suited to facilitative leadership. Within the higher education community, leadership satisfaction provides a dynamic environment related to the employment of communication and valuing other's personal beliefs and styles (McNamara, 2018).

Administrative Leadership Style

Administrative leadership is an authoritarian style of leadership. The usual activities of administrative leaders are more management than leadership related. Administrative leaders are concerned by daily activities such as short-term planning and policy implementation. Administrative leaders manage day to day activities and seek balance in overall functions. Administrative leaders are required to manage as well as lead their group. In an academic situation, departmental and organizational outcomes are the priority (Lavinia, 2011). Administrative leadership gives little autonomy to the faculty resulting in faculty dissatisfaction, decreased retention, repressed faculty performance, and potential reduction in student performance (Lavinia, 2011). There is a lack of cooperation and collaboration when the leader is functioning as an administrator leader, which many academics desire and require. Administrative leadership in higher education is conducted by leaders who are managers whose goal is effective department functions not satisfied faculty (Lavinia, 2011). “All leadership in higher education requires some element of management, however the administrative aspects are easily dictatorial and authoritarian, which is not conducive to faculty satisfaction” (Sheahan, 2019, para. 4)

Transformational Leadership Style

Transformational Leadership theory is an open communication theory that includes the ideas and input from all the group. The group members are brought to unified vision from the Transformational leaders' guidance (Sheahan, 2019).

Transformational leadership theory is about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group. In this leadership style, the leader enhances the motivation, moral and performance of his follower group. (Warrilow, 2019)

Transformational leadership has been described as “a process in which leaders and followers raise one another to higher levels of morality and motivation” (Burns, 1978).

There are four leadership components exhibited by a transformational leaders; charisma or idealized influence, inspirational motivation, intellectual stimulation, and personal and individual attention (Burns, 1978). These characteristics promote achievement and growth in subordinates.

Burns (1978) states transformational leaders display moral and ethical values that are appreciated by faculty who are in themselves successful in academia. These leaders motivate, inspire, and recognize the efforts of followers. Transformational leaders are good communicators and demonstrate to others valuing behaviors that result in satisfied faculty who are more likely to continue employment (Burns, 1978).

Transactional Leadership Style

Transactional leadership in higher education is conducted by leaders who are managers which is traditional practice in organizations and higher education (Marquis & Huston, 1996). While all leadership in higher education requires some element of management, the managerial aspects are easily interpreted as dictatorial and authoritarian, and not conducive to faculty satisfaction.

- Transactional leadership focuses on results, conforms to the existing structure of an organization and measures success according to that organization’s system of rewards and penalties. This reward/penalty system supports traditional management, but stifles creativity and critical thinking.
- Replace guesswork methods with a scientific study of the tasks.
- Select, train, and develop each worker rather than leaving them to train themselves.

- Ensure that the scientifically developed methods are being followed.
- Make sure the managers apply scientific management principles to planning the work and the workers perform the task.

(Sheahan, 2019)

Transactional leadership style is an authoritarian type of leadership (Artman, 2014).

Transactional leaders work best with employees who are satisfied with status quo but inhibits faculty who are interested in improved performance and teaching excellence. Generally, faculty do not thrive in this environment (Sheahan, 2019). Transactional leadership theory is based in the principles of scientific management: Scientific management principles indeed improved productivity and had a substantial impact on industry, but they also increased the monotony of work. The core job dimensions of skill variety, task identity, task significance, and autonomy. Despite its controversy, scientific management changed the way and feedback all were missing from the picture of scientific management (Artman, 2014, p.1). Scientific management is the foundation for modern management. These principles were implemented in many factories, often increasing productivity by a factor of three or more. Henry Ford applied Frederick Winslow Taylor's (1911) principles in his automobile factories, and families even began to perform their household tasks based on the results of time and motion studies (Artman, 2014, para.1). Taylor, (1911) stated that scientific management motivates by rewards and punishment and puts the needs of the organization ahead of the worker's needs. Good work is rewarded and poor results in punishment. Transactional leadership focuses on results, conforms to the existing structure of an organization and measures success according to that organization's system of rewards and penalties.

There are many factors that affect faculty satisfaction. These include workplace environment, collegiality, salary and benefits, shared governance, student success, and lifestyle away from work. These areas of concern are all directly related to both institutional and departmental leadership.

Motivation

Motivation is necessary for both leaders and faculty to accomplish their individual and collective goals. Job satisfaction and resulting success is promoted by working in an environment that support and encourage a positive atmosphere. The role of motivation for faculty satisfaction factors is an important consideration for leadership in higher education organizations.

Frederick Herzberg a prominent psychologist and one of the most influential names in business management researched employee attitudes about their jobs and published his findings titled, "*One More Time, How Do You Motivate Employees?*" (Harvard Business Review, 1968). (Mind Tools, 2020) "Herzberg questioned workers about their work attitudes to determine what do people want from their jobs. "Do they just want a higher salary? Or do they want security, good relationships with co-workers, opportunities for growth and advancement – or something else altogether?" (Mind Tools 2020)

According to Herzberg, the factors leading to job satisfaction are "separate and distinct from those that lead to job dissatisfaction." Therefore, if you set about eliminating dissatisfying job factors, you may create peace but not necessarily enhance performance. This placates your workforce instead of actually motivating them to improve performance. The characteristics associated with job dissatisfaction are called hygiene factors. When these have been adequately addressed, people will not be dissatisfied nor

will they be satisfied. If you want to motivate your team, you then have to focus on satisfaction factors like achievement, recognition, and responsibility.

(Mind Tools, 2020, p.1)

Herzberg's theory called Motivation-Hygiene Theory (sometimes known as Herzberg's Two Factor Theory) found certain characteristics of a job that are consistently related to job satisfaction, while different factors are associated with job dissatisfaction (Herzberg, 1968).

These are:

Factors for Satisfaction

Achievement

Recognition

The work itself

Responsibility

Advancement

Growth

Factors for Dissatisfaction

Company policies

Supervision

Relationship with supervisor and peers

Work conditions

Salary

Status

Security

Herzberg's work suggests that although the organization must build on hygiene or maintenance factors, the motivating climate must actively include the employee. The employee situation must meet both motivation and hygiene needs. (Marquis & Huston, 1996)

The Maslow's hierarchy of needs is a theory proposed by Abraham Harold Maslow in his 1943 paper "A Theory of Human Motivation". In this well-known theory, Maslow describes a hierarchy of human needs by which an individual shapes his reaction to any particular situation. Maslow believes that the basic human needs must be met before higher needs are addressed. (Marquis & Huston, 1996)

Human has a hierarchy of 5 needs.

Physiological

Safety needs

Social

Esteem

Self-actualization

Herzberg's and Maslow theories though differ in their approach to motivating workers, they similarly describe a need to recognize both intrinsic and extrinsic effects on motivation regarding employee satisfaction. Promoting an environment that maximizes the development of human potential promotes job satisfaction for both leaders and faculty in higher education.

Workplace Environment

The higher education workplace influences faculty satisfaction and retention and in some cases is a major determinant in decision making. The faculty members performance is affected by attitudes about their employment conditions and environment. Working in a safe place that is welcoming and suitable to their needs is essential for productivity, and performance. This

encourages them come to work every day and think a hundred times before they leave, which means the firm's labor turnover reduces. Labor turnover has a major impact on the success of the company, because high labor turnover means more employees are leaving the company, which increases the costs of human resource practices such as hiring and training. Moreover, the employees who leave their workplace create a negative energy in the work environment and leave a bad impression on the existing employees who also begin to think about better options for their career development. Hence, the workplace has an impact on a worker's motivation, which affects overall performance. Their physical space should be attractive and functional for the person occupying it. The department chair has much influence on all the activities in the department and within the institution including work assignments, promoting cohesive relationships with faculty and staff.

It is concluded that financial factors are the basic requirements of employees that encourage them to seek employment and perform well enough to achieve their desired amount of salary and fulfill their basic needs. However, workplace environment plays a vital part in the motivation and job satisfaction of employees. An organization that provides workers with friendly, safe and hygienic work environment achieve maximum productivity and efficiency. Moreover, an employee prefers to be relevant to their workplace and be appreciated for their efforts and improvements. Workers who are entrusted with authority and praised for their productivity, not only through financial benefits but recognition and appreciation are more dedicated and loyal to the firm, which improves their efficiency and make the organization's goal as their personal aim to achieve (Lazaroiu, (1997). "Perhaps one of the largest factors of well-being is the physical workspace. Employees who enjoy and like the environments they are a part of will be more engaged, productive, happy, and healthy" (Jordon, 2015, P.1)

Collegiality

A collegial environment exists in higher education when members of the group of faculty and staff conduct themselves in a respectful manner towards each other in private and public interaction. This is not to say that consensus needs to be universal, but rather that interactions and negotiations are open and polite, and conducted with the goal of the best choices for departmental function (Hughey 2013). He also stated collegiality was a “subset of persons operating within a larger group to accomplish a single mission” (Hughey, 2013, p. 3).

Collegiality is an important factor for faculty satisfaction and faculty retention. For faculty and leadership this is also a concept for both satisfaction and in the promotion and tenure decision. The American Association of University Professors (1999) recommend that it be considered as a factor within the primary criteria standards of scholarship, teaching, and service. Many faculty members believe that collegiality and civility should have an impact on evaluation for promotion and tenure (AAUP, 1999). Positive behavior and positive collaborative behavior impact institution and department activities. However, the American Association of University Professors stated in 1999 and again in 2016 that “certainly an absence of collegiality ought never, by itself, constitute a basis for non-reappointment, denial of tenure, or dismissal for cause.” It is cautioned that civility and congeniality should not be confused with collegiality and pay no role in evaluation of faculty performance. (City University of New York, 2017).

AAUP (2019) state that collegiality used as a separate criterion of assessment is not necessary as it is considered as part teaching, scholarship, and service. Collegiality is not a discrete standard for evaluation.

In this provocatively titled recent book, *The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't*, Sutton (2007) argued for zero tolerance of “bullies,

creeps, jerks, weasels, tormentors, tyrants, serial slammers, and despots, demonstrated by faculty members”. (Sutton, 2007, p.2) Following personal and professional experiences of bullying and incivility Sutton developed a two-test method for spotting assholes.

- Test One: After talking to the alleged asshole, does the “target” feel oppressed, humiliated, de-energized, or belittled by the person? In particular, does the target feel worse about him or herself?
- Test Two: Does the alleged asshole aim his or her venom at people who are less powerful rather than at those people who are more powerful? (Sutton, 2007, p, 8)

There are many other actions—sociologists call them interaction moves or simply moves—that assholes use to demean and deflate their victims. I’ve listed twelve common moves, a dirty dozen, to illustrate the range of these subtle and not subtle behaviors used by assholes. I suspect that you can add many more moves that you’ve seen, been subjected to, or done to others. I hear and read about new mean-spirited moves nearly every day. Whether we are talking about personal insults, status slaps (quick moves that bat down social standing and pride), shaming or “status degradation” rituals, “jokes” that are insult delivery systems, or treating people as if they are invisible, these and hundreds of other moves are similar in that they can leave targets feeling attacked and diminished, even if only momentarily. These are the means that assholes use to do their dirty work. (Sutton, 2007, pp. 9-10)

These are:

- Personal insults
- Invading one’s “personal territory”
- Uninvited physical contact

- Threats and intimidation, both verbal and nonverbal
- “Sarcastic jokes and teasing used as insult delivery systems
- Withering email flames
- Status slaps intended to humiliate their victims
- Public shaming or “status degradation” rituals
- Rude interruptions
- Two-faced attacks
- Dirty looks
- Treating people as if they are invisible. (Sutton, 2007, p. 10)

Sutton (2007) poses many examples some with names of the persons who are consistently guilty of the above behaviors and indicates the way a higher-status person treats a lower status person is a good test of character. In an academic setting, leaders who behave in this manner are likely to have dissatisfied faculty.

Incivility is an example of discourteous and rude behavior affecting the workplace. In a study published in *Critical Care Nursing*, Susan Luparell, PhD, ACNS-BC, CN (2011) discussed incivility by nursing practitioners and faculty members. Luparell (2011) stated they “do not always treat each other with respect”. If indeed students are exposed to this behavior in the clinical and academic settings with any degree of regularity, the potential exists that they will see the behavior as the norm within health care, and especially within nursing. Nurses stand little chance, if incivility is communicated to the next generation as acceptable professional culture (Luparell, p. 95. 2011). Since students are frequently exposed to this incivility it can affect student success and satisfaction. Luparell detailed “the numerous ways in which nursing faculty and administrators’ disrespect, devalue, and demean one another, thereby draining the zest from

their workplaces and from the teaching-learning environment”. (Luparell, 2011, p. 95) Faculty members identify with both the positive and negative aspects of a working in a collegial environment. Leadership that actively supports creating and preserving a collegial environment are likely to have satisfied faculty who want to be retained. (Luparell, 2011)

Salary and Benefits

It is believed that salary and benefits are principle factors in faculty satisfaction in the decision-making process to leave or continue in a faculty position. In many surveys and interviews this is not always accurate. Many former faculty members said that salary became a factor in the decision to choose where they ultimately go when they have decided to leave. While about one-third of the former faculty respondents mentioned that their salary at the institution had not been competitive, no one claimed to have left the university because of low salary. This is consistent with the literature on faculty retention in suggesting that salary alone is rarely the prime mover in faculty decisions to leave (Caplow & McGhee, 1958).

Though salary is usually not the primary reason identified as the reason behind dissatisfaction, it can invoke negative feelings affecting retention decisions. Leadership has at least minimal influence on salary and benefits. Salary is clearly important to faculty, but data indicate that it generally acts as a catalyst in decisions to leave when compounded by other, more powerful sources of dissatisfaction. However, monetary considerations can improve work productivity and satisfaction with work. The recognition can improve enthusiasm and promote a positive environment (Asfar, 2014).

Shared Governance

Shared governance is not a simple matter of committee consensus, or the faculty's engaging administrators to take on the dirty work (Olson, 2009). Shared governance is more

complex; it is a delicate balance between faculty and staff participation in planning and decision-making processes, on one hand, and administrative accountability on the other (Chronicle of Higher Education, 2018).

Clearly, when it comes to university governance, "shared" is a much more capacious concept than most people suspect. True shared governance attempts to balance maximum participation in decision making with clear accountability. That is a difficult balance to maintain, which may explain why the concept has become so fraught. Genuine shared governance gives voice (but not necessarily ultimate authority) to concerns common to all constituencies as well as to issues unique to specific groups. (Olson, 2009)

Governance that is a collaborative function and respects the input of faculty is the goal for successful practice (Olson, 2009).

Student Success

Student success is the foundation for all academic endeavors. It should be impossible for faculty to be satisfied with their academic life if there are no positive student outcomes, demonstrating increasing student success rates. Faculty, whether involved in classroom/lab instruction or research, need to be involved in student success. Many institutions have developed programs or as it is called at Montana State University Center for Student Success. The mission is:

The Allen Yarnell Center for Student Success guides students on their path to discovery and self-knowledge by fostering individualized learning experiences, deepening their engagement with the university, encouraging exploration within their chosen career field, and challenging our students in pursuit of academic, professional, and personal excellence. (Montana State University, 2019)

In 2010 University of Montana developed the role of Vice Provost for Student Success, tasked with improving student access to assistance and faculty involvement.

This position oversees essential areas in Student Affairs and student success, including the Office for Student Success – with its advising, tutoring and financial education – as well as sectors such as American Indian Student Services, veteran services, UM Dining, UM Housing, Curry Health Center and Campus Recreation, among others. (University of Montana, 2019)

“Involvement in programs of this nature enhances the experience for faculty and increases the potential for satisfaction”. (University of Montana, 2019)

Lifestyle Away from Work

One factor a faculty member considers in decision making regarding retention is the locality of the institution and the lifestyle that is provided. Since people do not live in vacuum, family satisfaction with their personal and professional lives is an important consideration. Spouses and/or significant others dissatisfaction can influence or require faculty members to relocate. Under these circumstances the perfect position quickly becomes less desirable. Lifestyle away from work is very important to many individuals and families. A person involved with hobbies, and activities such as sports or religion, that have no access to them, will be apt to relocate for their desired lifestyle. (Ambrose, Huston & Norman, 2005) It does not require a survey to understand the influence lifestyle for individuals as well as significant others affects satisfaction. Effective leadership in this case could assist faculty or their family with information about the community and professional opportunities. These actions also demonstrate an atmosphere of concern for faculty and their individual needs. Hanover (2012) stated:

Across a wide variety of organizations, employee satisfaction (and dissatisfaction) has been linked to motivation, performance, absenteeism, and turnover. Given this association with issues that are central to the functioning of any organization, it is vital that colleges and universities monitor the satisfaction levels of their employees. (Hanover Research, 2012)

A sample of the these are:

- The Chronicle of Higher Education “Great Colleges to Work For” Program
- The Higher Education Research Institute (HERI) Faculty Survey
- The Noel-Levitz College Employee Satisfaction Survey
- Noel-Levitz Institutional Priorities Survey
- The Faculty Job Satisfaction Survey of The Collaborative on Academic Careers in Higher Education (COACHE)

All the above are flexible enough for each institution to adapt to their needs and identify faculty satisfaction (Hanover Research, 2012).

Survey results consistently reveal the behaviors and actions by higher education leadership greatly influence retention decisions (Concordia University-Portland, 2012). An understanding of those factors that influence both satisfaction and dissatisfaction could result in an improvement in faculty and student retention. Faculty turnover is expected and needed in many instances but frequent and/or excessive is costly to both (Hanson, 2019) departments and institutional resources (Johnsrud & Rosser, 2002; Solmon and Fagnano, 1993; Ambrose, Huston & Norman, 2005). While faculty retention is usually positive, all faculty benefit working in an environment of trust and cooperation.

According to the American Management Association, the biggest cost on

turnover is that of replacing an employee who leaves. This cost is calculated conservatively at 30% of an employee's annual salary and for those employees whose skills are in high demand, the cost can rise to two-thirds of their annual salary. The main shortcoming is not only losing key members, but the lost productivity and replacement cost. Very few institutions can afford to employ, train, and allow their most valued and talented employees to leave, when it is difficult to find better replacements. (Lavinia, p. 1, 2011)

Quality instruction impacts not only the financial bottom line but is the most important factor in student success. Retention of excellent faculty is a goal for higher education institutions in both continued or developed programs (Lavinia, 2011). Continued growth for program success is only possible with effective faculty. Strategies for retentions include:

- Managing people and not retention.
- Having a culture of caring, balanced with a tradition of excellence.
- Never soliciting employee feedback and then ignoring it.
- Keeping an eye on the high performers and rewarding outstanding performance.
- Viewing people management as a strategic management issue.
- Being relentless in pursuit of continuous improvement. (Lavinia, 2011, p. 1)

Faculty satisfaction has multiple areas and factors that an individual considers in their determination to remain or seek new employment. Higher education leaders know that these factors are both affected by internal and external influences for each faculty members sense of satisfaction. Employees leave because they have been pulled away by "more pay" or "better opportunity." Yet, more than 80 % of employees leave because of the "push" factors related to

poor management practices or toxic cultures that drove them out (Lavinia, 2011, p.8). The Room 241 Team (2012) argued that leaders must use certain skills and traits to be effective.

These skills and traits include:

- Self-aware
- A good educational leader needs a solid understanding of oneself and should also have confidence.
- Excellent communication skills
- You can't lead a group of people if you don't speak with others! The best educational leaders are excellent communicators and know how to reach a variety of people.
- Resourceful
- To be an effective leader, you need to be resourceful and open to new ideas.
- Lead by example
- The best leaders in the educational system make it a point to lead by example, and not simply by words. kindly to one another in the hallways, you must always speak kindly, too.
- Power of teaching and learning
- It is vital to believe in what your school is trying to accomplish each and every day, and to convey your enthusiasm

The relationship of leadership to faculty satisfaction and retention is a difficult and broad concept to define as it is dependent on different factors for every individual. Higher educational leadership best addresses satisfaction and retention by directing their leadership from a theory that respects faculty needs. While the research and studies discussed many aspects of leadership

from different areas of concern, the results supported leadership behavior that supported faculty input and shared governance to be the best indicator of faculty satisfaction and retention. Higher education leaders should accomplish their professional duties with the understanding that the people they are supervising are the foundation of higher education. The leader should motivate, collaborate, and coordinate the faculty and staff. The goal that students and faculty succeed should be uppermost in the leader's actions. Faculty should feel a sense of control over their career. Leadership that supports faculty success with mentoring, listening, support, and flexibility are more likely to retain faculty

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