Although all areas will be impacted by the nursing shortage, nursing education will face significant challenges with retirements within the workforce and the increasing demand for nurses. Within the review of the literature, this researcher discovered many factors that influenced the retention of nurse educators. As the policy to increase advanced clinical nurses continues, fewer nurses will be receiving advanced preparation in nursing education. Ultimately leaving a gap between the need for nurses and the ability to prepare nurses for practice. To bridge this gap educator positions are being filled with expert clinical nurses. As the experienced clinical nurses fill educator roles it in turn impacts the level of expertise in the clinical setting. Currently more than 40% of the current nursing workforce is nearing retirement, which is creating a shortage of both clinical and academic nurses. The summation of these issues will place emphasis on enrolling and graduating more nurses. Nevertheless, increasing student enrollment in schools of nursing will be dependent on the ability to hire nursing educators. Therefore, the need to focus on issue of retention of the nurses that accept educator roles. Nurses enter the field of nursing education with different experiences and personal goals. Nurses with a personal goal and preparation for the educational environment have different needs that someone with a new desire for nursing education and no preparation in the educator practice. Gaining an understanding the of the personal goal and creating a purposeful plan including educational needs to transition the nurse can have a significant impact on retention. Factors related to personal career goals and reward were the most influential motivators for nurses seeking an educator role. Educational preparation and the intent to stay are influential factors within the area of personal goals. Nurses seek and find student interaction the most rewarding of all experiences within the educational environment. Communication can impact job satisfaction and retention through multiple avenues. This study found that improving the understanding of the pay and benefits of the institution of higher learning before entering the workforce could have a significant impact on disappointment once securing employment. Communication between the new educator and administration concerning goals and expectation and workload can improve personal satisfaction and the personal knowledge that there are progressing as expected. Setting professional goals during the orientation process can be used to guide the new educator while improving communication and expectations, therefore promoting retention. Communication within the work environment between faculty and new educator can have a significant impact on the transition process. Faculty that promote a welcoming and open climate that focuses on supporting the new educator can improve job satisfaction. Faculty who offer their expertise in a mentorship model can foster an environment of community in the workplace. A climate of community will support the
educator to feel comfortable seeking guidance, and knowledge from those within the educational setting. Overall communication can significantly impact the alignment of expectation and outcomes while decreasing the risk, improving satisfaction and potential for retention in the workplace.

Mentoring should be expanded beyond the assignment of a job duty, to encompass the faculty as a model of welcome and expertise. It is the educator workforce within an educational setting that suffers the consequences of a shortage, therefore they have an inherited stake in the retention of educators. Encouraging the faculty to develop a purposeful plan in conjunction with orientation that promotes communication in a welcoming and nurturing environment can have a significant impact on retention.

Communication among peers promotes comfort and the ability of the new educator to feel comfortable asking questions and seek a role model to guide in the development of their educator practice.

Title:
Exploration of Factors That Promote Retention of Nurse Educators in Higher Education

Keywords:
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References:


Abstract Summary:
Exploration of factors that promote retention of nurse educators in higher education. Identifying qualitative factors that encourage both professional and personal satisfaction may provide the insight that faculty administrators desperately need to promote workplace satisfaction, influence retention, and increase the capacity of nurse educational programs.

Content Outline:
Introduction
A. nursing shortage is currently developing with greater than 40% of the nurse workforce is nearing retirement. Growing demand to care for the aging population will create 2.86 million nursing jobs.

B. To further complicate the nursing shortage, it is anticipated that by 2021, nursing programs will meet challenges to prepare nurses due to the shortage of educators.

1. The intensifying nursing workforce shortage
   1. Because fewer nurses are educationally prepared as nurse educators, a gap is developing to fill nursing educator roles.
   2. The challenges that nurse face during the transition can result in failed retention.
   3. Identify factors that influence retention of nurse educators.
      1. Formal and informal processes used to transition nurses.
      2. Identifying factors that promoted successful role transition and nurse educator's satisfaction.
   4. Explore five factors that have a positive impact on retention.
      1. Motivation is created through value.
      2. Purposeful plan to transition nurses from practice to educator.

Conclusion

A. Attention must be focused on improving retention of educators as the nursing shortage unfolds.
B. Understanding the nurse’s personal goal of seeking the educator roles can allow the administrators to create a more personalized retention plan.

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