



**National League
for Nursing**

National League for Nursing Healthful Work Environment Tool Kit©

Introduction

The National League for Nursing's national study of faculty role satisfaction obtained information on individual, institutional, and leadership factors affecting nurse faculty work satisfaction and productivity (NLN, 2005). The survey was developed by a panel of expert nurse educators and posted on the NLN website between May 1 and September 30, 2003. Data were analyzed and several recommendations for action were identified, including the development of this HWE Tool Kit©, to assist nursing education administrators and faculty in creating healthful work environments.

Responses from the survey and a thorough review of the literature identified nine major areas critical to healthful work environments; the questions included in this document also evolved from survey findings and the literature. This tool kit is designed to be used by nursing education administrators and faculty as a dynamic evaluation of their current environment. Insights gained from discussing the questions and reviewing the resources provided can be used to: a) engage faculty members, administrators, students, and staff in a dialogue about how to create or continually improve on a healthful work environment; and (b) design an action plan for continuous quality improvement. Individuals who are considering academic positions in a particular institution may wish to use this tool kit as a guide for the interview process.

Major Areas of Consideration

Salaries

- Are nurse faculty salaries at the institution comparable with other nursing programs in the region?
- Are nurse faculty salaries comparable to those in other units in the institution?
- How do salaries reflect experience and education level?
- How do faculty entry salaries compare with salaries in practice?
 - For new graduates
 - For experienced nurses
 - For those prepared at the master's or doctoral level
- Are there scheduled increases in salaries?
 - How often do they occur?
 - What is the average increase?
 - Are faculty members monetarily rewarded for teaching excellence?
 - Are faculty members monetarily rewarded for scholarship?
 - Are faculty members monetarily rewarded for service?
 - Is there wage compression (defined as a narrowing wage gap between the lowest and highest paid faculty) in salaries?

- Is there gender equity in salaries?
- What individual, institutional, or leadership factors:
 - promote salary gains for faculty?
 - inhibit salary gains for faculty?

Selected Resources Regarding Salaries

- *Chronicle of Higher Education* Annual Report of Faculty Salaries (each April)
<http://chronicle.com>
- American Association of University Professors (AAUP) www.aaup.org
- Colleges and Universities Professionals Association (CUPA) www.cupahr.org
- Regional agencies (i.e., SREB www.sreb.org)
- Public record for state institutions
- State nursing centers
- NLN and AACN annual salary reports www.nln.org, www.aacn.nche.edu
- Institutional HR departments
- Nursing Center article referrals
www.nursingcenter.com/library/JournalArticle.asp?Article_ID=604651

Benefits

- Is the benefits package comparable to similar institutions in the region?
- Are benefits differences related to rank, educational preparation, seniority, type of appointment, or other fair and equitable factors?
- What resources are available to support faculty members who wish to pursue advanced degrees?
- Does the institution offer sabbaticals and are faculty encouraged to apply for them regularly?
- Are academic leaves available and offered, granted, and administered equitably?
- Are employment contract lengths negotiable?
- Are options available for flexible or collaborative joint appointment contracts (e.g., between practice and education, or between two different educational units) for education and/or practice roles?
- To what degree do faculty members participate in the collective bargaining/contract negotiation process?
- What individual, institutional, or leadership factors promote or impede improving benefits for the faculty?

Selected Resources Related to Benefits

- HR departments
- Collective bargaining unit
- *Chronicle of Higher Education* <http://chronicle.com>
- Institutional policies/procedures
- Faculty Senate
- Society for Human Resource Management: www.shrm.org

- CUPA-HR: www.cupahr.org

Workload

- How does the workload of nursing faculty compare to that of other health professions faculty in the institution?
- How do expectations regarding teaching, research and service differ based on rank, educational preparation, seniority, type of appointment?
- Are senior faculty members expected to take on more responsibility as leaders in the nursing unit and the institution?
- Can workload be negotiated to increase salaries?
- What mechanisms are in place for faculty to have input into their workload responsibilities?
- How do faculty members have autonomy and flexibility in their work?
- How are student-faculty ratios determined for clinical, advisement, and classroom responsibilities? Are they based on a common formula used by all educational units?
 - How do student-faculty ratios in nursing classroom, clinical and laboratory courses compare to those in other health professions courses?
- What percentage of faculty time is spent interacting with students (e.g. interactive roles) as compared to other aspects of the faculty role?
- How does the size of the program (enrollment) influence the resources (e.g. support services, technology) available?
- Are there faculty incentive grants, workload reduction options, release time, or other resources to support scholarly activities?
- What individual, institutional, or leadership factors facilitate or prevent change related to workload?

Selected Resources Related to Workload

- *Chronicle of Higher Education* <http://chronicle.com>
- Institutional policies/procedures
- Faculty Senate
- State peer groups, i.e., deans'/directors' organizations
- State board reports
- Nurse educator listserv
- NLN nurse educator workforce survey data www.nln.org/publications/index.htm
- *Inside Higher Ed* <http://insidehighered.com/news/2005/12/22/hours>

Collegial Environment

- How is a sense of community and collegiality promoted and developed in the nursing unit?
 - Is there evidence of trust in the nursing unit?
 - Is an effective communication system in place?
 - Is there a common time to meet and develop collegiality?
 - Do faculty members respect one another's judgment as educators?

- Is there a common vision? Do senior faculty members and the unit administrator keep this vision in the forefront for all faculty?
- What are the means used to assess faculty satisfaction?
- Is faculty input considered essential in decision making processes?
- How is professional judgment of faculty members valued?
- How do faculty members and students engage as a community of learners?
- How does the environment (faculty members and administration) promote passion for the nurse educator/faculty role?
- Is there a balance of expertise among faculty members in regard to education, research, and practice?
- Is there a balance between numbers of or the responsibilities fulfilled by full- and part-time faculty members?
- What makes the nursing unit an intellectually stimulating environment?
 - Is diversity respected and encouraged, including diversity of thought to promote an intellectually stimulating environment?
 - What are the community practices that invigorate people to be productive members?
- What individual, institutional, or leadership factors promote or inhibit the creation of a collegial environment?

Selected Resources Related to Collegial Environment

- State board regulations
- Accreditation standards (NLNAC, CCNE) www.nlnac.org, www.aacn.nche.edu/Accreditation
- The NLN's *A National Study of Faculty Role Satisfaction 2003, 2005* www.nln.org/publications/booksandmonographs/nlnbooks.htm
- Current literature in journals on best practices

Role Preparation and Professional Development

- How are faculty members' needs for professional development determined?
- How is the administrator supportive of faculty members' growth, both professionally and personally?
- What kind of opportunities do faculty have for professional development?
- Do faculty take advantage of institutional professional development programs and resources?
- How is faculty development addressed in unit planning?
- Is faculty development included in the assessment of program outcomes?
- How do faculty learn to teach? How prepared are faculty for their responsibilities related to teaching, research, and service?
 - How do faculty members get feedback and guidance regarding their performance
- How are individual faculty members helped to develop career plans and strategies for achieving goals?

- What resources are in place to support “growing our own” future faculty?
- What mechanisms are in place to assist the faculty in understanding institutional requirements for promotion and/or tenure? Do faculty members view the promotion and/or tenure processes and requirements as fair?
- Are there mechanisms for mentoring faculty members?
 - How are faculty mentors recognized and rewarded?
- How are faculty members helped to transition from the practice environment to the academic environment?
- Does the institution provide opportunities for student teaching experiences?
- How are novice nurse educators (including part-time faculty and preceptors) oriented and socialized into their respective roles?
- What individual, institutional, or leadership factors promote or inhibit the ongoing development of faculty?

Selected Resources Related to Role Preparation and Professional Development

- State Nurse Practice Acts
- NLNAC/CCNE standards www.nlnac.org, www.aacn.nche.edu/Accreditation
- Current literature
- *NLN Scope of Practice for Nurse Educators* www.nln.org/publications/index.htm
- NLN professional bulletin www.nln.org/publications/index.htm
- Institutional centers for teaching excellence and faculty development
- NLN Nurse Educator Competencies www.nln.org/profdev/index.htm
- NLN list of resources for the Certified Nurse Educator examination www.nln.org
- NLN position statement *Transforming Nursing Education* May 2005
www.nln.org/publications/index.htm
- NLN position statement *Mentoring Nurse Faculty* March 2006
www.nln.org/publications/index.htm
- Websites:
 - NLN www.nln.org
 - AACN www.aacn.nche.edu
 - NOA <http://www.nursing-alliance.org/>
 - NOADN www.noadn.org
 - STTI www.nursingsociety.org

Scholarship

- How is scholarship defined in the institution?
- To what extent is scholarship part of the institutional mission?
- Does the institution support educational research
- How do the administration and the faculty support innovative teaching practice, and curriculum design?
- In what ways are faculty recognized and supported for innovation and excellence in teaching? for service? for scholarship?

- Do faculty members have resources (e.g., time, grant writing assistance, project implementation assistance) to assist them in pursuing external funding?
- What kind of internal funding sources are available to support faculty scholarship?
- Does the institution and/or state have a center for nursing that provides funding for scholarship?
- What individual, institutional, or leadership factors support or interfere with productivity of faculty members?

Selected Resources Related to Scholarship

- Institutional support, i.e., centers for nursing research
- State nursing centers
- NLN position statement *Transforming Nursing Education* May 2005
www.nln.org/publications/index.htm
- HRSA Division of Nursing www.hrsa.gov
- NLN Foundation for Nursing Education www.nlnfoundation.org
- STTI www.nursingsociety.org

Institutional Support

- Is there philosophical support for the nursing program within the institution?
- Is there financial support for the nursing program within the institution?
- What access to resources do the faculty have?
 - What available resources are most important to faculty?
 - What additional resources would faculty hope to acquire?
- What technology support is available to the nursing unit?
- What resources are available to support innovative teaching strategies (i.e., distance education, patient simulators, etc.)?
- How do faculty members access resources to help meet individual student needs?
- What partnerships are available with industry, legislators, clinical facilities, and others to support faculty and/or program development?
- How are faculty involved in the politics of the institution and legislative activities?
How can faculty influence policy development?
 - Where are my power bases? Where are faculty and administrative power bases?
 - What individual, institutional, or leadership factors support or interfere with resource development, acquisition, and utilization?

Selected Resources Related to Institutional Support

- NLNAC/CCNE standards www.nlnac.org, www.aacn.nche.edu
- Other departments on campus, i.e. computer science, marketing, institutional advancement
- Faculty Senate/other governance structures
- Chief financial officers/budget offices (comparison of programs across institution)
- Access to simulated learning, i.e., Sim Man, Meti Man

- Office of Development
- NLN *Nursing Education Policy* newsletter www.nln.org/publications/index.htm
- AACN Grassroots State Liaison Program www.aacn.nche.edu
- Nursing in Washington Internship (NIWI) www.awhonn.org
- Nurses Day on the Hill
- Local congressmen/women
- *Digest for Education Statistics 2004* <http://nces.ed.gov/programs/digest/d04/>

Marketing and Recognition

- What makes the nursing program(s) excellent?
- How can community support for the nursing program(s) be translated into support for the recruitment and retention of nursing faculty?
- How can the nursing program(s) be marketed to recruit faculty?
- How could faculty certification in nursing education be used to market and promote the nursing program(s)?
- What individual, institutional, or leadership factors support or interfere with marketing efforts?
- What individual, institutional, or leadership factors support or interfere with faculty member recruitment and retention?

Selected Resources Related to Marketing and Recognition

- NLN Hallmarks of Excellence and Centers of Excellence in Nursing Education program www.nln.org/Excellence/index.htm
- *US News & World Report* rankings www.usnews.com
- Public service announcements
- NLN Nurse Educator Competencies www.nln.org/profdev/index.htm
- Certification of Nurse Educators www.nln.org/profdev/index.htm
- Programs' visibility in the community, i.e., participation in volunteer activities such as health fairs, Red Cross, etc. and its coverage by local media
- Institutional external affairs departments provide support to nursing programs.

Leadership

- How do faculty provide leadership in the institution, community, and profession?
- What opportunities are available for faculty to develop as leaders or to transition to an administrative role?
- Is there a clearly articulated plan for faculty member retention?
- What individual, institutional, or leadership factors support or interfere with the development of nursing faculty as leaders?

Selected Resources Related to Leadership

- National Institute for Leadership Development www.pc.maricopa.edu/nild

- American Association of Community Colleges Leadership Development
www.aacc.nche.edu
- NLN initiatives on faculty leadership development and mentoring www.nln.org
- AACN Fuld Academic Leadership Fellows www.aacn.nche.edu
- Robert Wood Johnson Fellows www.futurehealth.ucsf.edu/rwj.html
- Harvard University Institute for Educational Management www.gse.harvard.edu
- Nursing In Washington Internship (NIWI) www.awhonn.org
- STTI (link) www.nursingsociety.org
- Institutional programs

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