THE IMPORTANCE OF MEANINGFUL FACULTY RECOGNITION

Influencing and Advancing a Caring Workplace Culture

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Disclosures

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Learner Objectives

The learner will:

• Describe the importance of a caring workforce culture and benefits of meaningful recognition of nursing faculty’s contributions

• Discuss areas nursing faculty find most valuable for receiving recognition as presented in the study findings

• Propose key implications for academic nursing leaders that support and advance a caring workplace culture for faculty
Faculty satisfaction and retention are primarily related to perceptions of workplace climate

- Faculty feel their contributions are valued
- Faculty feel supported to grow
- Faculty are concerned for students
- Director/Dean is concerned about faculty
- Student opinions are valued
- Director/Dean is concerned about students
- Faculty are consistent in their interactions

Caring climate (McDaniel, Schlosser & Hayne, 2014; Groenwald, 2018)
Meaningful Recognition for Faculty

- Meaningful recognition as an expression of caring

- Benefits
  1. Improved morale
  2. Greater job satisfaction
  3. Improved retention

- What is meaningful?

- The research
Study Questions and Methodology

Study Questions

✔ What is the correlation between the importance nursing faculty ascribes to receiving meaningful recognition compared to the degree their expectations for recognition are met?

✔ What factors discriminate faculty’s perceptions that meaningful recognition efforts contribute to a caring workplace, motivate productivity and impact positively their faculty roles?

✔ What are some outcomes of a caring workplace environment on faculty outcomes?

Methodology

✔ Faculty Recognition Survey – internal consistency reliability and construct validity established

✔ Study Sample – 741 nursing faculty participated in the faculty recognition survey (58.3% of faculty who participated in the annual scholarly productivity survey)

✔ Mixed methodology – quantitative and qualitative approaches
Relationship Between Importance of Receiving Meaningful Recognition and Degree Full-time Faculty’s Expectations for Recognition are Met

<table>
<thead>
<tr>
<th>Activity</th>
<th>Importance of Receiving Recognition</th>
<th>Degree Expectations are Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional service efforts (r=0.297)</td>
<td>3.13</td>
<td>3.95</td>
</tr>
<tr>
<td>Receiving external awards (r=0.289)</td>
<td>3.12</td>
<td>3.76</td>
</tr>
<tr>
<td>Mentoring students/peers (r=0.261)</td>
<td>3.24</td>
<td>4.32</td>
</tr>
<tr>
<td>Community service efforts (r=0.255)</td>
<td>3.14</td>
<td>3.85</td>
</tr>
<tr>
<td>Excellence in teaching (r=0.254)</td>
<td>3.22</td>
<td>4.48</td>
</tr>
<tr>
<td>Overall job performance (r=0.232)</td>
<td>3.18</td>
<td>4.46</td>
</tr>
<tr>
<td>Length of service (r=0.164)</td>
<td>3.15</td>
<td>3.90</td>
</tr>
</tbody>
</table>

* r is Pearson’s correlation coefficient comparing “importance of receiving recognition” and “degree expectations are met.”
** Scores are on a 5-point scale with “1” being “very unimportant” to “5” being “very important”
*** Score are on a 5-point scale with “1” being “far below my expectations” and “5” being “far above my expectations”
Factors That Distinguish Faculty’s Perceptions Regarding the Contributions of Meaningful Recognition

<table>
<thead>
<tr>
<th>Factor</th>
<th>Contribution to a Caring Workplace</th>
<th>Contribution to Motivating Faculty Productivity</th>
<th>Contribution to a Positive Impact on Faculty Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling informed about key, relevant issues relevant to one’s role</td>
<td>0.714</td>
<td>0.734</td>
<td>0.845</td>
</tr>
<tr>
<td>Feeling my input is valued by academic leadership</td>
<td>0.713</td>
<td>0.712</td>
<td>0.762</td>
</tr>
<tr>
<td>Degree of recognition for going “above and beyond” in role exceeds expectations</td>
<td>0.663</td>
<td>N/A</td>
<td>0.549</td>
</tr>
<tr>
<td>Opportunities for career growth</td>
<td>0.540</td>
<td>0.595</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree of recognition for mentoring students peers exceed expectations</td>
<td>0.458</td>
<td>0.510</td>
<td>0.424</td>
</tr>
<tr>
<td>Percent of cross-validated grouped cases correctly classified</td>
<td>96.6</td>
<td>95.6</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Faculty Engagement

Source: Adtalem Global Education Human Resources 2017
Faculty Annual Turnover

Source: Adtalem Global Education Human Resources 2017
Key Implications to Support a Caring Workplace Culture for Nursing Faculty

- Faculty’s perceptions of meaningful recognition is **multidimensional** and contributes to faculty **feeling cared for** by the organization
- To be meaningful, recognition efforts should be **specific** and **relevant**
- Recognition has **motivating effects** on work performance, engagement and retention
- Findings of this study may be useful for academic nursing leaders to **promote a caring workplace culture** for nursing faculty and **support faculty recruitment and retention efforts**