



Attempting Shared Governance Within a School of Nursing

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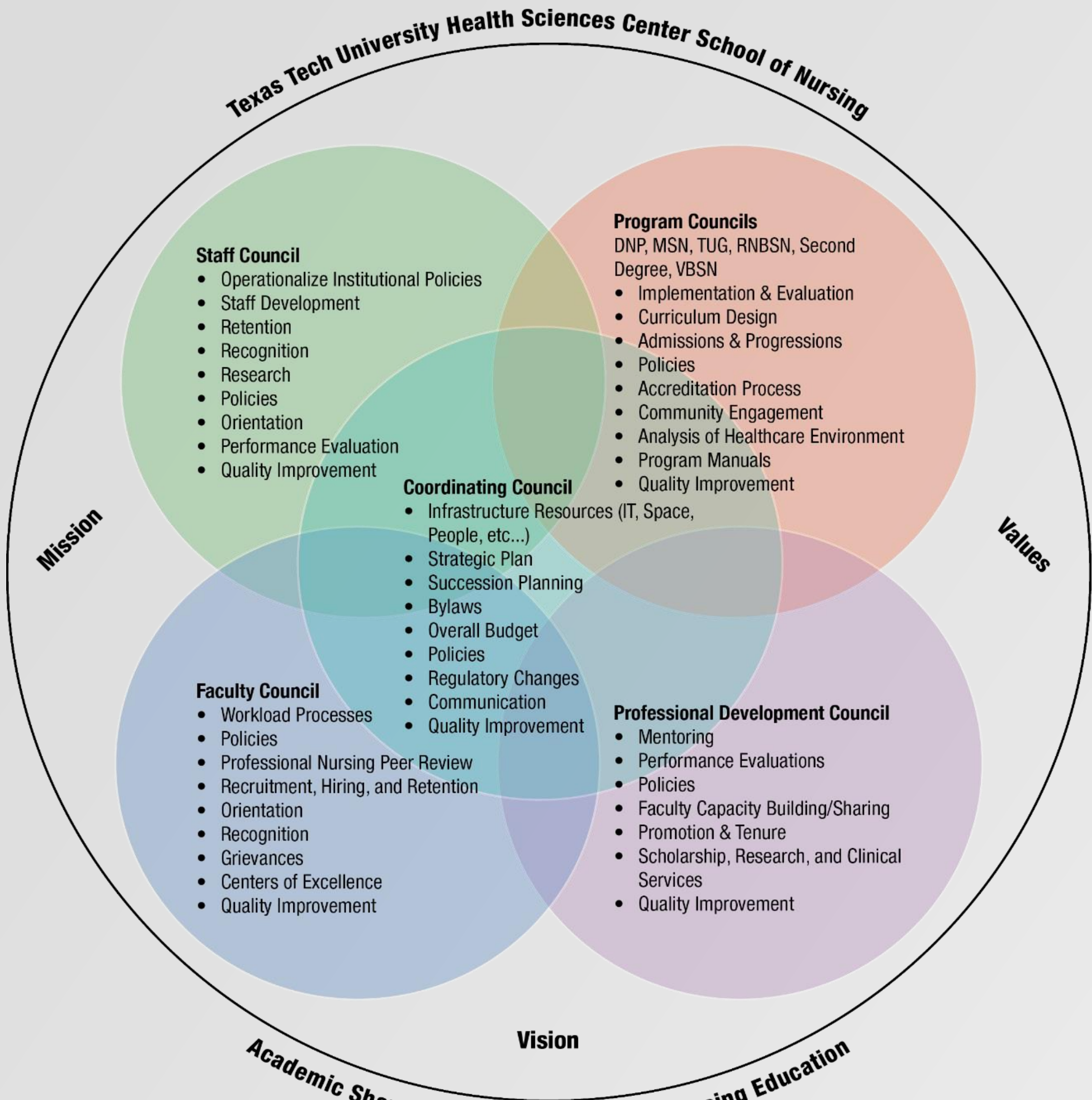
Purpose

A traditional governance structure for schools of nursing:

- Is hierarchical in design
- Often involves staff as a supportive role in the hierarchical academic structure, largely separate from faculty
- Has the potential to create a faculty-staff divide that negatively impacts the work environment even though both faculty and staff play an integral role in meeting the school’s strategic aims

Few studies have scrutinized shared governance related to educational organizations. Studies do reveal job satisfaction is connected to engagement and empowerment within other workplace settings. A faculty-staff shared governance structure:

- Can augment the work environment for both faculty and staff
- Can positively impact job satisfaction and the level of work engagement for both faculty and staff



Methodology

AIM: To compare the School of Nursing's faculty and staff perceptions of job satisfaction, empowerment, and engagement in the workplace prior to and following the implementation of an integrated shared governance system

- Longitudinal quasi-experimental, pre-post design, convenience sampling method, qualitative content analysis
 - Data was collected at the beginning of shared governance implementation and after the first full year of implementation, red lettering was not statistically different but means were lower compared to other subscales
 - Project will continue annually for an additional two years
- Approximately 115 full time educators along with 150 full time staff are employed at a Texas public health sciences center school of nursing
- Power analysis indicated a minimum sample of 120 (60 faculty/60 staff) was needed
- Six instruments were utilized:
 - Investigator developed qualitative online survey: Engagement in the Work Environment Survey
 - Meyers’ (1993) Affective Commitment Scale
 - Spreitzer’s (1995) Psychological Empowerment Scale;
 - Laschinger et al’s (2001) Conditions of Work Effectiveness II (CWEQ-II)
 - Hackman and Oldham's (1975) Job Diagnostic Survey (JDS)
 - Investigator-developed demographic questionnaire

TTUHSC School of Nursing Definition of Shared Governance:

An accountability-based, dynamic partnership among leadership, faculty, and staff founded on equity, empowerment, and shared decision-making to improve quality of services provided and work life within the academic learning environment

Results After Year One

Faculty and Staff Engagement, Empowerment, and Satisfaction with Governance

	Faculty (n=41) Mean (SD)	Staff (n=28) Mean (SD)	All N=69 Mean (SD)
Work Engagement	5.74 (0.92)	5.24 (0.85)	5.45 (1.04)
Structural Empowerment	24.15 (4.57)	22.19 (3.48)	23.18 (3.81)
• Opportunity	4.50 (0.66)	3.95 (0.86)	4.26 (0.87)
• Information	4.02 (0.80)	3.57 (1.07)	3.82 (0.93)
• Support	3.96 (0.89)	3.89 (0.61)	3.88 (0.86)
• Resources	3.5 (0.85)	3.54 (0.79)	3.54 (0.81)
• Formal Power	3.94 (0.86)	3.60 (0.70)	3.77 (0.82)
• Informal Power	4.04 (0.71)	3.42 (0.95)	3.78 (0.85)
Psychological Empowerment	56.19 (4.7)	54.79 (6.18)	55.12 (6.29)
• Meaning	4.93 (0.25)	4.69 (0.52)	4.81 (0.49)
• Confidence	4.60 (0.56)	4.55 (0.56)	4.58 (0.56)
• Autonomy	4.65 (0.48)	4.50 (0.64)	4.56 (0.61)
• Impact	4.50 (0.61)	4.50 (0.67)	4.43 (0.81)
Global Empowerment	4.47 (0.62)	4.13 (0.76)	4.33 (0.68)
• Work Environment	4.44 (0.65)	4.17 (0.76)	4.32 (0.71)
• Work Effectiveness	4.50 (0.66)	4.08 (0.78)	4.35 (0.72)
Job Satisfaction	17.82 (1.74)	16.65 (2.62)	17.38 (2.14)

Discussion

Shared governance in the academic setting requires understanding job satisfaction, empowerment, and engagement. In nursing practice settings shared governance has enhanced work experience, nursing practice, and patient outcomes (Joseph & Bogue, 2016).

Our findings characterize baseline understanding of how faculty and staff perceive their roles and the work environment within a School of Nursing in terms of Work Engagement, Empowerment, and Job Satisfaction

- Job satisfaction (17.38) is higher than scores (15.44) reported by Baker et al. (2014) in a sample of nursing programs offering an associate degree
- Work engagement (5.45) was higher than work engagement reported by Cho et al., (2006) in a sample of new graduate nurses in acute hospitals
- Psychological empowerment (55.12) was similar to scores (53.42) reported by Baker et al. (2014) in a sample of nursing programs offering an Associate Degree
- Faculty and staff scores on all measures were similar: moderate to high levels of job satisfaction, empowerment, and work engagement
- Differences: Lower staff scores on some aspects of Structural Empowerment (Opportunity, Information, Informal Power)
- Embedding shared governance into organizational culture through administrative, faculty, & staff support may be an important factor in the evolution of our Shared Governance in an Academic Setting.
- Three questions guided the qualitative assessment:
 1. What values guide work? Strong work ethics, fairness, transparency
 2. What positive “things” results from committee work/meetings? Information sharing, getting to know colleagues
 3. What are barriers to participation and/or productivity? Time, the same people always being asked to participate

Conclusion

- Shared governance is a process which is needed within each and every governmental setting whether locally or globally.
- This study opened the avenue for dialogue between faculty and staff.
- The process of implementing an effective shared governance structure which embraces staff and faculty roles along with administrative issues continues to be a challenge.
- The lessons learned through this process can be employed in a wide variety of settings and situations.

References available upon request