



# Part-time Nurse Faculty Intent to Remain Employed in Academia

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# Key Messages

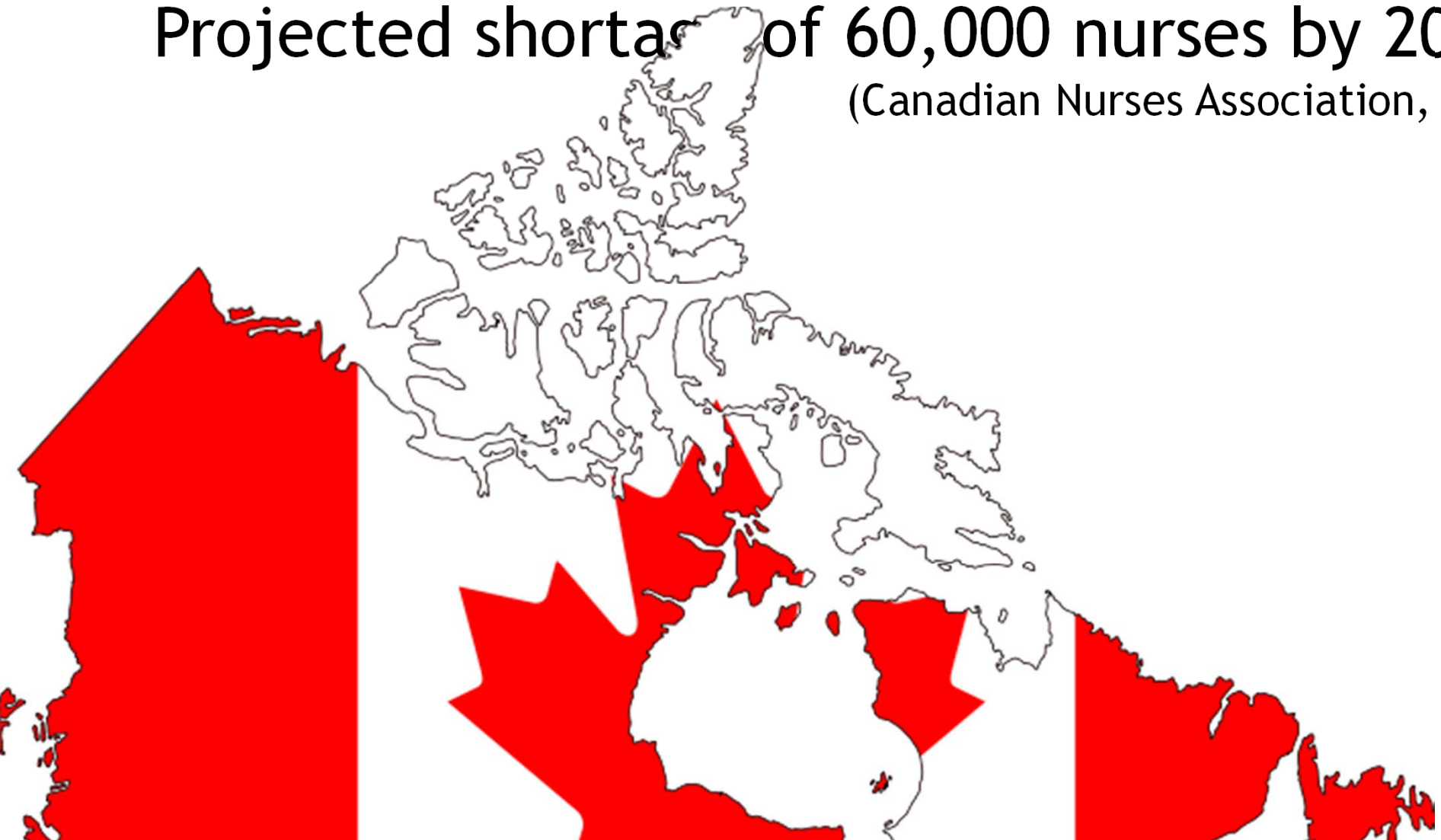
1. Nurses are critical but there's a shortage.
2. Retain nurse faculty to manage the shortage.
3. Leaders are key to retaining nurse faculty.

**Current shortage of 22,000 nurses.**

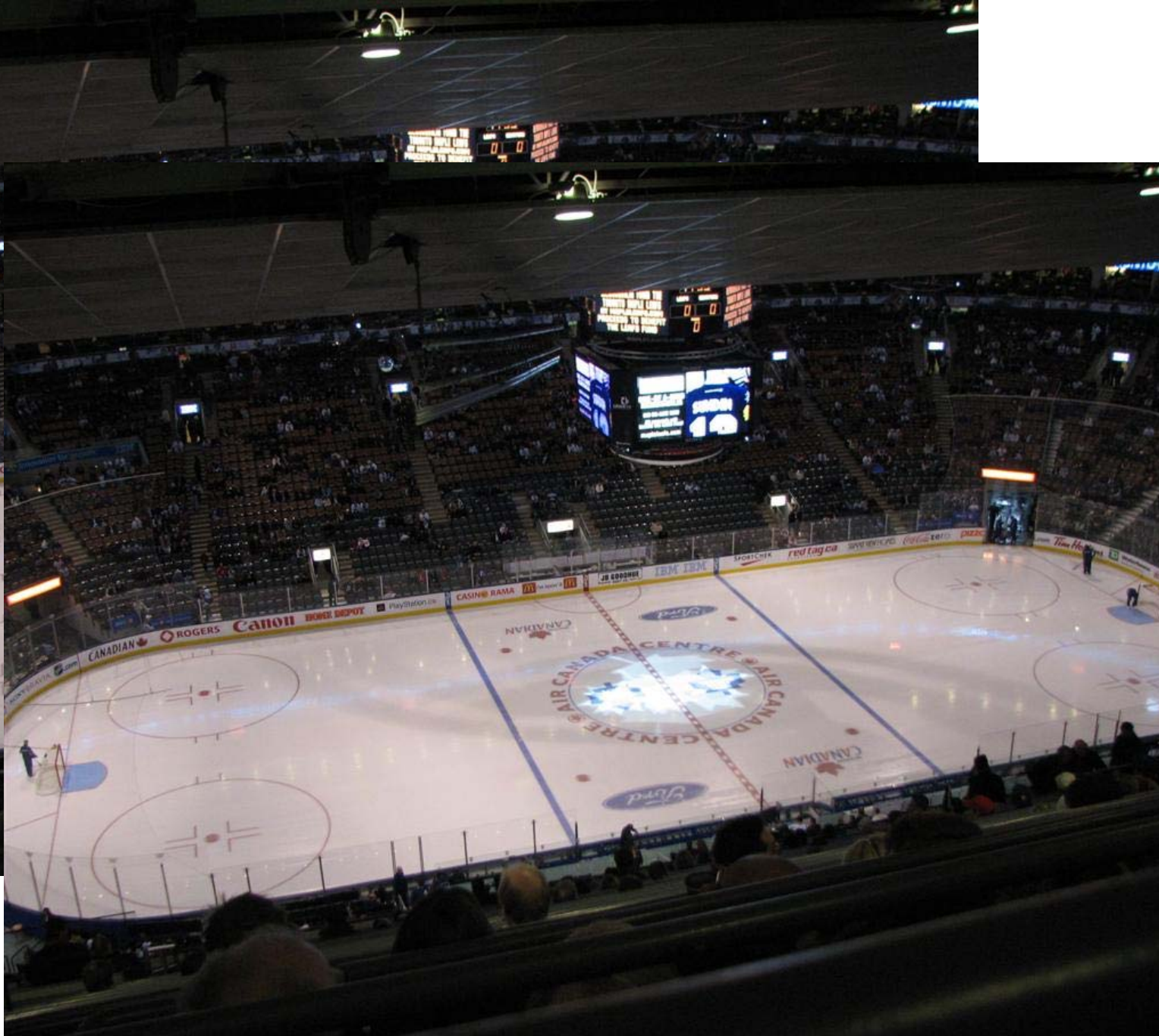
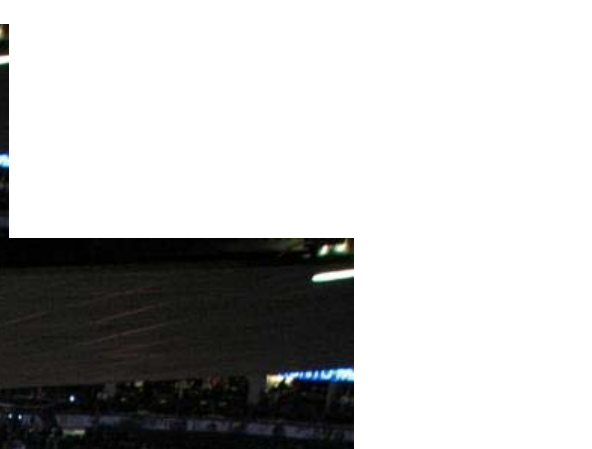
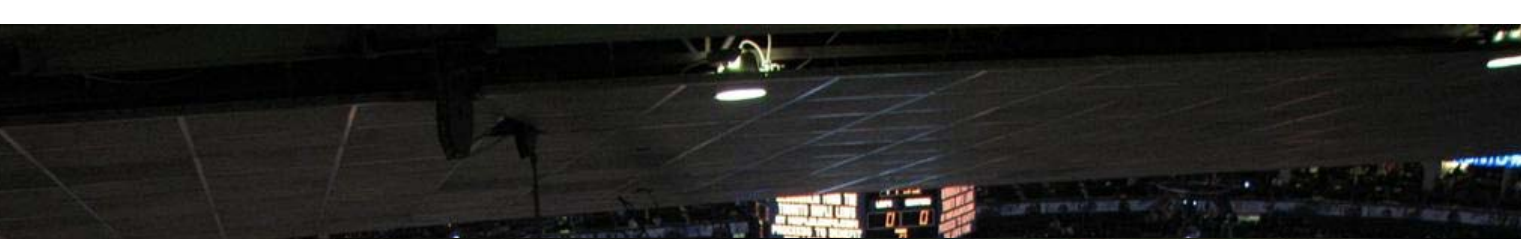
(Winston, 2011)

**Projected shortage of 60,000 nurses by 2022.**

(Canadian Nurses Association, 2009)







# How did we get here?

Aging nursing workforce

Increased demand for nurses

New technologies

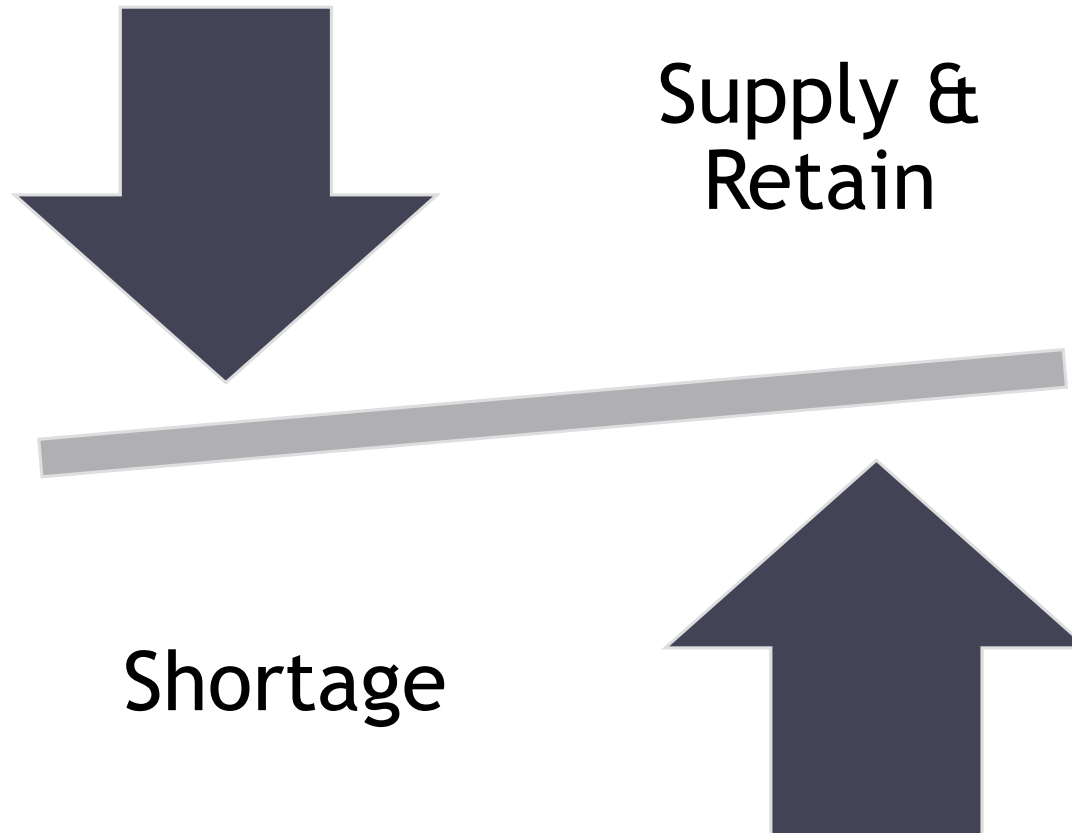
More professional opportunities outside nursing

Low social value

Poor work environment conditions



# What do we do?



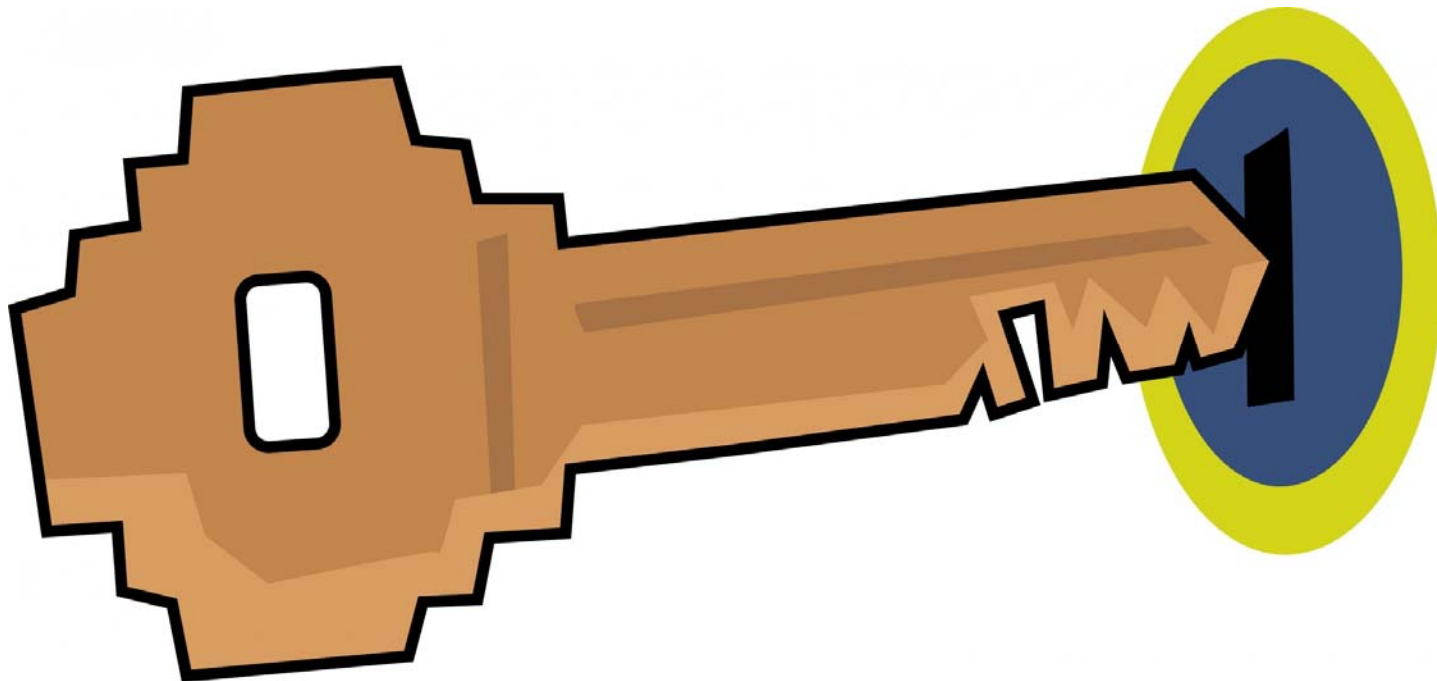
76 full-time positions went unfilled.

Projected a need to hire 215 full-time faculty.

(CNA/CASN 2012)







Health Canada (2007)

# Research Question

*What are the determinants of part-time nurse faculty intent to remain employed in the academic organization?*

Intent to remain employed: the conscious and deliberate willfulness to remain employed in the organization (Tett & Meyer, 1993).

# Theoretical Model

## WORKPLACE CHARACTERISTICS

### Role Characteristics

- (-) Role Ambiguity
- (-) Role Conflict
- (+) Autonomy

### Job Characteristics

- (-) Workload
- (+) Resource Adequacy

### Leadership Characteristics

- (+) Leader Support

### Co-worker Characteristics

- (+) Co-worker Support

### Organizational Characteristics

- (+) Professional Growth Opportunities
- (+) Recognition
- (+) Distributive Justice
- (+) Procedural Justice
- (+) Work Rewards

## NURSE FACULTY RESPONSES

- (-) Burnout
- (+) Organizational Commitment
- (+) Job Satisfaction

## EXTERNAL CHARACTERISTICS

- (+) External Career Opportunities

- (+) Age
- (+) Organizational Tenure
- (-) Graduate-level Education

## NURSE FACULTY CHARACTERISTICS

INTENT TO REMAIN EMPLOYED

# Methodology

Cross-sectional

Feasibility test

Self-report survey

# Sample



Registered nurses

Work part-time in university or college nursing program in Ontario

48% response rate

# Part-time Nurse Faculty in Ontario

Age	<ul style="list-style-type: none"><li>• 53 years</li></ul>
Tenure	<ul style="list-style-type: none"><li>• 10 years</li></ul>
Faculty role	<ul style="list-style-type: none"><li>• 12 years</li></ul>
Rank	<ul style="list-style-type: none"><li>• 73% Instructor</li></ul>
Education	<ul style="list-style-type: none"><li>• 12% diploma</li><li>• 45% bachelor's</li><li>• 32% master's</li></ul>
Employment	<ul style="list-style-type: none"><li>• 56% part-time</li><li>• 36% full-time</li></ul>
Organization	<ul style="list-style-type: none"><li>• 45% university</li><li>• 48% college</li><li>• 7% collaborative</li></ul>



# Correlation Analysis

Variable	ITR 2 years
Job Satisfaction	.29***
Recognition	.23***
Leader Support	.21***
External Career Opportunities	.21***
Procedural Justice	.17*
Age	-.16*

\* $p < .10$ , \*\* $p < .05$ , \*\*\* $p < .001$

# Linear Regression Analysis

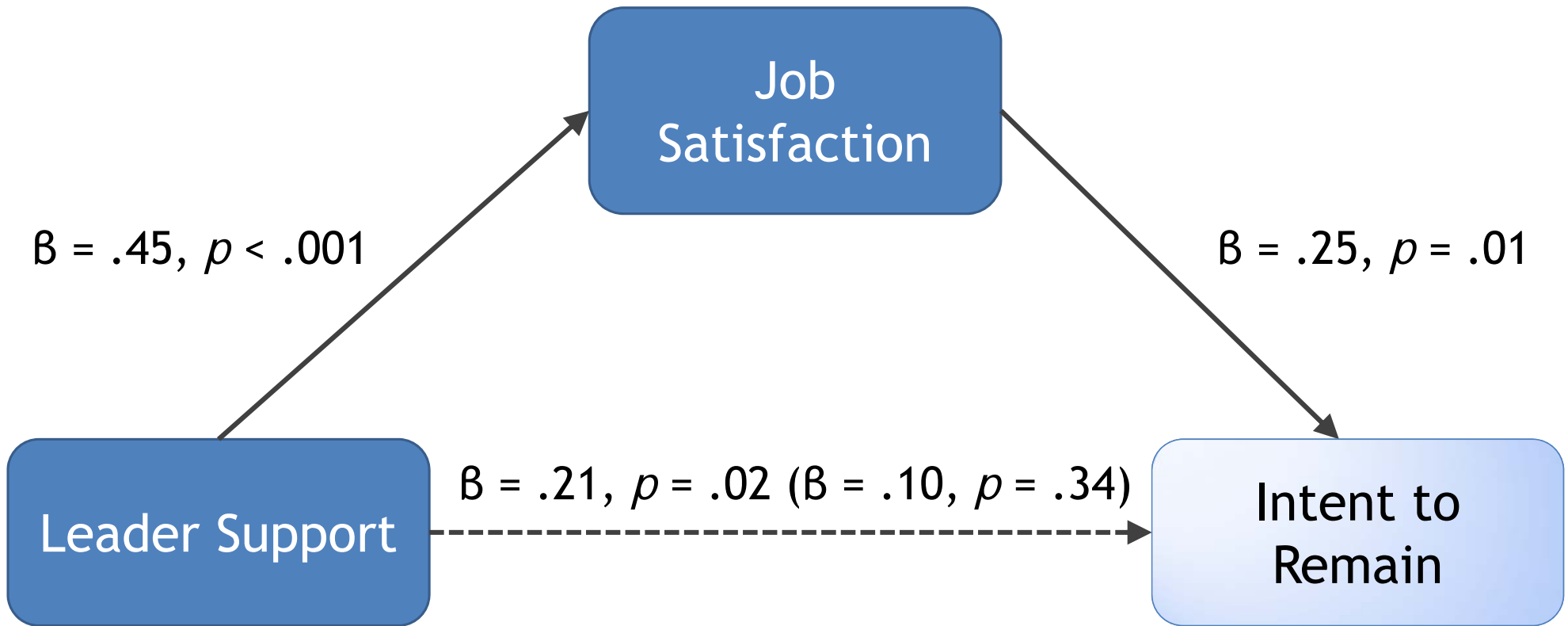
Variable	$\beta$	p
Job Satisfaction	.41	.005
External Career Opportunities	.16	.08
Organizational Tenure	.25	.02
Age	-.28	.008
Age <sup>2</sup>	-.23	.02

Adjusted R<sup>2</sup> = .16

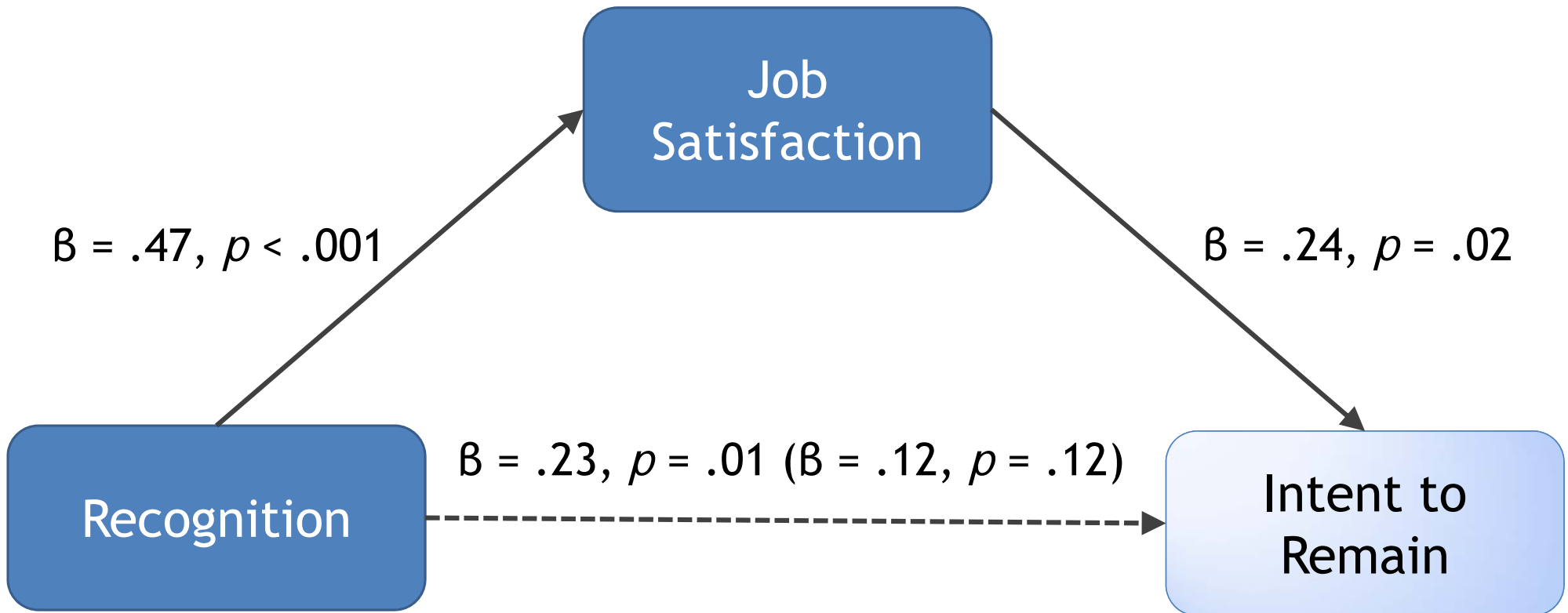
Job Satisfaction is a mediating variable.



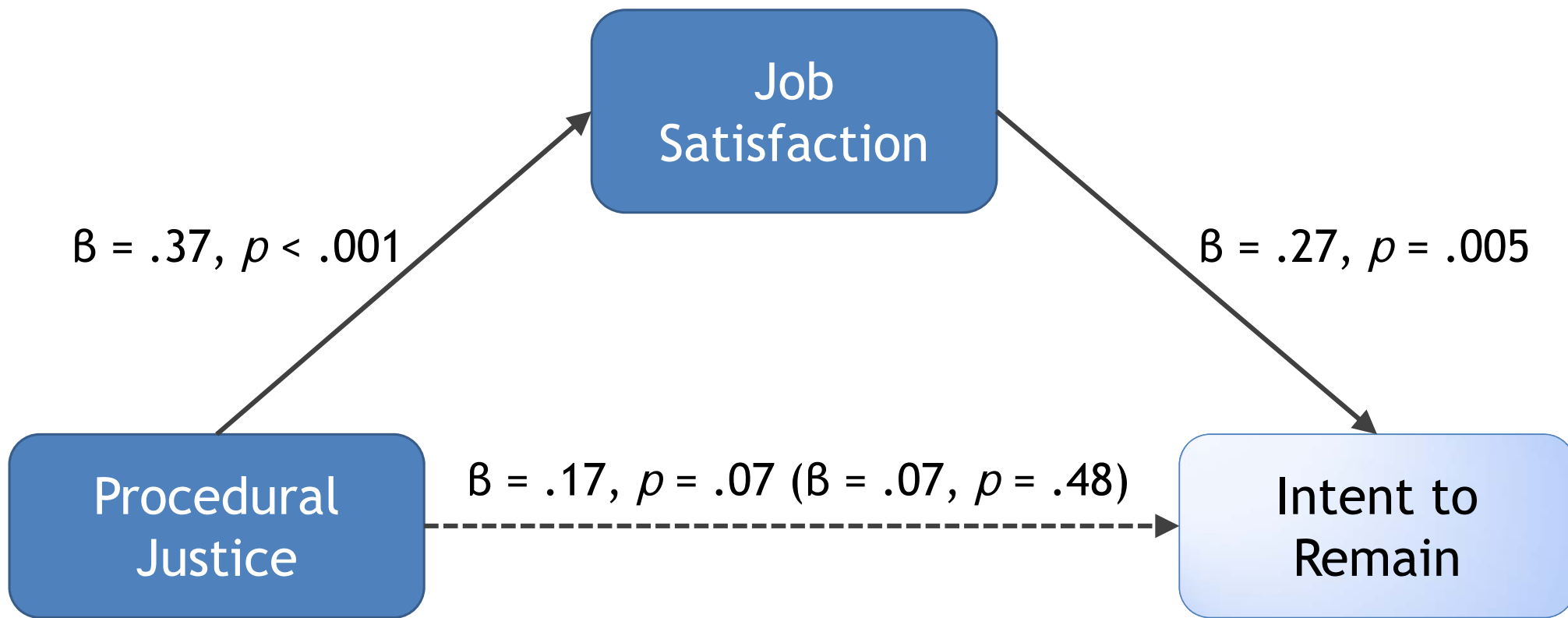
# Mediation Analyses



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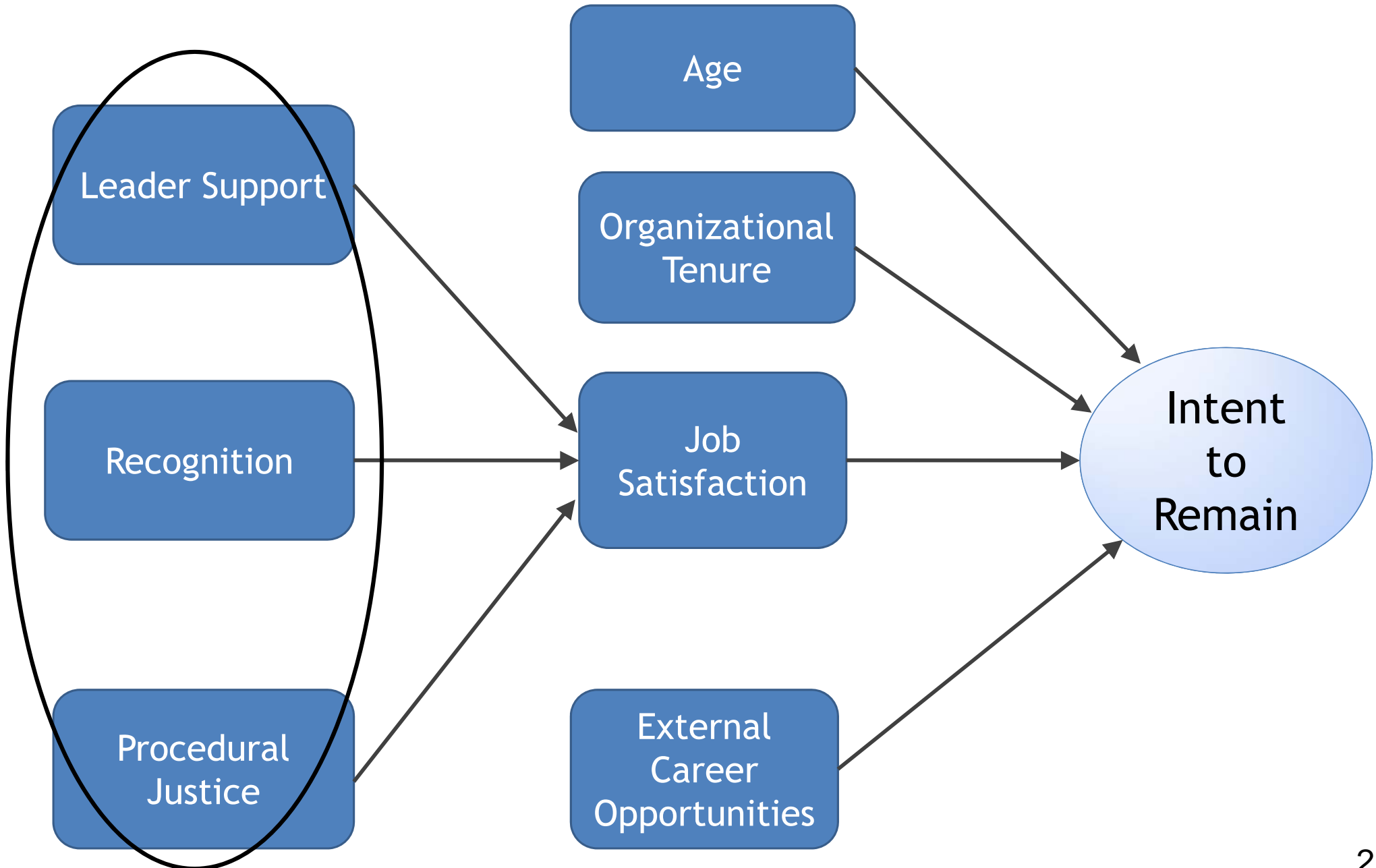
# Mediation Analyses





# Revised Model

## *Part-time Nurse Faculty Intent to Remain Employed*



# The Leader is Key

Be supportive in words and actions.

Recognize part-time nurse faculty for their hard work.

Be fair.



# Study Limitations

Small sample size

Cannot establish causality

# Conclusion

Part-time nurse faculty are important.

Retention helps manages the shortage.



“We'd all be worse without a nurse.”

*~Anonymous*



# Thank you

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# References

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**Nursing programs rely on part-time nurse faculty** (Lim, 2008; Omiecinski, 2003).

**Part-time nurse faculty differ than full-time faculty** (Creech, 2008; Wareham, 1996; Westera, 1992).

**We know little about them.**



# Validity and Reliability

Construct	Reliability	Construct Validity	
	Cronbach's Alpha	Factor Loadings	Model Evaluation
Workload	.69	.57 - .79	Adequate
Resource Adequacy	.66	.37 - .87	Adequate
Role Ambiguity	.86	.44 - .82	Good
Role Conflict	.86	.48 - .79	Good
Autonomy	.95	.88 - .97	Adequate
Leader Support	.85	.73 - .87	Good
Co-worker Support	.86	.79 - .80	
Professional Growth Opportunities	.77	.45 - .94	Adequate
Recognition	.91	.78 - .92	Good
Distributive Justice	.96	.83 - .96	Good
Procedural Justice	.87	.61 - .94	Good
Burnout	.93	.62 - .93	Good
Organizational Commitment	.93	.39 - .90	Good
Job Satisfaction	.88	.71 - .96	Good