Determinants of Nurse Faculty Intention to Remain Employed

Ann Tourangeau RN PhD
Associate Professor & Nursing Senior Career Researcher,
Ontario Ministry of Health & Long-term Care
Research Team and Funder

- **Ann Tourangeau** PhD; Principle Investigator
- **Kathleen MacMillan** PhD; Co-investigator, Retired Dean, School of Health Sciences, Humber College
- **Kim Widger** PhD; Co-investigator, University of Toronto
- **Era Mae Ferron** PhD candidate; Co-investigator, University of Toronto
- **Heather Thomson** PhD student; Co-investigator, University of Toronto
- **Jaime Pachis** Research Manager
- **Margaret Saari** Research Manager

Funded by the Ontario Ministry of Health & Long Term Care
Overview

➢ Study Overview
➢ Phase 1 Focus Group Findings
➢ Phase 2 Nurse Faculty Survey Findings
➢ Your Comments and Feedback
Background

- Inadequate supply of registered nurses across Canadian health care sectors:
  - (60,000 undersupply by 2022, [CNA, 2009])

- One contributing factor relates to a shortfall of adequately prepared nurse faculty
  - System capacity to educate the required number of new nurses is limited by availability of nurse faculty

- 53% of Canadian nurse faculty are aged 50 or older; quickly approaching retirement
  - Insufficient number of nursing faculty will exacerbate projected shortage
According to the literature, insufficient supply of nurse faculty has occurred as a result of:

- General lack of interest in academia
- Availability of higher paying salaries outside of academia
- Dissatisfaction with faculty workloads
- Lack of full time positions
According to the literature, factors that influence nurse faculty decisions to stay or leave faculty roles include:

- Leadership
- Personal health
- Work environment
- Relationships with colleagues and students
- Role fulfillment
- Workload
Study Aim

To identify nurse faculty reported determinants of intention to remain employed
The Study

- **PHASE 1 FOCUS GROUPS** (2009-2010)
  **AIM**: Asked Ontario nurse faculty to identify what factors influence their intentions to remain employed (or not). Developed a theoretical model of these influencing factors.

- **PHASE 2 NURSE FACULTY SURVEY** (2010-2011)
  **AIM**: Administered and analyzed Ontario nurse faculty survey. Tested and refined theoretical model created from Phase 1 focus groups and previous research.

- **PHASE 3 DISSEMINATION FOCUS GROUPS** (2012)
  **AIM**: Asked key informants to review, validate and help interpret findings.
PHASE 1: Focus Groups
(2009-2010)
Methods

- Conducted 6 focus groups, 3 with Ontario college nurse faculty and 3 with Ontario university nurse faculty

**LEAD QUESTION:**

- What factors in your work or life influence your decision to stay or leave your faculty position?
Methods

- 37 nurse faculty participated over the 6 focus groups

- Average of ~6 participants per group
  - Range 3-9

- The content of the focus groups was analyzed and categorized into groups of factors identified as influencing nurse faculty intention to remain employed
Findings: 4 Thematic Categories

- Personal characteristics
- Work environment and organizational support
- Job content
- External characteristics
Personal Characteristics

- Proximity to retirement (age)
- Health status
- Job opportunities for partners
- Having dependents
- Work life balance
Work Environment and Organizational Support

- Organizational climate
- Quality of physical work environment
- Access to resources (human & material)
- Quality of relationships with colleagues
- Quality of faculty leadership
- Satisfaction with salary and benefits
- Opportunities for promotion
- Satisfaction with job status
Job Content

- Autonomy
- Congruence with Scholarship expectations
- Role variety
- Student success
- Student attitudes
- Workload
External Characteristics

- Unionization and collective agreements
- Availability of alternate employment
- Local community situation
- Location (urban vs. outside urban)
Reasons to Remain Employed

Based on focus group findings, several reasons were identified by nurse faculty that would encourage them to remain employed. For example:

- Reasonable workload
- Supportive dean / director
- Supportive colleagues
- Work/life balance
- Supportive organization
- Opportunity to conduct research
Reasons to Leave Employed

Based on focus group findings, several reasons were identified by nurse faculty that would encourage them to leave employment. For example:

- Bullying, belittling and other types of incivility
- Poor work environment
- Unsupportive dean / director
- Unmanageable workload
- Unsupportive organization
Hypothesized Model

EXTERNAL CHARACTERISTICS
- Unionization and Collective Agreement
- Availability of Alternate Employment Opportunities
- Location (Urban vs. Outside Urban)
- Local Community Situation
- Quality of Faculty Leadership
- Organizational Climate
- Quality of Physical Environment
- Access to Required Human Resources
- Access to Required Material Resources
- Quality of Relationships with Colleagues
- Adequacy of Salary and Benefits
- Satisfaction with Job Status (FT or PT)
- Promotion Opportunities

PERSONAL CHARACTERISTICS
- Autonomy
- Role Variety
- Congruence with Scholarship Expectations
- Student Success
- Student Attitudes
- Workload
- Proximity to retirement (age)
- Health Status
- Having Dependents
- Job Opportunities for Partners
- Ability to Balance Work and Life

EXTERNAL CHARACTERISTICS
- Availability of Alternate Employment Opportunities
- Location (Urban vs. Outside Urban)
- Local Community Situation
- Quality of Faculty Leadership
- Organizational Climate
- Quality of Physical Environment
- Access to Required Human Resources
- Access to Required Material Resources
- Quality of Relationships with Colleagues
- Adequacy of Salary and Benefits
- Satisfaction with Job Status (FT or PT)
- Promotion Opportunities

PERSONAL CHARACTERISTICS
- Autonomy
- Role Variety
- Congruence with Scholarship Expectations
- Student Success
- Student Attitudes
- Workload
- Proximity to retirement (age)
- Health Status
- Having Dependents
- Job Opportunities for Partners
- Ability to Balance Work and Life

PHASE 2: Nurse Faculty Survey
(2010-2011)
Methods

- Surveys were mailed to 1,328 nurse faculty who work in Ontario colleges and universities
- A total of 650 usable surveys were returned (response rate = 49%)
- 15-page survey:
  - Intention to remain employed (2, 5 years and retirement)
  - Career plans
  - Scholarship
  - Work environment
  - Organizational support
  - Work group relationships
  - Work satisfaction
  - Leadership
  - Demographics / personal characteristics
Description of Sample
&
Summary Statistics for Selected Model Variables
## Sample Description

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Total Sample n=650</th>
<th>College n=395</th>
<th>University n=255</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age (SD)</td>
<td>52.4 (9.7)</td>
<td>52.2 (9.3)</td>
<td>52.7 (10.2)</td>
</tr>
<tr>
<td>Mean desired age of retirement</td>
<td>63.3 (4.2)</td>
<td>62.7 (4.0)</td>
<td>64.1 (4.4)</td>
</tr>
<tr>
<td>Generational Affiliation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans</td>
<td>32 (4.9%)</td>
<td>11 (2.8%)</td>
<td>21 (8.2%)</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>451 (69.4%)</td>
<td>288 (72.9%)</td>
<td>163 (63.9%)</td>
</tr>
<tr>
<td>Generation X</td>
<td>150 (23.1%)</td>
<td>84 (21.3%)</td>
<td>66 (25.9%)</td>
</tr>
<tr>
<td>Generation Y</td>
<td>17 (2.6%)</td>
<td>12 (3.0%)</td>
<td>5 (2.0%)</td>
</tr>
<tr>
<td>Proportion female</td>
<td>97.4%</td>
<td>98.0%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Mean number of years in current position (SD)</td>
<td>10.4 (8.7)</td>
<td>11.3 (9.1)</td>
<td>9.2 (8.0)</td>
</tr>
</tbody>
</table>
## Sample Description

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Total Sample n=650</th>
<th>College n=395</th>
<th>University n=255</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion working full-time</td>
<td>64%</td>
<td>68.1%</td>
<td>57.6%</td>
</tr>
<tr>
<td><strong>Highest Level of Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical nursing diploma</td>
<td>1.4%</td>
<td>2.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Registered nurse diploma</td>
<td>8.2%</td>
<td>13.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Baccalaureate nursing degree</td>
<td>18.9%</td>
<td>21.8%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Master degree</td>
<td>53.8%</td>
<td>59.2%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Doctorate degree or higher</td>
<td>17.7%</td>
<td>3.5%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>
Model Variables

Intent to Remain Employed 5 Years

- Very Likely: 44.30%
- Likely: 18.80%
- Uncertain: 17.70%
- Unlikely: 11.70%
- Very Unlikely: 7.50%
Generational Affiliation

- Veterans (born before 1945)
- Baby Boomers (born 1946-1964)
- Generation X (born 1965-1976)
- Generation Y or Millennial (born 1980 and on)
# Intention to Remain Employed by Institutional Affiliation

<table>
<thead>
<tr>
<th></th>
<th>5 Years*</th>
<th>Retirement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>College / Collaborative n=265</td>
<td>Very Likely</td>
<td>Very Likely</td>
</tr>
<tr>
<td>University n=185</td>
<td>Very Likely</td>
<td>Very Likely</td>
</tr>
</tbody>
</table>

*Results reflect most frequently selected response (mode) of the sample*
# Intention to Remain Employed by Generational Affiliation

<table>
<thead>
<tr>
<th></th>
<th>5 Years*</th>
<th>Retirement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Y n=17</td>
<td>Likely</td>
<td>Very Unlikely / Uncertain</td>
</tr>
<tr>
<td>Generation X n=150</td>
<td>Very Likely</td>
<td>Uncertain</td>
</tr>
<tr>
<td>Baby Boomers n=282</td>
<td>Very Likely</td>
<td>Very Likely</td>
</tr>
<tr>
<td>Veterans n=32</td>
<td>N/A</td>
<td>Very Likely</td>
</tr>
</tbody>
</table>

*Results reflect most frequently selected response (mode) of the sample
Model Variables

- **Dependents**: 49.4% No, 60.6% Yes
- **Full Time**: 64% Yes, 36% No
- **Graduate Degree**: 71.5% Yes, 28.5% No
Financial Support for Educational Opportunities: 10.6% Strongly Agree, 18.6% Moderately Agree, 23.1% Slightly Agree, 15.5% Neutral, 8.3% Slightly Disagree, 9.5% Moderately Disagree, 14.3% Strongly Disagree.

Adequate orientation for new faculty: 8.3% Strongly Agree, 17.1% Moderately Agree, 20.2% Slightly Agree, 9.1% Neutral, 13.1% Slightly Disagree, 14% Moderately Disagree, 18.3% Strongly Disagree.
Model Variables

- Opportunities for Career Advancement:
  - Very Satisfied: 6.5%
  - Satisfied: 35.1%
  - Neutral: 32.8%
  - Dissatisfied: 16.5%
  - Very Dissatisfied: 9.2%

- Work Life Balance:
  - Very Satisfied: 9.7%
  - Satisfied: 42.8%
  - Neutral: 21.8%
  - Dissatisfied: 19.1%
  - Very Dissatisfied: 6.6%

- Employment Status:
  - Very Satisfied: 13.4%
  - Satisfied: 33.2%
  - Neutral: 30.5%
  - Dissatisfied: 12.5%
  - Very Dissatisfied: 10.5%
Model Variables

<table>
<thead>
<tr>
<th></th>
<th>Empowerment at Work</th>
<th>Job Routine</th>
<th>Work Group Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>29.7</td>
<td>8.4</td>
<td>12.7</td>
</tr>
<tr>
<td>Moderately Agree</td>
<td>36.8</td>
<td>26.6</td>
<td>26.4</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>19.9</td>
<td>28.6</td>
<td>22.9</td>
</tr>
<tr>
<td>Neutral</td>
<td>8.1</td>
<td>10.5</td>
<td>16.8</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>10.5</td>
<td></td>
<td>10.2</td>
</tr>
<tr>
<td>Moderately Disagree</td>
<td>6.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Model Variables

Physical Work Environment:
- Strongly Agree: 11.7%
- Agree: 43.4%
- Neutral: 33.8%
- Disagree: 10.4%
- Strongly Disagree: 0%

Salary & Benefits:
- Strongly Agree: 8.6%
- Agree: 25.6%
- Neutral: 20.4%
- Disagree: 16%
- Strongly Disagree: 6.2%

Leadership in Faculty:
- Strongly Agree: 9.4%
- Agree: 38%
- Neutral: 30.4%
- Disagree: 16%
- Strongly Disagree: 0%
Summary of Findings

- Many nurse faculty are approaching retirement
- Most nurse faculty are female
- Some satisfaction with perceived quality of education
- Surprisingly low satisfaction with support for continuing education, salary and benefits, leadership, organizational support and access to material resources
- Generation X are most likely to stay employed for next 5 years
Regression Results: Testing Hypothesized Model
<table>
<thead>
<tr>
<th>Predictors of 5 Year ITR (hypothesized model concepts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to retirement</td>
</tr>
<tr>
<td>Workload</td>
</tr>
<tr>
<td>Autonomy</td>
</tr>
<tr>
<td>Unionization</td>
</tr>
<tr>
<td>Role variety</td>
</tr>
<tr>
<td>Health status</td>
</tr>
<tr>
<td>Work group relationships</td>
</tr>
<tr>
<td>Salary and benefits</td>
</tr>
<tr>
<td>Quality of Leadership</td>
</tr>
<tr>
<td>Number of dependents</td>
</tr>
<tr>
<td>Employment Status</td>
</tr>
<tr>
<td>Level of educational preparation</td>
</tr>
<tr>
<td>Promotion opportunities</td>
</tr>
<tr>
<td>Location of college/university</td>
</tr>
<tr>
<td>Orientation support</td>
</tr>
<tr>
<td>Financial support for advanced education</td>
</tr>
<tr>
<td>Organizational support</td>
</tr>
<tr>
<td>Access to required material resources</td>
</tr>
<tr>
<td>Access to required human resources</td>
</tr>
<tr>
<td>Empowerment by organization</td>
</tr>
<tr>
<td>Satisfaction with job status</td>
</tr>
<tr>
<td>Ability to balance work and life</td>
</tr>
<tr>
<td>Quality of physical environment</td>
</tr>
<tr>
<td>Quality of education</td>
</tr>
<tr>
<td>Scholarship congruence</td>
</tr>
<tr>
<td>Availability of alternate employment</td>
</tr>
</tbody>
</table>
25.4% of variance in nurse faculty intent to remain employed was explained. Higher intention to remain employed 5 years was associated with:

- Proximity to retirement
- Better quality of relationships with colleagues
- Being employed full time
- Having dependents
- Greater satisfaction with ability to balance work and life
- Greater quality of education
- Greater satisfaction with job status
- Less financial support for advanced education
- Greater satisfaction with access to required human resources
- Being unionized
Nurse Faculty Selected Reasons to Leave and to Stay Employed

1. By institutional affiliation
2. By generational affiliation
# Top 5 Reasons to Remain Employed by Institutional Affiliation

<table>
<thead>
<tr>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive dean / director (81.5%)</td>
<td>Reasonable workload (80.8)</td>
</tr>
<tr>
<td>Reasonable workload (79.7%)</td>
<td>Supportive dean / director (79.6%)</td>
</tr>
<tr>
<td>Opportunity to teach (75.2%)</td>
<td>Supportive colleagues (78.8%)</td>
</tr>
<tr>
<td>Supportive colleagues (74.7%)</td>
<td>Work/life balance (72.2%)</td>
</tr>
<tr>
<td>Adequate resources (72.4%)</td>
<td>Supportive organization (71.8%)</td>
</tr>
</tbody>
</table>

*Squares shaded in white indicate incentives unique to that institution*
## Top 5 Reasons to Leave Employment by Institutional Affiliation

<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unmanageable workload</td>
<td>(74.7%)</td>
<td>Unmanageable workload</td>
</tr>
<tr>
<td>Unsupportive organization</td>
<td>(67.8%)</td>
<td>Unsupportive organization</td>
</tr>
<tr>
<td>Poor work environment</td>
<td>(67.3%)</td>
<td>Poor work environment</td>
</tr>
<tr>
<td>Unsupportive dean / director</td>
<td>(66.3%)</td>
<td>Unsupportive dean / director</td>
</tr>
<tr>
<td>Bullying / workplace incivility</td>
<td>(66.1%)</td>
<td>Unsupportive colleagues</td>
</tr>
</tbody>
</table>

*Squares shaded in white indicate incentives unique to that institution*
# Top 5 Reasons to Remain Employed by Generation

<table>
<thead>
<tr>
<th></th>
<th>Generation Y</th>
<th>Generation X</th>
<th>Baby Boomers</th>
<th>Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opportunity for advancement (82.4%)</td>
<td>Reasonable workload (87.3%)</td>
<td>Supportive director/dean (82.0%)</td>
<td>Opportunity to teach (75.0%)</td>
</tr>
<tr>
<td></td>
<td>Supportive colleagues (82.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Flexible work hours (76.5%)</td>
<td>Supportive director/dean (80.7%)</td>
<td>Reasonable workload (78.9%)</td>
<td>Supportive director/dean (68.8%)</td>
</tr>
<tr>
<td></td>
<td>Work/life balance (76.5%)</td>
<td></td>
<td></td>
<td>Reasonable workload (68.8%)</td>
</tr>
<tr>
<td>3</td>
<td>Higher salary, opportunity for leadership roles, opportunity to work from home (70.6%)</td>
<td>Supportive colleagues (78.7%)</td>
<td>Supportive colleagues (76.3%)</td>
<td>Supportive colleagues (62.5%)</td>
</tr>
<tr>
<td></td>
<td>Reasonable workload (70.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adequate resources (70.6%)</td>
<td>Flexible work hours (78.7%)</td>
<td></td>
<td>Manageable class size (62.5%)</td>
</tr>
<tr>
<td></td>
<td>Supportive director/dean (70.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Supportive organization (64.7%)</td>
<td>Work / life balance (78.0%)</td>
<td>Adequate resources (74.7%)</td>
<td>Adequate Resources (59.4%)</td>
</tr>
<tr>
<td>5</td>
<td>Opportunity to teach (58.8%)</td>
<td>Manageable class size (74.0%)</td>
<td>Manageable class size (72.1%)</td>
<td>Supportive organization (53.1%)</td>
</tr>
<tr>
<td></td>
<td>Employment benefits (58.8%)</td>
<td>Higher salary (74.0%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Squares shaded in white indicate incentives unique to that institution*
### Top 5 Reasons to Leave Employment by Generation

<table>
<thead>
<tr>
<th>Generation Y</th>
<th>Generation X</th>
<th>Boomers</th>
<th>Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inadequate opportunity for advancement (82.4%)</td>
<td>Unmanageable workload (77.3%)</td>
<td>Unmanageable workload (75.6%)</td>
<td>Health issues (71.9%)</td>
</tr>
<tr>
<td>2. Bullying/belittling &amp; incivility (76.0%)</td>
<td>Unsupportive organization (72.0%)</td>
<td>Unsupportive organization (70.3%)</td>
<td>Unsupportive organization (68.8%)</td>
</tr>
<tr>
<td>3. Unsupportive colleagues (64.7%)</td>
<td>Bullying/belittling &amp; incivility (68.7%)</td>
<td>Poor work environment (69.8%)</td>
<td>Unsupportive director/ dean (68.8%)</td>
</tr>
<tr>
<td>4. Inadequate salary (58.8%)</td>
<td>Poor work environment (68.0%)</td>
<td>Unsupportive director/ dean (69.4%)</td>
<td>Poor work environment (56.3%)</td>
</tr>
<tr>
<td>5. Unsupportive director/ dean (52.9%)</td>
<td>Unsupportive director/ dean (64.0%)</td>
<td>Bullying/belittling &amp; incivility (68.7%)</td>
<td>Bullying/belittling &amp; incivility (53.1%)</td>
</tr>
<tr>
<td></td>
<td>Unmanageable workload (58.8%)</td>
<td></td>
<td>Inadequate leadership (53.1%)</td>
</tr>
</tbody>
</table>

*Squares shaded in white indicate incentives unique to that generation*
Summary of Findings

- 74.6% of variance in nurse faculty intent to remain employed remains unexplained (unknown reasons for ITR).
- Nurse faculty may leave employment when they:
  - Have unmanageable workloads
  - Feel their employing organizations are unsupportive
  - Report poor work environments
  - Have an unsupportive dean / director
Summary of Findings

➢ To promote nurse faculty ITR, need to:
   support development and maintenance of supportive collegial relationships among faculty
   Support work-life balance
   Ensure reasonable workloads for faculty
   Promote quality education
   Have supportive deans / directors
   Establish supportive work environments
   Facilitate preferred job status
What additional strategies would you suggest to encourage nurse faculty to remain employed?

OTHER QUESTIONS, COMMENTS, INTERPRETATIONS, AND FEEDBACK
THANK YOU!

ann.tourangeau@utoronto.ca