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The Influence of Nursing Academic Leadership on Faculty Retention

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This is to certify that the doctoral dissertation by

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Abstract

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MSN, Walden University, 2012

MBA, University of Phoenix, 1994

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Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The critical nursing faculty shortage in the United States affects the ability of nursing schools to train an adequate number of nurses to meet increasing health care demands. Researchers have focused on the nursing faculty shortage; however, insufficient information exists on the relational influence leadership has on faculty retention. The research problem addressed in this study was the lack of information identifying how and in what ways leadership influences retention and intent to stay in academia. The purpose of this phenomenological study was to explore the perceptual views of current faculty, using the leader-member exchange theory. Focusing on baccalaureate nursing leaders in the state of Colorado, the research questions addressed how influential academic leaders were regarding faculty retention and intent to stay in academia. This qualitative approach included interviews with purposefully selected baccalaureate nursing faculty members. A semistructured, open-ended interview tool provided the instrument for data collection and research question alignment. Giorgi's data analysis procedure was applied to explore thematic patterns and NVivo 11 software was used to categorize and code data for interpretation. The study findings identified that leaders have significant influence on faculty retention within academia through establishment of quality relationship, open communication, and impartial work environments. Dissemination of these findings can be used to directly impact health care services by retaining faculty and improving the ability to meet the increasing health care demand. Positive social change implications include the potential to retain nursing faculty, maintain educational capacity, decrease health care costs, increase health care quality, and improve access to health services.

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Dedication

I dedicate this study to my husband, Dave and my two children, John Rudi, and Kali Brooke Turrin. Without their love, support, and care, this project would not have been possible. Their encouragement along the way was inspirational and provided the foundation for my success. Also, I dedicate this dissertation to my dog Sonny who provided much love, inspiration, and comfort throughout this process. Sonny was beside me every step of the way and was the spirit that kept me going.

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Chapter 1: Introduction to the Study

Introduction

The United States has experienced a critical shortage of nursing faculty at a time when more nurses are needed to meet increasing health care demand. The faculty shortage demands attention because without adequate educators, nursing schools must limit student enrollment. Academic leadership practices have been shown to influence the nursing faculty shortage (Byrne & Martin, 2014). Further research was needed to understand how and in what ways academic leadership influences retention. Nursing faculty report a number of disincentives within the academic workplace including unsupportive organizations, poor work environments, bullying, incivility, and unsupportive directors (Tourangeau, Wong, Saari, & Patterson, 2014). A study addressing faculty perceptions of leadership may give insights into reasons why staff stay or leave academia.

Encouraging faculty to remain in academic positions has become a challenge due to an increasing variety of career opportunities available. Competitive positions include clinical settings, research prospects, informatics, and quality improvement (Tourangeau et al., 2014). A forecasted shortfall in the supply and demand of nurses is projected to continue through 2025 (Health Resources Services Administration [HRSA], 2014). With the imminent retirement of a significant portion of the nursing workforce within the next 10 years, new nurses are needed to meet the increasing demands of the aging population and the new health care reform regulations.

Maintaining an adequate supply of nurse educators is important to allow nursing schools the ability to admit and graduate nursing students. Sufficient supplies of nurses are needed to provide health services to individuals in many health care settings. Without an adequate supply of nurses, quality care decreases, costs rise, and access to care becomes more difficult (McDermid, Peters, Jackson, & Daly, 2012). Healthy societies depend on adequate health care services, and nurses play an important role in promoting positive social change by delivering services that enhance the health and wellbeing of others. Therefore, cumulative retention of nursing academic faculty is essential for addressing the nursing shortage and maintaining a healthy society.

Chapter 1 includes background information and research questions that give meaning to the study. The problem, purpose, and knowledge gap are specified and correlated to the research questions. The conceptual framework, nature of the study, definitions, assumptions, scope, limitations, and significance are provided.

Background

The unprecedented shortage of nursing faculty professionals in the United States contributed to significant numbers of students being denied admission into nursing programs each year. Two-thirds of nursing schools in the United States cited the faculty shortage as the determining factor in an inability to accept more student applicants (American Association of Colleges of Nursing [AACN], 2011). Retaining current faculty and recruiting new faculty remained important to maintain the necessary pipeline of nurses. Recurrent themes in the literature suggested multiple factors contributed to the faculty shortage including unsatisfactory academic environments, the aging workforce,

demand for higher educational degrees, financial constraints, and challenging workloads. Nursing academic careers became threatened by lack of administrative support (McDermid et al., 2012). Thus, attention to faculty needs, perceptions, and suggestions for workplace improvements were needed to forestall the looming shortage of nursing faculty.

One significant problem was the aging nursing faculty workforce. The average age of nursing educators remains at 53.5 years for doctoral prepared faculty, 57.2 years for master's level degree-prepared faculty, 57.2 for professors, and 56.8 for associate professors (Oermann, Lynn, & Agger, 2015). A study conducted by the Robert Wood Johnson Foundation (RWJF, 2007) noted that 63% of nursing faculty are over the age of 45, and 9% are over the age of 61. Thus, by the year 2020, a majority of these faculty positions will require replacements. To complicate the problem, 2020 has been targeted as the year for the majority of nurses to be trained at the baccalaureate level (RWJF, 2011). Due to the increasing age of faculty, many retirements are expected within the next 10 years. Potentially, the imminent retirement of a significant portion of the current faculty workforce will affect the ability to train new nurses.

Advance level nursing programs require faculty to have an advanced educational degree. These educational costs are prohibitive for many educators. Grants offered by RWJF, American Association of Retired Persons (AARP) Foundation, and other organizations (Reinhard & Hassmiller, 2011) may be provided however financial support over the last decade has decreased (Reinhard & Hassmiller, 2011). Immediate attention was needed to avoid the potential shortage of faculty required to educate the next

generation of nurses. Doctorate prepared faculty generally obtain their degrees later in life due to entering academic careers after years of clinical practice (McDermid et al., 2012; Nardi, 2013). Generally, nursing faculty have shorter academic careers than non-nursing faculty due to later entrance into the academic setting. Another complication included the fact that clinical nurses earn higher salaries than educators do (Derby-Davis, 2014). As a result, no financial incentive exists for younger nurses to change careers to academe. A sustained effort to train and recruit more nursing faculty was necessary to maintain educational capacity.

Multiple factors contribute to job dissatisfaction. A confluence of factors has added to the faculty shortage including unfavorable work environments, decreased faculty satisfaction, challenging workloads, and an increasing variety of expanding career opportunities (Derby-Davis, 2014). One significant factor influencing the workplace setting involved an increase in workplace incivility (Ostrofsky, 2012; Peters, 2014). When younger faculty experience incivility from senior faculty, they often struggle to decide whether or not staying in a teaching role is advantageous (Peters, 2014). The manager may perpetrate the creation of a negative environment and allows incivility within the organizational culture (Ostrofsky, 2012). Few studies have been done regarding best practices for eliminating incivility in the academic workplace (Ostrofsky, 2012). Challenging workloads decrease faculty satisfaction accompanied by increased stress levels. Compassion fatigue, burnout, and job dissatisfaction were consistent predictors of faculty's intent to leave academia (Sawatzky, Enns, & Legare, 2015).

Satisfying work environments are an important component of faculty retention therefore efforts to better understand leadership's impact on retention are needed.

This study involved an examination of perceptual views of working academic nursing faculty and their lived experiences within their current academic environment. Specific attention was directed at the relationship current faculty engage in with their nursing director and whether or not that exchange had an effect on their intent to stay or leave academia. The scope of the study involved a phenomenological approach regarding perceptual views of working faculty and explored the inherent relationship between the nursing leader and subordinate.

The significance of this study was to gain insights into the relationship between the academic leader and nursing faculty and whether or not the leader influenced the employee's desire to stay employed. Although, an abundance of literature existed addressing reasons why faculty leave academic positions, little research has been done on the leader-faculty partnership and influence on retention (Wyte-Lake, Tran, Bowman, Needleman, & Dobalian, 2013). There is a substantial need to study factors affecting educational capacity and expand options to increase the supply of nursing faculty. I studied the current literature gap by focusing on the leader-faculty relationship as a potential element effecting faculty retention. For many years, nursing has been plagued with recurring shortages (Falk, 2014) and evaluating specific factors that influence faculty's intent to stay were important for determination of options to create sustainable work environments.

Studying the relationship between nursing leaders and faculty members may enhance the understanding of turnover intentions and employee performance. Social relationships in health care were worth investigating due to the increasing number of women within this sector (Biron & Boon, 2013). Previous researchers (Biron & Boon, 2013) found that women were more sensitive to low job satisfaction than were men, and had an increased desire to leave a job when workplace environments lacked employee satisfaction. Understanding the shared relationship between leaders and faculty may contribute information regarding how to retain qualified nursing faculty. The nursing faculty shortage needs increased visibility and definition because it remains a "vaguely defined and invisible problem with no rationale for increased investment," (Kowalski & Kelley, 2013, p. 76), thus providing no clear path for resolution. Enhancing an understanding of relevant factors that potentially contributed to turnover intention and performance were necessary to help avert a nursing shortage.

Problem Statement

There is a significant nursing faculty shortage that directly impacts the ability of nursing schools to train and graduate an adequate number of nurses to meet increasing health care demand. Without adequate nursing faculty, the current nursing shortage may intensify. The research problem was to delineate how and in what ways academic leaders influence faculty retention and intent to stay in academia. The influence of leadership on faculty retention was not well documented in the literature (Biron & Boon, 2013; Cowden & Cummings, 2012). Since retention is an essential component for maintaining the supply of nurse educators needed to accommodate the increasing number of student

applicants, identifying how leadership influenced faculty retention required attention to ensure a sufficient numbers of nurses for the future.

The nursing faculty vacancy rate continues to be a national issue. Unfilled faculty positions directly affect the ability to admit new nursing students into educational programs. In 2014, the AACN reported 68,938 qualified applicants were denied entrance into nursing programs due to the insufficient number of nursing faculty. The shortage of nursing faculty was the primary reason nursing schools could not admit the increasing number of applicants (National Advisory Council on Nurse Education and Practice [NACNEP], 2010). The AACN (2014) reported a 6.9% nursing faculty vacancy rate as of 2014, equating to 1,236 open positions in nursing schools throughout the country.

Multiple factors have contributed to the nursing faculty shortage. Age-related retirement, job dissatisfaction, and other workplace influences contribute to the decreasing supply of qualified nursing instructors (Bittner, 2012). Although projected supply and demand for registered nurses had begun to stabilize, 16 states forecasted shortfalls through 2025 (HRSA, 2014). Identification of factors that promoted faculty retention and intent to stay in academia required significant attention (Bittner & O'Connor, 2012; Candela, Gutierrez, & Keating, 2013; Derby-Davis, 2014; Roughton, 2013). A greater understanding of the impact nursing academic leadership had on faculty retention may stabilize the nursing faculty workforce and help eliminate the nursing shortage.

Previous researchers (Altunas, 2014; Cowden & Cummings, 2012) explained various reasons nursing faculty left academia however, little research incorporated an

understanding of the leader-faculty relationship and associated influence on retention. Retention of experienced nurse educators was needed to augment the workforce and to serve as mentors for succession planning as younger educators joined the profession (Falk, 2014). Determination of whether or not nursing leadership practices influenced faculty retention was important to understand because without sufficient faculty, the nursing workforce could not be maintained.

Purpose of the Study

This study involved an exploration of the perceptual views of nursing faculty regarding the impact nursing leadership had, if any, on faculty retention in academic settings. Lack of leadership support had been shown to influence faculty job satisfaction (Bittner & O'Connor, 2012). Due to the shortage of nurses in the United States, retention of faculty remains paramount since faculty were the key individuals who prepared the next generation of nurses to meet health care demand. Maintaining and expanding the supply of nurse faculty was necessary to address the challenge of properly preparing future nurses for integration into the reformed health care system. Leadership practices drive quality outcomes and health care leaders must develop better strategies to encourage employee collaboration, systems thinking, and innovative mindsets (Weberg, 2012). Thus, leadership influence could impart a significant role in employee job satisfaction.

Consequences associated with the nursing shortage included reduced health care quality, limited research capabilities, and an inability to shape health policy in local, national, and international arenas (McDermid et al., 2012). Studying the relational factor

between academic nursing leaders (program directors, nursing education directors, deans, managers, supervisors) and faculty provided a deeper awareness of the issues that influenced faculty retention. This study was designed to understand the potential effects nursing leaders may have on faculty retention. By analyzing the perceptual views of faculty, I acquired an increased understanding of how nursing leaders influenced faculty retention.

Maintaining an adequate supply of trained nurses is important to maintain the health and well-being of the nation's population. The nursing faculty shortage directly affected the supply chain of prepared nurses for health care organizations (Derby-Davis, 2014). Researchers (Bittner & O'Connor, 2012; Byrne & Martin, 2014; Candela et al., 2013) have addressed the need for garnering a better understanding of leader-faculty relationships and associated retention factors. Specific information addressing faculty academic relationships was limited in the literature. Examining the leader-faculty relationship through the lived experience of current working faculty provided new insights into how to retain nursing educators. Organizations should consider the quality of environmental relationships to increase an employee's desire to remain employed (Galletta, Portoghese, Battistelli, & Leiter, 2012). Gaining an understanding of the leader-faculty relationship offered information that could be used to cultivate leadership strategies to retain faculty. This study extended previous work on faculty turnover intention by exploring leadership practices and the leader-faculty relationship through the perceptual lens of current working faculty.

Research Questions

To access information regarding how nursing academic leadership impacts faculty retention; three research questions (RQs) were used.

RQ1: To what extent, if any, does nursing academic leadership affect faculty retention?

RQ2: To what extent, if any, does nursing academic leadership affect faculty's intent to stay in academia?

RQ3: To what extent, if any, do faculty perceptions of support from academic leadership affect intent to stay in education?

Retention of faculty involved the actual practice of staying in current employment regardless of job satisfaction. Retention was defined as keeping faculty, not just attracting them (Feldman, Greenberg, Jaffe-Ruiz, Kaufman, & Cicnarale, 2015). In contrast, intent to stay was "intention of faculty to remain in their present institution" (Garbee & Killackey, 2008, p. 2). Intent to stay required contemplation of whether or not to stay working in a position and allowed for a greater exploration of reasons associated with faculty job satisfaction (Cowden, Cummings, & Profetto-McGrath, 2011). Intent to stay by the faculty denoted hesitancy or questioning behavior about the position. This connotation was positive or negative in the sense that faculty members were actively contemplating the possibility of staying or leaving the job and had not decided to commit. This differentiation of retention and intent to stay in academia was subtle, but important for studying perceptual views of faculty because it allowed for a deeper level of exploration of the phenomena.

Conceptual Framework

The leader-member exchange (LMX) theory of leadership provided the framework to elucidate the relationship between nursing leadership practices and faculty retention. LMX theory conceptualized the dyadic relationship and interaction between leaders and followers and examined the uniqueness that exists within relationships (Omilion-Hodges & Baker, 2013). The daily social exchanges that occur between leaders and staff affected employees' work-related attitudes (Trybou, KePourcq, Paeshuyse, & Gemmel, 2014). In addition, the quality of the LMX among leaders and faculty correlated with turnover intentions (Omilion-Hodges & Baker, 2013; Trybou et al., 2014). Work relationships drove employee attitudes and behaviors (Burch & Guarana, 2015). Therefore, employing LMX theory to examine leader-faculty relationships was ideal for this study because exploring faculty perceptions regarding social exchanges provided insights into turnover intention.

The LMX theory of leadership (Dansereau, Graen, & Haga, 1975) stipulated that employee productivity is directly influenced by the relationship shared with their leader. Within the LMX context, leaders build mutually supportive exchanges with employees. However, unique relationships evolve with each employee due to the level of quality within the exchange. The LMX framework related directly to leadership practices and faculty retention because social exchanges occur repeatedly in academic environments. To answer the research questions, analyzing the social exchange between program directors and faculty members was necessary to identify factors that affected retention.

Using faculty perceptions as the contextual lens to examine factors that impact retention provided insights into leadership practices that effect decisions to remain employed.

Examining the relationship between an employee and their leader gave insights into how relationships affected retention. High-quality LMX relationships were demonstrated when effective communications (resource sharing) existed between leaders and subordinates creating trustful and respectful environments (Trybou, De Pourcq, Paeshuyse, & Gemmel, 2014). Low-quality LMX relationships were reported when employees garner less attention and rewards from their leader (Tse, Lam, Lawrence, & Huang, 2013). The resource-sharing construct within dyadic relationships provided the ability to understand one's self-concept within the social environment. The social identification process involved an individual's ability to perceive a sense of belonging to a group through shared characteristics (Liu, Cai, Li, Shi, & Fang, 2013). Employee turnover was directly connected to the strength of the quality of the LMX relationship and productive environments had higher-level LMX exchanges (Liu et al., 2013). Chapter 2 includes a focused overview of the LMX leadership theory related to leadership practices and faculty retention.

Nature of the Study

A qualitative phenomenological design was used for this study to elicit an in-depth understanding of the lived experiences of nursing faculty about whether or not the leader-faculty relationship influenced intent to stay in academia. The rationale for selecting phenomenology was to gain rich in-depth descriptions of a particular phenomenon as evidenced through the eyes of participants. Description uses language to

articulate the essence of an experience and retains the faithfulness of the data (Giorgi, 2014). Phenomenology analyzes rich data from direct sources to develop shared themes that elicit meaning, providing an in-depth understanding of a phenomenon (Grossoehme, 2014). The phenomenological approach explored meaning through the lived experiences of individual knowledge (Vaismoradi, Turunen, & Bondas, 2013), thus aligning well with this study. Using Giorgi's four-step data analysis method of bracketing, intuiting, analyzing, and describing enhanced the understanding of participant experiences within academia.

A purposeful sample of faculty members currently working in baccalaureate accredited nursing schools was interviewed to explore perceptional contexts regarding leadership influence on intent to stay in academia. Data collection methods included taped, semistructured, open-ended interview questions, member checked transcriptions, and interview notes. NVivo 11 provided the data classification system through which meaningful categorization and thematic analysis of data was achieved. Giorgi's (1997) four-step methodological framework was used for data analysis. This framework provided a comprehensive and applicable approach for this descriptive phenomenological study. Exploring leadership influence through the eyes of faculty contributed to an in-depth understanding of faculty retention factors and intent to stay employed.

Definitions

The following key terms and operational definitions were used throughout this study.

Academic nursing leadership: Influence, authority, and supervision of nursing program outcomes and provide "direct contact with faculty, staff and students on a daily basis" (Tahir, Abdullah, Ali, & Daud, 2014, p. 473).

Academic nursing leaders: Individuals who are "expert teachers who build the science of nursing education, mentor and inspire new educators, and guide others in transforming and re-visioning nursing education" (Young, Pearsall, Stiles, & Horton-Deutsch, 2011, p. 222). Interchangeable titles for nursing academic leaders include program directors, program deans, program leaders, program managers, program supervisors, academic nursing directors, and program directors of nursing education (DON).

Intent to stay: Term used to denote faculty's intention to stay employed in current academic position due to personal and organizational variables being aligned with the organization (Osuji, Uzoka, Aladi, & El-Hussein, 2014).

Leader-member exchange: The dyadic relationship that exists when communication exchange occurs between parties (Omilion-Hodges & Baker, 2013).

Nursing academia: Educational environment where nursing educators prepare nursing students to become professional nurses (Singh, Pilkington, & Patrick, 2014).

Nursing educator: Faculty member who teaches nursing within an academic program (Young et al., 2011).

Program director: The leader of the educational program to whom faculty report and can also be called program deans, leaders, managers, supervisors, academic nursing leaders, and directors of nursing education (Young et al., 2011).

Retention: Retaining current staff in employment position (Carlson, 2015).

Assumptions

This research study included several assumptions. First, I trusted the description of the participants lived experiences to be authentic and honest. Data was obtained from voluntary participants who attested to being reliable sources of knowledge regarding the topic under study. The collected data were considered sufficient to conduct a qualitative analysis of the subject. Another assumption was that participants felt comfortable to participate in the study and no known power differentials existed between the participants and the interviewer. Also, interviews were conducted at the participants' convenience by telephone at a specific time designated by the participant. A familiar, relaxed atmosphere encouraged participant contentment during the interview process. Throughout the analysis phase of the study, I attempted to bracket out personal preconceptions to elicit only the voice of the participants. Lastly, I developed a semi structured, open-ended interview tool to encourage exploration of the topic under study. However, the potential for contextual bias within the study may be increased due to my construction of interview questions. These assumptions were necessary to consider throughout this study because qualitative research deals with the sensitivity of human subjects.

Contemplation of certain assumptions was important since this research was based on participant interviews, which are human responses to unique lived experiences. These assumptions seemed reasonable for this study because phenomenology depends on the legitimacy of the words of participants. Qualitative research assumes the voice of participants is authentic and reflects their world (Grant, 2014). This descriptive

phenomenology method of inquiry relied on coherent participants to portray accurate lived experiences by providing thick rich data descriptions. Then, it became possible to trust the lived experience as an implicit explanation of a phenomenon.

Scope and Delimitations

The scope of this study was to determine how and in what ways, if any, academic leadership influenced faculty retention. Specifically, the concepts of intent to stay and retention were explored through the lived experiences of current faculty. To date, my current literature review resulted in limited research addressing personal perceptions and feelings of academic nurse educators in relation to their program leaders. The LMX theory of leadership emphasizes a differential quality to each individual relationship (Tse et al., 2013) and analyzing this socioemotional bond between leader and faculty may add to the current literature. Understanding both organizational factors and personal factors about intent to stay in academia could add awareness to the nursing faculty shortage.

The study population included baccalaureate nursing faculty members currently working in accredited nursing programs within the state of Colorado. Each participant had a minimum of 2 year's full-time experience reporting to the same program leader within the nursing department. Faculty of baccalaureate nursing programs offering online courses or ground campus courses were included within the study. Master and associate-level nursing programs were excluded from the study to encourage common inclusion criteria. The transferability of the research results is unlikely due to specific findings unique to the schools surveyed. Thick descriptions of multiple academic

settings and rich accounts of lived faculty experiences (Moon et al., 2013) may allow readers to assess how applicable the results are to their own academic settings.

The LMX conceptual framework was selected due to the high level of social exchange that occurs within nursing academia. Transformational, servant leadership, and transactional leaderships styles were considered, however the LMX theory of leadership was selected because of the relationship intimacy between the leader and each individual faculty member.

Limitations

Limitations were inherent within this research study. Interview questions were limited by participant answers and finite in nature to decrease participant fatigue. The LMX theory of leadership provided the foundational framework to explore leader-faculty relationships through personal exchanges and personality factors. Higher LMX level exchanges with directors may produce different results than faculty considered to have lower LMX levels. More research was needed to determine what factors within the LMX theory of leadership influence retention efforts. This research was conducted at Colorado baccalaureate nursing programs, therefore external validity may be limited and only generalized to similar type nursing institutions within the state of Colorado. A final limitation might have been my employment as nursing faculty in a baccalaureate program producing the potential for unintentional bias regarding the researched topic.

To reduce potential bias within this study, I used the qualitative reflective strategy to control potential prejudice. Researchers must develop strategies to focus on self-knowledge and sensitivity when conducting research in which they employ personal

experience (Berger, 2015). Prolonged engagement, keeping a research journal for self-reflection, and creating an audit trail throughout the data collection process enhanced reflexivity for this study. Reflexivity comprises "continual internal dialogue and self-evaluation of researcher's positionality" (Berger, 2015, p. 220) within the study to endorse independent and objective knowledge production. Trustworthiness of the study was strengthened by making a deliberate effort to maintain self-awareness and identify personal experiences that could bias the construction of meaning from the data (Berger, 2015; Darawsheh, 2014). Within this research study, I monitored the accuracy of the research and detached myself from the findings to enhance the study's rigor. Also, I was open and truthful to participants regarding employment within the academic sector.

Measures to address study bias included an opportunity for participants to add any additional information they deemed necessary at the end of each interview to explore the topic in full. Recruiting participants from several nursing schools within the state improved the representative sample and decreased location bias (Rothstein & Shoben, 2013). Determination of high and low level LMX exchanges with program directors was not known prior to each interview. Thus, asking participants about their leader-faculty relationship and communication patterns was part of each interview. No generalization of results was attempted since comparative studies were not currently available. To improve transparency, I divulged my current position as a nurse educator working in an academic setting to each participant. Lastly, strict adherence to qualitative methodology guidelines was implemented to limit study bias.

Significance

The potential significance of the proposed qualitative phenomenology study was to gain a perceptual understanding of whether or not nursing academic leadership influences faculty retention by studying the lived experiences of current faculty. Few studies have been conducted on leadership influence on intent to stay in academia, and more research is needed to substantiate a connection (Byrne & Martin, 2014; Candela et al., 2013). The proposed study was unique because it addressed the literature gap by gaining an appreciation of nursing faculty perceptions about their leaders and determining how and in what ways nursing program directors might influence retention. To address this issue, interviews were conducted to explore the leader-faculty relationship experience. Previous researchers (Bittner & O'Connor, 2013; Bryme & Martin, 2014; Derby-Davis, 2014; Evans, 2013; Roughton, 2013) had addressed specific quantitative parameters, but few had addressed the lived experience shared between the leader and the nursing faculty employee.

This information was important because increasing faculty retention allows nursing schools an ability to admit and graduate students, thereby improving the nursing shortage. As the supply and demand of nurses stabilizes, positive social change transpires through improved access to healthcare services and decreased healthcare costs. Retention of nurse educators in academia was important to address the nursing shortage, thereby improving the ability to meet the increasing and ever-changing health care demands.

Summary

Academic leadership practices could influence retention, so studying the relationship between nursing faculty and program directors was important. Evidence of an imminent nursing faculty shortage remained apparent and efforts to increase retention were essential (Nardi & Gyurko, 2013). Chapter 1 presented the problem, purpose, and significance of the study. Chapter 2 includes a comprehensive literature review related to leadership practices and faculty retention. The study design, participant selection, research procedures, and how data were collected and analyzed are presented in Chapter 2.

Chapter 2: Literature Review

Introduction

Faculty retention remains an important topic of study because qualified educators are leaving the profession due to retirement or obtainment of other career opportunities. The importance of retaining an adequate supply of nurse educators is essential to avert failure of health care delivery within the United States (Thompson et al., 2014). Understanding the impact academic leadership has on faculty retention was the basis for this study. In Chapter 2, I present a comprehensive literature review of current research related to leadership practices and faculty retention within nursing academia. The conceptual framework, study design, participant selection, research method, and data collection procedures and analysis are presented in Chapter 2.

Developing new nurses for the future depends on adequate nursing faculty and recruitment efforts had become challenging. The United States experienced a nursing faculty shortage that affected the ability to train the next generation of nurses needed to meet health care demand (Evans, 2013). More nurses are needed to meet the future demands of the aging population and requirements for regulatory reform. Without nursing faculty, new nursing students cannot be trained. Persons over 65 years of age consume twice the amount of health care services than younger populations (HRSA, 2013). Thus, maintaining the pipeline of nurses required to meet health care demand is reliant on a sufficient supply of nursing faculty.

A further complication of maintaining an adequate supply of nurse educators is the age of current faculty. Forty-eight percent of current nursing faculty members are

over the age of 55 and half of the total workforce is expected to retire within the next 10 years (AACN, 2012b). Since new nursing applicants cannot be admitted into schools without adequate nursing faculty, understanding factors that increase educational capacity are needed. Nursing academic leaders remain accountable for supervising faculty and achieving program outcomes. Preservation of the nursing workforce is dependent on faculty retention. Although numerous factors affect academic faculty retention, specifically focusing on the leader-faculty relationship provided new insights. If leaders influenced turnover intention, then strategies could be developed to alleviate relationship stressors that cause job dissatisfaction.

Retaining current staff was important for two distinct reasons. First, nurse educators are essential for accommodating the increasing number of nursing student applicants. Second, nurse educators are valued for their ability to mentor new faculty (Falk, 2014). Without sufficient faculty, the nursing workforce could not be maintained. Thus, the research problem was to delineate to what extent, if any, leaders' influence faculty retention and intent to stay in academia. Remediation of the current nursing shortage required recognizing factors that contributed to faculty job satisfaction and intent to stay in academia.

This research study involved an investigation of the impact nursing academic leadership had on faculty retention. The purpose was to explore faculty perceptions regarding academic leadership and describe how this relationship influenced intent to stay in academia. A critical review of faculty perceptions about their leader (program director, nursing education director, dean, manager, supervisor) potentially provided new

insights into methods for retaining and recruiting staff. Establishing a positive leader-faculty relationship may promote career longevity by increasing socialization within the academic environment (Cowden et al., 2011). Nursing educators reported dissatisfaction with teaching responsibilities, noncompetitive salaries, higher academic requirements than other professions, maintenance of clinical skills, life-work balance, and lack of leadership support (Candela et al., 2013). Thus, understanding the perceptual views of current nursing faculty gave potential insights into how leaders could facilitate strategies to encourage retention.

A synopsis of the current literature revealed numerous motivational factors that influenced faculty job satisfaction, organizational commitment, and retention. Salary, work environments, benefits, schedules, and other job satisfiers provided many of the rewards nursing educators' desire (Roughton, 2013). The explicit relationship between the leader and subordinate was rarely discussed within the literature. The leader-faculty relationship could produce greater job satisfaction if the experience was positive (Bittner & O'Connor 2013; Bryne & Martin, 2014; Falk, 2014). Supportive work environments (Candela et al., 2013) and transformational leadership styles had positive effects on working relationships (Cowden et al, 2011). Thus, researching how leaders affect faculty retention is vital for understanding how to potentially avert a faculty shortage.

Search strategies used to explore the current literature regarding academic leadership and faculty retention are presented in Chapter 2. A comprehensive literature review provides justification for the study by identifying the literature gap and why further study is needed. The conceptual framework providing the foundational context of

the study is described and the connection to the research questions explained. A phenomenological research approach provides the method to evaluate the identified problem.

Literature Search Strategy

The literature review incorporated articles related to leadership practices, faculty job satisfaction, nursing shortages, and faculty retention. I searched multiple databases including the Cumulative Index of Nursing & Allied Health Literature (CINAHL), Medline, ProQuest, PubMed, Health Medical Complete, ERIC, PsycINFO, and Business Complete. Published journals, dissertations, reference lists, conference proceedings, and websites including Google Scholar were examined to ensure an in-depth search. Twenty-one key words (and various combinations of words) were used to search databases including nursing faculty shortage, academic leadership, nursing program director, intent to stay, turnover intention, academic job satisfaction, organizational commitment, academic faculty retention, and nursing incivility and job dissatisfaction. I retained literature from 2012–2015 for review. After determination of relevancy, I separated applicable articles into themed categories for use within this study.

I retrieved 178 articles from the CINAHL database, retaining 82 for use within the study. The PsycINFO database provided eight articles with only two retained for use. I reviewed 76 articles from the ProQuest database and retained 27 for use. The Education Research Complete database revealed 14 pertinent articles; however only one from 2014 was sufficiently current for use in the present study. The PubMed database provided 33 articles but only eight were written between 2012 and 2015 and only two were new since

many were already retrieved from other databases. I reviewed four articles obtained from the ERIC database, however none had applicability to the topic. I searched the Health Medical Complete database, which revealed eight duplicate articles therefore, none were included. Lastly, I explored the Psychology database that provided no articles pertinent to the topic. In all, I reviewed 310 articles for information applicability and retained 114 for use within the study. The literature matrix was constructed by using Thoreau multiple database search and revealed the following scholarly articles used within this study.

Table 1
Literature Review Matrix

Key terms searched	Scholarly journals	Reviewed	Used
Nursing faculty shortage, academic leadership, job satisfaction	425	77	38
Nursing program director, nursing intent to stay, nursing academic retention	349	48	22
Nursing job satisfaction, nursing turnover intention, academic nursing shortage	418	56	14
Organizational commitment, academic faculty retention, nursing shortage	250	38	11
Nursing leadership, faculty retention, turnover intention	198	17	3
Academic leadership style, nursing faculty retention, turnover intention	121	19	4
Organizational commitment, nursing faculty shortage, predictors of job dissatisfaction	88	29	10
Nursing faculty shortage, nursing faculty retention, nursing intent to stay	190	16	7
Nursing incivility, job dissatisfaction	54	10	5
TOTAL SOURCES	2093	310	114

Conceptual Framework

The leader-member exchange (LMX) theory of leadership (Dansereau et al., 1975) acknowledges that employee efforts are directly influenced by the quality of relationship they share with their leader. When leaders provide ample organizational resources to employees, such as information, attention, and support, employees engage in role behavior that is productive (Omilion-Hodges & Baker, 2013). When disproportionate resource distribution occurs, employees react through workplace disassociation. LMX was originally conceptualized as Vertical Dyad Linkage, but has undergone numerous iterations (Graen & Uhi-Bien, 1995); however, it remains true to the ideation of the unique leader-member relationship. Dichotomies occur within groups when some employees are considered high LMX members and others are considered low LMX members (Biron & Boon, 2012). The quality and fairness of the leader-member relationship is a determining factor in whether or not the relationship is strong (Burch & Guarana, 2015; Omilion-Hodges & Baker, 2013). In work environments, the leader-faculty relationship is shaped over time by unique personalities and quality of social exchanges. Evaluating social exchange interactions between leaders and faculty provide opportunities to understanding the performance-turnover intention and whether or not leaders influence nursing faculty retention.

Leader-member exchange proposes that a unique relationship develops through the incremental influence of the exchange process. Differentiated relationships develop over time with each subordinate due to personality differences among employees (Omilion-Hodges & Baker, 2013). A number of steps take place after the employee is

hired. The *role-taking* period begins, in which the employee joins a workgroup and is evaluated by the leader in regards to skills and abilities (Graen, Novak, & Sommerkamp, 1982). The *role-making* phase is next and involves negotiation and trust building (Graen et al., 1982). This stage perpetuates engagement of employees through a bargaining process between leaders and subordinates that is finalized when employees successfully adapt to the environment (Omilion-Hodges & Baker, 2013). Lastly, the phase of *routinization* (Dansereau et al., 1975; Graen et al., 1982) occurs where the relational norms are created and maintained throughout the relationship. The leader holds responsibility for developing high quality LMX among employees and when leaders are effective, team environments are created.

Retention of employees has been correlated with social exchanges. The LMX theory of leadership has been applied to various retention studies (Biron & Boon, 2013; Farr-Wharton, Brunetto, & Shacklock, 2012; Galletta et al., 2012; Guan et al., 2013; Gutierrez et al., 2012; Omilion-Hodges & Baker, 2013; Nelson et al., 2013; Richards & Hackett, 2012; Trybou et al., 2014). LMX focuses on a relationship approach to leadership and uses a social exchange perspective to describe the exchanges that occur between leaders and subordinates (Biron & Boon, 2012). Nursing faculty often form close relationships with their leaders and work together closely developing program curriculum and student learning outcomes. The academic leader differentiates each faculty member by observing their teaching skills and working closely with them on departmental issues. Several researchers (Biron & Boon, 2013; Trybou et al., 2014; Omilion-Hodges & Baker, 2013) focused on employee turnover intentions and suggested

that investing in social relationship research within the health care sector would be a beneficial endeavor. Therefore, research that explored the leader-faculty relationship concerning retention was significant because without sufficient faculty, the nursing shortage could potentially continue.

The research questions for this study sought to identify how and to what extent, if any, nursing academic leadership affected faculty retention and intent to stay in academia. This study expanded the existing literature by focusing specifically on the leader-faculty relationship. Leadership influence on faculty intent to stay in academia was not well documented in the literature (Biron & Boon, 2013; Cowden & Cummings, 2012); thus studying faculty perceptions added a new perspective. Previous researchers (Altunas, 2014; Cowden & Cummings, 2012) concentrated on motivational and hygiene factors that affected faculty retention, however little research discussed the relationship between the leader and faculty member. In this study, I researched leadership practices that influenced retention through the perceptional lens of current nursing faculty.

Follower engagement has been studied in relation to leadership practices in the past. Burch and Guarana (2015) demonstrated a conceptual model that explored the unique relationship formed between each leader and employee. This model proposed that transformational leaders increased follower engagement by engaging in positive leader-member exchanges. When employees became engaged in the workplace, turnover intentions decreased (Burch & Guarana, 2015). Understanding how leaders engaged with employees through social exchanges provided insights into retention factors. Follower engagement had a direct influence on organizational commitment and turnover intention

(Burch & Guarana, 2015). Figure 1 depicts the influence and interactions between leadership and follower turnover intentions. The leader-member exchanges and transformational leadership (as depicted in this model) determined employee engagement. Hence, the organizational behavior and turnover intentions were predicted through this employee engagement. Figure 1 provided the proposed conceptual model for this study.

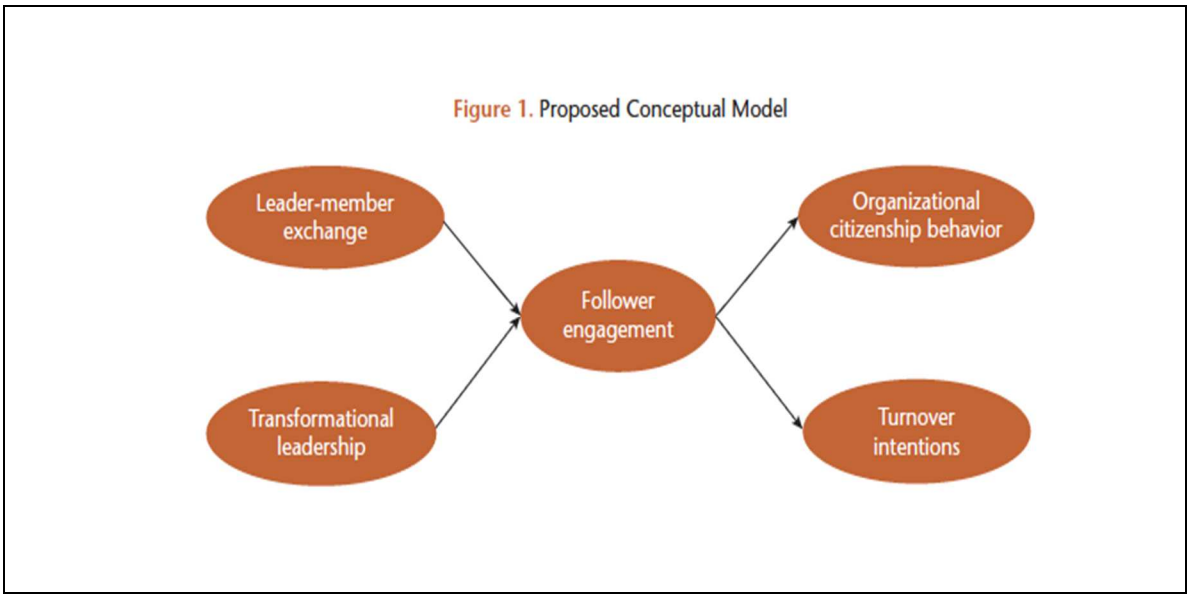

Figure 1. Conceptual framework for this study. From "The Comparative Influences of Transformational Leadership and Leader-Member Exchange on Follower Engagement," by T. C. Burch and C. L. Guarana, 2015, *Journal of Leadership Studies, 8, p. 8.* Copyright 2015 by John Wiley and Sons. Reprinted with permission.

The purpose of the conceptual model was to exhibit the relationship of leader-member exchanges and leadership practices regarding follower engagement. Regulation of follower engagement may have an effect on organizational citizenship behaviors and turnover intentions (Burch & Guarana, 2015). Ethnographic studies conducted by Kahn (1990) described engagement as a state of mind in which employees "invest their personal selves fully in their work roles—emotionally, cognitively, and physically" (p.

700). However, the exchange quality between leaders and followers was deemed influential in relation to organizational behavior and turnover intention. Thus, studying how nursing academic leadership affected faculty retention within academia provided information regarding faculty intent to stay and retention.

The LMX framework seemed ideal for examining nursing leadership in relation to faculty retention and job satisfaction because behavioral indicators and leadership constructs could be identified. LMX had been shown to have a significant impact on faculty turnover (Liu et al., 2013). Using LMX leadership theory to study faculty perceptions aligned with this study because frequent social exchanges occur between leaders and subordinates. Varying levels of LMX exchanges transpire between cohorts and relationships are developed in relation to social exchanges (Liu et al., 2013). Acquiring prepared academic leaders for institutions of higher learning has become a complex issue (Tahir et al., 2014). Thus, the LMX theory of leadership provided a conceptual framework to view the academic leader-faculty relationship and help decipher the challenge of this dissertation.

Literature Review

Five major nursing themes discussed within the current literature included faculty shortages, academic job satisfaction, academic leadership, faculty-leadership relationships, and social work environments. The faculty shortage and academic nurse job satisfaction were further subdivided into specific categories. The faculty shortage topic was expanded to various subthemes including the aging workforce, turnover intention, faculty retention, retirement, and educational requirements. Academic job

satisfaction was reviewed in regards to workplace incivility, empowerment, mentorships, and organizational commitment and cultures. The five major themes and subthemes were organized below to elicit a comprehensive examination of the existing literature.

The shortage of nursing faculty has been an on-going problem for the last 10 years. A Special Survey on Faculty Positions (AACN, 2012b) reported 1,181 full-time faculty and 753 part-time vacancies during the 2012-2013 academic years. In 2013, 78,089 qualified applicants to baccalaureate and graduate nursing programs were denied entrance due to an insufficient number of faculty, clinical sites, and classroom space (Feldman et al., 2015). Contributing factors to the faculty shortage included the aging workforce, low wages, lack of supervisor support, and job dissatisfaction (Byrne & Martin, 2014; Evans, 2013; McDermid et al., 2012). The literature (Altunas, 2014; Cowden & Cummings, 2012, Derby-Davis, 2014) discussed the reasons why nursing faculty left academia, however little research addressed the leader-faculty relationship and whether or not it influenced retention.

A review of the literature demonstrated reasons why nursing faculty left academia however, most were directed at motivational factors such as salary, retirement, and dissatisfaction with workload. The intent of this study was different in nature and intended to explore the relational factor between the leader and faculty staff for determination of how leadership influences faculty retention. Faculty perceptions regarding academic leadership have not been widely addressed in the literature. Identification of whether or not the academic leader-faculty relationship played a significant role in retention provided new information regarding faculty retention.

Limited research existed addressing faculty work environments, leadership support, job satisfaction, and intent to stay in academia (Tourangeau et al., 2014). Thus, additional research was needed to address this literature gap.

In an effort to better understand the nursing faculty shortage, the Robert Wood Johnson Foundation (www.rwjf.org) created a national program entitled *Evaluating Innovations in Nursing Education* (EIN) to evaluate the current situation. A survey conducted by EIN in 2012-2013 revealed 32% of current faculty intended to leave academic nursing within the next 5 years. Of greater concern, was the fact that 31% of faculty aged 51 to 60 and 20% of younger faculty were also planning on leaving nursing academic positions within the same time period.

With health care reform underway in the United States, nursing faculty retention remains imperative. In 2011, 11.8% of nursing faculty left full-time positions (Fang & Badnash, 2014). Complicating the faculty shortage problem was the Institute of Medicine's (IOM) continued advocacy to increase the number of baccalaureate prepared nurses to meet future health care demand. Faculty must be available to train the next generation of nurses to meet the needs of the aging population and the new Affordable Care Act (ACA) requirements. Without faculty retention, health care needs may go unmet.

Nursing Faculty Shortage

A number of factors contributed to faculty shortages. Prominent issues addressed in the literature included the aging workforce (Roughton, 2013), unsatisfactory work environments (Evans, 2013; Falk, 2014; Yedidia, 2013), job dissatisfaction (Altunas,

2014; Derby-Davis, 2014; Roughton, 2013), leadership style (Bryne & Martin, 2014; Candela et al., 2013; Ozcan, Karatas, Caglar, & Polat, 2014), and organizational commitment (Bittner & O'Conner, 2012; Cowden & Cummings, 2012). Increased academic stress and role conflicts contributed to increased faculty frustration and declining job satisfaction (Candela et al, 2013). The burnout rate for faculty remained high due to increasing requirements for higher scholastic degrees, maintenance of clinical skills, and increased participation in research studies. New strategies were needed to produce more effective, congenial work environments in an effort to increase job satisfaction.

Aging Workforce

As the U. S. population ages, more health care services will be needed. Individuals over 65 years of age are already consuming twice the amount of health care services than those less than 65 years of age (HRSA, 2013). By 2040, 82.3 million Americans will be older than 65 years, which doubles the population number from 2000 (HRSA, 2014). By 2060, the over 65-year old population will soar to 98 million and the demand for health care services will rise exponentially. Nursing education programs must increase enrollments by 30% over the next decade to keep up with the aging populations' demand for more nurses (Council on Physician and Nurse Supply, 2008). An estimated 1.1 million new nurses will be needed to fill nursing positions to meet health care demand and replace 550,000 nurses expected to retire by 2022 (Robeznieks, 2015). The forthcoming retirement of older faculty necessitates new recruitment efforts to maintain educational capacity.

The imminent retirement of aging faculty continues to be problematic. The average age of nurse educators was 56 years old in 2014 (AACN, 2014). With 50% of the current workforce 55 years or older, further erosion of the nurse faculty pool remains evident (Evans, 2013; Robeznieks, 2015). Increasing competition for better salaries in clinical areas instills additional burdens on nursing schools to find qualified educators. With faculty aging and retirement attrition evident, the *perfect storm* is brewing (Feldman et al., 2015). Vacant faculty positions affect the ability to replenish the nursing workforce, thereby limiting the number of new nurses entering the profession.

Experienced faculty remain instrumental in mentoring new educators into the profession. Incorporating succession planning continues to be needed within nursing education to increase retention strategies, recruitment efforts, and identification of potential nurse educators as early as high school (Griffith, 2012). The wisdom of older experienced faculty is needed to mentor younger faculty to preserve academic integrity and complement new nurse preparation. In an effort to diminish the impact of aging faculty retirements, nursing schools are integrating new strategies for effective succession planning.

Turnover Intention

Turnover intention of nursing faculty remains a complex phenomenon because multiple factors contribute to whether or not a nurse educator plans on leaving their current position. Within nursing as a whole, both clinical and academic positions experience high turnover rates (Osuji et al., 2014; Sawatzky et al., 2015). Career stability in nursing is correlated with transformational leadership, flexible work schedules, and

positive working conditions (Dawson, Stasa, Roche, Homer, & Duffield, 2014; Lansiquot, Tullai-McGuinness, & Madigan, 2012; Osuji et al., 2014; Tourangeau et al., 2014). Nursing turnover creates unsafe environments, compromises patient safety, increases costs, and changes organizational morale (Dawson et al., 2014). By increasing leadership support within the workplace environment, the potential to reduce faculty turnover exists.

Dissatisfaction at work was a driving force behind an employee's intent to leave a job. Nursing turnover was directly related to reduced leadership support and insufficient recognition (Dawson et al., 2014). Job satisfaction remained a high predictor of turnover intention (Roulin, Mayor, & Bangerter, 2014). Both individual (personal) and group (cohesion, unit effectiveness) factors predicted turnover intention, however group factors appeared to have a larger influence (Roulin et al., 2014). Several authors (Osuji et al., 2014; Ozcan et al., 2014) argued that turnover intention was related to lack of supervisor support and reduced opportunities for growth. The organizational climate had a significant impact on intent to leave academia and further research was needed to determine what factors contribute to this issue (Sawatzky et al., 2015). Limited research existed in both academic and clinical nursing environments regarding turnover intention. Leadership influence remained an intangible construct in determination of its effects on faculty retention therefore; consideration of leadership's impact on faculty retention was important.

Faculty Retention

To encourage faculty retention, a supportive director and enhanced autonomy were mandatory elements in academic environments (McDermid et al., 2012; Tourangeau et al., 2014). The environmental work culture impacted faculty satisfaction and multiple factors within these systems affected retention. Transformational leaders that encouraged employee growth opportunities have been shown to enhance organizational commitment in faculty members (Bryne & Martin, 2014). Administrators of academic programs must remain cognizant of environmental cultures because employees seem particularly affected by systems, relationships, and processes inherent within them (Springer, Clark, Strohfus, & Belcheir, 2012). Also, heavy workloads with unsupportive leaders have increased faculty's desire to leave current positions.

A number of authors (Osuji et al., 2014) argued that organizational commitment did not significantly affect turnover intentions, but reiterated that supervisory support remained an important factor in nursing retention. Mentoring efforts between older and younger faculty were also shown to improve retention (Feldman et al., 2015). Therefore, extended efforts to better understand what factors enhanced faculty retention in the academic environment were necessary. Direct research focusing on academic relationships, faculty experience, and leadership attributes gave added insights into remedies appropriate for addressing the faculty shortage.

Nursing Academic Retirement

The aging nursing faculty workforce remains a vital resource serving as educators, researchers, and leaders in nursing practice. Efforts to retain the wisdom of

aging faculty are important for a smooth transition to a new workforce in the future (Falk, 2014). Extending the working life of older faculty requires joint understanding between academic nurse leaders, nursing programs, and faculty and a willingness to strategize ways to effect positive change. Allowing older faculty the option of a reduced teaching load and a flexible work schedule may entice more faculty to remain in current academic settings thus, reducing the anticipated attrition rate (Falk, 2014; Frank, 2013; Griffith, 2012). Succession planning in nursing academia is necessary to replenish the workforce in the future and includes "identification, recruitment, retention, development, coaching, and mentoring of potential nurse leaders as early as high school" (Griffith, 2012, p. 900). Planning efforts should focus on coordination of faculty retention and preservation of practices that complement the academic environment.

Measures for effective succession planning include preparatory programs that are cost effective and provide mentoring opportunities for new faculty into the educational role. As health care quality increases, costs decrease (Griffith, 2012) and nursing faculty remain instrumental in assuring talented individuals are available to replace vacant faculty positions when retirement occurs. Programs designed to integrate faculty preparation and clinical training are needed to properly socialize new educators into the profession (Gerolamo et al., 2014). Faculty preparation programs delivering monetary support, mentoring, socialization, and educational courses can increase faculty's willingness to assume a nursing educator position (Gerolamo et al., 2014). Establishment of collaborative learning environments for new nursing faculty is an investment that nursing schools should embrace.

Educational Requirements

Academic faculty members are generally required to obtain advanced degrees for teaching positions. Obtaining a PhD is considered the essential degree for permanent academic employment (McDermid, Peters, Daly, & Jackson, 2013). Faculty reported feeling pressured to return to school for an advanced degree especially when clinical positions offered higher salaries compared to academia. Faculty experienced lack of motivation, decreased self-confidence, and anxiety regarding obtaining a higher educational degree (McDermid et al., 2013). A willingness to obtain a higher degree was advantageous for institutions of higher learning but some faculty felt coerced into going back to school to meet the job demands. Feelings of incompetence and fearing failure in the classroom were also issues facing academic faculty. Future academic employment opportunities may require a redesign of educational requirements for nursing faculty for improved retention.

The expense of education remained prohibitive for some faculty even if the institution picked up partial costs. Grants and funding opportunities were available to only limited academic students and financial incentive programs were not always available (Morgan et al., 2014). Proposed scholarship programs included support-for-service (SFS) loan repayment plans and debt relief for faculty committing to a service contract. SFS programs were implemented to attract nurses to academic positions and increase the potential for retention. Both student and faculty-targeted programs existed and loan forgiveness occurred after service commitments were met. By eliminating or decreasing educational debt faculty maintained salaries comparable to clinical staff

(Morgan et al., 2014). Due to SFS programs, some faculty were retained longer in academic positions since salary discrepancies between academia and clinical nursing were diminished.

Nursing Faculty Shortage Summary

The current nursing faculty shortage was attributed to a variety of factors. Current nursing faculty continue to age and retirement remains imminent for over 50% of the current workforce (Yedidia, et al., 2014). Turnover intention was driven by job satisfaction and faculty perceptions of leadership helped predict intent to leave (Roughton, 2013). Also, stringent educational requirements deterred clinical nurses from pursuing education as a professional alternative since salaries remained higher in the clinical setting. The nurse faculty shortage continues to threatens educational capacity for the future (Yedidi, et al., 2014). New strategies to preserve the faculty workforce are essential to maintain the number of new nurses needed for the increasing health care demand.

Academic Nurse Job Satisfaction

Academic nurse job satisfaction was another major theme within the current literature. Job satisfaction was portrayed as a significant factor affecting the individual work life of academic nurses. Few studies were available that measured the job satisfaction level of academic nurses (Altunas, 2014; Derby-Davis, 2014; Roughton, 2013; Tourangeau et al., 2014), although many articles addressed clinical nurse satisfaction. Various factors forecasted intent to remain (ITR) in academic environments including meaningful work (Derby-Davis, 2014; Roughton, 2013), relationships with

colleagues (Roughton, 2013), autonomy and independence (Roughton, 2013), and the work itself (Derby-Davis, 2014; Roughton, 2013). Because nursing faculty job satisfaction had not been widely explored in the literature, little correlation of faculty's intent to stay in academia was known. Promotion of nursing faculty job satisfaction was essential because high-performing faculty were needed to ensure sufficient numbers of nurses were trained and available to work in the health care system (Yedidia, Chou, Brownlee, Fynn, & Tanner, 2014). Job satisfaction was a significant contributor to academic faculty retention.

Academic nurses report moderate satisfaction with their jobs. However, 33.5% still intended to leave in the next 5 years (Altunas, 2014). Also, the majority of younger academic nurses reported lower job satisfaction and an increased intent to leave the profession (Ramoo, Adbdullah, & Piaw, 2013). With both the imminent retirement of aging faculty and job dissatisfaction among younger academic nurses, a concerted effort regarding succession planning remained necessary.

Job satisfaction relies on a variety of factors. Multiple researchers (Atefi, Abdullah, Wong, & Mazlon, 2014; Mintz-Binder, 2014) addressed clinical nurse dis-satisfiers and identified poor leadership skills as a significant indicator of intent to leave the nursing profession. Nurses reported clinical leadership as non-supportive, lacking expertise, and unable to acknowledge work problems (Atefi et al., 2014). Although specific research was limited on nursing academic leadership, a correlation between job satisfaction and leadership impact in both academia and clinical nursing remained probable.

Job satisfaction has been described as an individual's gratification with overall job responsibilities. Job satisfaction was driven by the organizational culture and whether or not the individual could socialize adequately within a specific environment (Trivellas, Reklitis, & Platis, 2013). Leadership influence had a multidimensional impact on employee perceptions about their work environment, relationship capacity, self-accomplishment, and job control. Leaders remained in an advantageous position to enrich employee job satisfaction by providing organizational support and empowering participatory decision-making (Trivellas et al., 2013). Leaders remained influential regarding nurses' intent to stay in professional nursing (Cowden & Cummings, 2012) and facilitation of effective retention strategies continued to be crucial. When faculty exhibited a higher level of satisfaction with employment, retention rates were increased.

Gaining a better understanding of why faculty members stay in academia may provide new strategies for recruitment and increase longevity of qualified staff within the nursing sector. Faculty satisfaction focused primarily on improved retention by understanding key determinants of intent to remain employed (Bittner & O'Connor, 2012; Falk, 2014). In contrast, Tourangeau et al. (2014) discovered that faculty job satisfaction was not defined by a single concept of intent to remain (ITR) employed, but by multiple factors influencing academic retention. Key factors requiring more study included supportive collegial relationships and satisfaction with job status (Tourangeau et al., 2014). Academic nurses differed from clinical nurses who provide direct patient care, because job responsibilities were quite dissimilar. Therefore, unique studies were needed to focus exclusively on academic nurse retention and satisfaction.

Work Environment

The nursing work environment was an important factor in job satisfaction. Creation of calm, satisfying, and productive work environments were necessary to retain the nursing faculty workforce (Cowden & Cummings, 2012). Congenial academic environments were desirable because nursing education is often done through a team approach. When the work environment was supportive, faculty were more gratified, leading to greater job satisfaction (Cowden & Cummings, 2012). Since the current literature was limited on studies addressing nursing work environment satisfaction, a greater understanding of the academic work environment was necessary.

Work environments contribute to faculty retention. Academic nurse administrators positively affected work environments and encouraged staff retention through efforts aimed at recognition of faculty efforts, developing collegial relationships, meeting faculty needs, and mentoring programs (Bittner & O'Conner, 2012; Candela et al., 2013; Falk, 2014; Tourangeau et al., 2014). The quality of leadership played a significant role in predicting whether or not faculty intended to remain employed in their current academic setting (Candela, Gutierrez, & Keating, 2015; Springer et al., 2012; Tourangeau et al., 2014; Yedidia et al., 2014; Yildirim & Cam, 2012). Emotionally intelligent leaders were able to build environments that exemplified awareness and trust, and in turn, supported faculty needs. Creating environments that supported collegial relationships between nursing personnel and leadership heightened nurse faculty intention of staying in teaching roles (Candela et al., 2015; Tourangeau et al., 2014). Recognition of efforts also provided increased job satisfaction.

Dissatisfaction with the work environment encompassed a variety of factors. Nurse educators reported dissatisfaction with work environments because of limited advancement opportunities, economic problems, colleague rivalries (Tourangeau et al., 2014), on-going challenges within the work environment (Bittner & O'Connor, 2012; Falk, 2014; Fontaine, Koh, & Carroll, 2012), and lack of managerial support (Altunas, 2014; Candela et al., 2015; Derby-Davis, 2014). Additionally, academic work environments promoted intent to leave due to increasing colleague retirements (Yedidia et al., 2014), low compensation (Evans, 2013), work-life balance problems (Tourangeau et al., 2014), other career opportunities, and excessive workloads (Ellis, 2013; Roughton, 2013; Trivellas et al., 2013). Creating satisfying work environments optimizing employee fulfillment was necessary to increase employee attachment to institutions. To reduce employee loss, satisfying environments appeared to be an indispensable necessity for nursing faculty retention.

Academic Incivility

Academic incivility encompassed both faculty-to-faculty incivility as well as leadership-faculty incivility. "Incivility is any action that is offensive, intimidating, or hostile that interferes with the learning or practice environment" (Ostrofsky, 2012, p. 18). Negative workplace behaviors were often subtle, but produced job dissatisfaction, reduced productivity, health issues, increased turnover rates, and decreased organizational commitment (Laschinger, Cummings, Wong, & Grau, 2014; Ostrofsky, 2012; Wright & Hill, 2015). Incivility in work environments still remains prevalent with upwards of 98% of workers reporting uncivil behaviors (Porath & Pearson, 2013).

Academic settings were often affected due to unwritten rules regarding tenure, promotion in rank, hierarchical structures, and power issues. Additional stressors included responding to stakeholders within clinical institutions, patient care issues, and professional regulations (Wright & Hill, 2015). Consolidation of administrative power led to increased faculty responsibilities and decreased time to accomplish academic role expectations.

A number of key negative behaviors composed incivility within the academic workplace. The lack of respect for others through rudeness, offensive language, name calling, ethical jokes, and other behaviors delineated incivility (Lachman, 2014). These psychological insults included inconsiderate behaviors and targeting specific individuals to cause harm. Bullying was another form of incivility and encompassed persistent hostility through verbally abusive attacks to repeated physical threats (Lachman, 2014). Also, horizontal/lateral violence entailed divisive backbiting and infighting through complaints, sarcastic comments, insulting, and patronizing behaviors (Lachman, 2014). Disruptive workplace behaviors led to harmful consequences including decreased employee morale and destructive cultures (Lim & Bernstein, 2014). Leaders in academic organizations should take incivility seriously and develop policies that address code of conduct standards and eliminate behaviors that create negative cultures.

Creating positive cultures in health care continues to be necessary to prevent adverse effects. Intimidating behaviors in multiple care settings have fostered high attrition rates among staff, increased medical errors, decreased patient satisfaction, unfavorable patient outcomes, and increase in care costs (Lim & Bernstein, 2014).

Systemic factors effecting nurses included job pressure, the stress of potential litigation, daily workload changes, and various hierarchical structures (Lim & Bernstein, 2014). Academic settings were not immune to incivility and must work to embrace civil behaviors among students and colleagues. Mutual respect and workplace norms must be developed to encourage employees to share knowledge. Creating environments that embrace authentic leadership, effective communication, collaboration, and meaningful recognition remain necessary for promotion of ethical environments (Lachman, 2014; Peters, 2014; Wright & Hill, 2014). Collaborative work environments within health care foster cultures that provide safe, quality care. Academic environments provide the ideal setting to promote high educational expectations and reinforce the importance of improved interpersonal relationships.

Empowerment and Mentoring

New nursing faculty remain a valuable commodity to meet the increasing demand of individuals seeking admission into nursing schools. Newly hired faculty members were often vulnerable to the increased rigor and demands of academic life and high turnover was due to lack of support, decreased resources, and heavy workloads (Singh, Pilkington, & Patrick, 2014; Tournageau et al., 2012). Frequently, new faculty had a steep learning curve in navigating the complex environment of teaching, research, service, and finding university support. The psychological construct of empowerment occurred when faculty felt they had power and control over their destiny (Singh et al., 2014). However, frustration occurred when situations arose that limited individual autonomy. Job satisfaction was a predictor of intent to stay employed (Bittner &

O'Connor, 2013; Candela, et al., 2012; Derby-Davis, 2014; Falk, 2014; Roughton, 2013). Organizations employing cultures that embraced shared values, effective communications, and valued employees generated psychological empowerment.

Structural empowerment involved the creation of employee opportunities for growth. Providing resources, support, information, and other employee opportunities contributed to positive structural empowerment (Singh et al., 2014). Structural empowerment incorporated workplace conditions and complemented psychological empowerment because both influenced employee perceptions about their workplace. Employees felt valued by opportunities to learn and grow and became more productive (Sarmiento, Laschinger, & Iwasiw, 2004). Collaborative academic workplaces that empowered employees were essential to promote retention (Cowden et al., 2011; Evans, 2013; Singh et al., 2014). Thus, both psychological and structural empowerment were essential for employee engagement and desire to stay employed within the academic setting.

Mentoring new faculty has become more common as the faculty shortage increases. Increased job satisfaction and decreased job stress are related to effective mentoring efforts (Cangelosi, 2014; Chung & Kowalski, 2012; Singh et al., 2014). Mentoring new faculty can be beneficial by providing opportunities for employee to learn new skills and adapt to the new academic environment. The mentor benefits by gaining satisfaction in helping a new employee succeed. A variety of mentoring methods are used including formal and informal one-on-one, group, and peer strategies. The traditional dyadic model is prevalent in academia however of more importance is the

match between the mentee and mentor (Singh et al., 2014). Obtaining a mentor relationship that is purposeful and clear helps integrate new faculty members into academic sites.

Organizational Commitment

Organizational commitment is another employment factor that defined job satisfaction. Organizational commitment involves an employee's perception of workplace justice, identification, and trust (Chen et al., 2015; Moneke, 2013). Being committed to an organization requires a willingness to invest substantial effort to maintain a good connection. The strongest predictor of organizational commitment was job satisfaction and perceived leadership practices (Moneke, 2013). Working with leaders that exemplify strong ethical and trusting behaviors also contributed to organizational commitment. When nurses are committed to the organizations in which they work, they demonstrated increased job satisfaction and performance (Byrne & Martin, 2014; Cowden et al., 2011; Wong & Laschinger, 2012). Constructing a positive relationship between leaders and faculty empowered nurses to remain committed to organizations. Researchers have argued that leader-nurse relationships were equally important as cost and resource allocation within health care organizations and ignoring this fact can lead to increased turnover and replacement costs (Farr-Wharton et al., 2011). Thus, building positive relationships that empower nursing faculty may lead to increased job satisfaction and organizational commitment.

Academic Organizational Culture

Organizational cultures contributed to the nursing shortage if job satisfaction was diminished. Ideal work environments encompassed caring attitudes, faculty mentoring, satisfaction, administrative support, and retention initiatives (Bittner & O'Connor, 2013; Brett, Branstetter & Wagner, 2014; Falk, 2014). Employee satisfaction was enhanced through trusting relationships that encouraged open, honest communications that were respectful in nature (Brett et al., 2014). Academic cultures promoting socio-emotional support, autonomy, job security, and opportunities for promotion encouraged faculty growth and retention (Brett et al., 2014; Evans, 2013). Additionally, a supportive culture included caring behaviors that emphasized employee values, shared decisions, focused understandings, careful listening, and open dialogue (Brett et al., 2014). The academic environment remained challenging with the emergence of recurrent themes including lack of leadership support, heavy workloads, increased adjunct staff, and the imminent retirement of current working faculty. Attention to the organizational culture provided added insights into how leadership influences faculty retention since organizational cultures contribute to job satisfaction.

Academic Nurse Job Satisfaction Summary

The current literature included numerous topics explaining clinical nurse satisfaction, however little information existed on academic nurse satisfaction. A multitude of issues encompassed job satisfaction within the academic arena. The prevalent of incivility was a newer topic within nursing schools that had decreased satisfaction. Being empowered by educational leaders and having assess to mentoring

programs were found to contribute to satisfaction. Clinical nursing remains different than academic nursing and few programs exist to socialize nurses into the academic setting (Singh et al., 2014). Nurses reported increased satisfaction when work environments embraced strategies to strengthen the organizational culture through positive work environments and mentoring programs.

Nursing Academic Leadership

Nursing academic leadership is complex and has been defined in a variety of ways. One definition implies a multifaceted process of achieving a goal by eliciting effective performance from others (Giltinane, 2013). Many leadership theories exist and after decades of study, no one approach appears more effective than another. Transformational, transactional, situational leadership, servant leadership, and the leader-member exchange theory (LMX) of leadership were all relevant within nursing practice literature (Giltinane, 2013; Trybou et al., 2014). The LMX theory of leadership had a significant impact on faculty turnover (Liu et al., 2013). Therefore, the LMX theory of leadership was selected to examine the unique relationship between leaders and faculty within nursing academic institutions.

Social-Exchange Perspective

Within dyadic relationships, the leader and the subordinate exchanged content and processes that defined their relationship. Leadership effectiveness was linked with the quality of the social exchange that occurred between people (Liu et al., 2012). Positive social exchanges created progressive energy between individuals leading to supportive

work environments. However, when the social exchange became negative between individuals, the opposite occurred and the work environment became less effective.

Within work environments, social exchanges are commonplace. Social exchanges have been strongly correlated with attachment theory (Bowlby, 1982) because people are born with an innate desire to feel close to others (Richards & Hackett, 2012). Children develop secure attachment styles when parents demonstrate consistent support and this leads to a positive self-concept. However, when inconsistent parental support is received, anxious attachment styles emerge creating a negative self-concept (Richards & Hackett, 2012). Attachment theory provided an important context in which to study social exchanges because effective communication required effort by both parties. Within academic environments, faculty must understand expectations, form an attachment, and have the ability to communicate effectively with their leader. Therefore, how nursing leaders and faculty members communicated within academia contributed to a better understanding of faculty retention.

Social exchanges between individuals occur within the workplace environment. The relationship between attachment theory and LMX theory has been shown to affect one's ability to develop and cultivate high quality exchanges (Richards & Hackett, 2012). Developing trusting relationships within workplace environments depended on the individual desire of both parties to facilitate and develop a relationship. When leaders and constituents developed trustworthy and dependable relationships, based on fair and equitable exchanges, stable role expectations evolved (Richards & Hackett, 2012). Efforts to develop high LMX relationships may positively predict organizational

outcomes. Therefore, studying academic leadership in relation to the LMX theory could have practical implications for faculty retention. Creating high-quality LMX relationships within nursing settings may encourage nursing retention (Trybou et al., 2014). Consequently, organizations that implement positive social exchange environments may build trusting, satisfying workplaces that influence the retention of personnel.

Leadership/Faculty Relationship

The leadership/faculty relationship has rarely been studied in relation to faculty retention. Development of strong LMX relationships seems advantageous for nursing academic environments (Biron & Boon, 2012; Richards & Hackett, 2012) due to the potential to build loyalty and mutual trust with employees. Investing in positive social relationships between leaders and faculty was particularly worthwhile due to the high number of women working within the health sector. Women had a stronger desire to quit a job than men when job satisfaction was low (Biron & Boon, 2012). Therefore, the social exchange context of the academic environment provided perceptual insights and stipulated ways to decrease faculty turnover intention.

Studying leadership/faculty social exchanges provided perceptual insights into faculty retention. LMX suggested that each leader-subordinate relationship was unique and developed through the exchanges that occurred between the individuals (Biron & Boon, 2012; Farr-Wharton et al., 2012; Omilion-Hodges & Baker, 2013). Leaders cultivated varying relationship levels with subordinates and when the quality of the relationship differed between employees, bifurcations within the workgroup occurred.

Resource distribution and employee fairness were major components of LMX and when employees perceived or denoted actual differences in leadership treatment among employees, negative performance issues transpired (Omilion-Hodges & Baker, 2013). Positive employee perceptions of justice and equality provided stronger LMX relationships within the work environment. The LMX leadership theory emphasized collective collaboration versus individual power and control (Jones, Lefoe, Harvey, & Ryland, 2012). The LMX theory of leadership provided a solid foundation to study the dyadic relationship between leaders and faculty.

Retaining qualified nursing faculty is necessary to maintain the pipeline of nurses needed for the future. Understanding how leaders and faculty interact within the social environment can provide insights into faculty retention. This research study incorporated the social exchange perspective to identify how LMX theory impacted the relationship between academic leaders and faculty members. Gaining an appreciation of nursing faculty perceptions about their leaders and determining whether or not retention was influenced by this relationship provided potential answers to the current nursing shortage. Positive social change can occur by gaining a better understanding of the nursing faculty shortage and maintaining the pipeline of nursing students able to enter the nursing profession. As the nursing shortage stabilizes, improved health care access and decreased costs will improve the nation's ability to meet the ever-changing health care demands.

Summary of Themes Identified in the Literature Review

The current literature included an extensive review of major themes surrounding the nursing faculty shortage, nurse job satisfaction, nursing leadership factors, and

nursing work environments. Most of the research focused on measurable outcomes such as aging faculty, retirements, educational requirements, benefits, and mentoring programs. However, little research addressed the relationship between the leader and the faculty member, nor did it include perceptional views of faculty. The nursing shortage is real and requires leaders to focus on how to retain qualified staff (Al-Hamdan, Nussera, & Masadeh, 2016). Potentially, an alternative way to address this issue may be to *ask* faculty about leadership factors and whether or not leadership is an influential component for retention. By exploring the views of current faculty regarding leadership practices and social exchanges, new information may be discovered to maintain faculty's intent to stay employed in the academic environment.

Summary

Chapter 2 included the conceptual framework of the study and a review of the literature regarding the nursing faculty shortage. Several identified strengths and weaknesses were presented regarding the faculty shortage however, a significant literature gap existed in understanding the shortage through the perceptual lens of current working faculty. Increased faculty turnover still occurs due to workplace stress, job dissatisfaction, lack of leadership support, lower salaries, workplace incivility, and pressure to obtain higher educational degrees (Bittner & O'Connor, 2013; Candela et al., 2012). The imminent retirement of aging faculty worsens the current situation and decreases admissions into nursing programs (Thompson et al., 2014). The academic faculty perspective remains limited in the current literature and pertains primarily to motivational and hygienic factors (Atefi et al., 2014; Derby-Davis, 2014; McDermid et

al., 2012; Roughton, 2013). More research is needed to understand relational factors and perceptions of working faculty regarding leadership's impact, if any, on retention.

The social network in academic environments remains important. Research conducted in the last several years ranked social networks and leader competencies as imperative to workplace satisfaction (Bittner & O'Connor, 2013; Bryne & Martin, 2014; Mintz-Binder, 2014; Sarmiento, et al., 2014). Determination of how to achieve greater educational capacity was largely dependent on leader competency (Patterson & Krouse, 2015). Of concern was the significance academic leadership had on job satisfaction and the overall health of the work environment (Patterson & Krouse, 2015). The relationship between leaders and faculty was discussed in the literature primarily from a leader's perspective (Falk, 2014), but little research was available discussing perceptions of faculty in relation to their program leader. Understanding the relationship shared between academic leaders and faculty may potentially contribute to faculty retention and intent to stay employed in the academic sector. Thus, identifying the relational factor between leadership and faculty might help fill the literature gap regarding faculty retention.

Researching the extent leadership practices may have on retention is imperative to fill the literature gap. Public awareness regarding faculty shortages has created a new demand from policy makers to identify strategies to effectively retain qualified academic educators (Byrne & Martin, 2014). Studying the leader-faculty relationship was essential for understanding what extent leadership had on retention. To help solve this problem, I

conducted this research because understanding the literature gap may potentially garner insights into faculty retention strategies.

Chapter 3 included the research methodology utilized to assess leadership practices and faculty retention. The role of the researcher, research design, rationale, and the research questions were included. Additionally, a description of the methodology, participant selection, and data collection instruments were incorporated. The data analysis plan was described and issues of trustworthiness explored. Also, contained within this chapter was an overview of participant rights including notable ethical issues.

Chapter 3: Research Method

Introduction

The influence of nursing leadership on faculty retention continues to be an important topic of study due to the number of nursing faculty leaving the profession. Chapter 3 includes the methodology that was used to study the impact leadership may have on faculty retention. This chapter includes the researcher's role, ethical concerns, sampling strategy, and instrumentation used for the study. Ethical procedures were delineated in regards to accessing participants and data procurement processes. The trustworthiness of the study was defined by qualitative validity and reliability measures. A summary of the research methodology and data analysis procedures concludes Chapter 3.

Research Design and Rationale

Phenomenology is rooted in a philosophical perspective that attempts to explore everyday experiences by uncovering the truth about a phenomenon. Various philosophers such as Heidegger, Husserl, Gadamer, Satre, and Merleau-Ponty (Petty, Thomson, & Stew, 2012) described ways to understand unique human experience through inductive reasoning. Seven unique phenomenology perspectives have been defined (Embree, 1997). Several perspectives include: (a) descriptive transcendental (pureness of consciousness), (b) naturalistic (true to nature), (c) existential (concrete human experience), (d) generative historicist (meaning through history), (e) genetic (genesis of meaning), (f) hermeneutic (interpretive), and (g) realistic (consciousness and

intentionality) [Embree, 1997]. Overall, phenomenology attempts to reveal a unique experience that can only be told by the person who has experienced it.

To truly understand one's lived experience, the experience must be described in detail from the person who experienced it. Believing what people understand to be true is only one reality therefore, "reality and the phenomena of the reality are distinctly separate" (Converse, 2012, p. 29). In the late 18th century, Kant, a German philosopher revealed phenomena as *mind thoughts*, but not things that existed within reality (Converse, 2012). Hegel (1977) attempted to explain phenomenology as the mind's ability to take consciousness and turn it into knowledge. Husserl is credited with development of the descriptive phenomenology methodology (Converse, 2012). Husserl believed rigorous, unbiased study of the appearance of things was what made phenomenology \distinct. The actual experience (experiential epistemology) allowed for in-depth descriptions of phenomenon often called descriptive phenomenology (Converse, 2012). By bracketing out the researcher's bias, the pure essence of the phenomenon could evolve.

Other phenomenological perspectives include Heidegger (1962) who believed phenomenology placed the researcher within the world being studied to interpret the phenomenon. Interpretive phenomenology requires the researcher to be part of the historical, social, and political world of the event in order to understand and interpret it (Denham, 2015). Therefore, being aware of the world through the lens of the researcher provides a richer understanding of the phenomenon. Also, Lincoln and Guba (as cited by Tracy, 2010) suggested that qualitative research must demonstrate authenticity if social

policy and future legislation is constructed around such findings. Qualitative concepts continue to evolve and demonstrate the complexity and creativity needed within this unique methodological landscape.

Two main variants of phenomenology include hermeneutical and transcendental phenomenology. Hermeneutical involves interpretation of the findings by the researcher since pure description must include the researcher's preconceptions (Denham, 2015). Transcendental phenomenology (Moustakis, 1994) assumes that the researcher can bracket out personal views and describe exactly what and how the experience was lived by participants. Both descriptive and hermeneutic (interpretative) phenomenology are used in nursing science research (Wojnar & Swanson, 2007). This perceptual study regarding leadership practices can be explored through descriptive phenomenology because pure consciousness is the intent in which to understand nursing faculty lived experiences.

The purpose of this study was to investigate the influence nursing academic leadership has on faculty retention and intent to stay employed in education. A transcendental qualitative phenomenological (Moustakis, 1994) design was appropriate for this study to elicit perceptual views from current faculty regarding leadership influence on retention. Transcendental phenomenology is descriptive and addresses what and how participants experience phenomena (Petty et al., 2012). This selected variant of phenomenology was the best approach for my study given the problem and purpose of this dissertation. The descriptive approach was used to illuminate a poorly understood experience by allowing faculty to explain in descriptive detail their unique relationship

and experience working with their program leader. Eliciting the true descriptive experience of nursing faculty through their perceptional accounts was precisely the essence of this study. The literature was abundant with articles about clinical nursing and leadership studies regarding job satisfaction and retention efforts, however a literature gap existed in faculty perceptions regarding retention and intention of staying employed. This study involved faculty perceptions regarding how faculty members describe their lived experiences. Thus, the following three research questions formed the basis for this study.

RQ1: To what extent, if any, does nursing academic leadership affect faculty retention?

RQ2: To what extent, if any, does nursing academic leadership affect faculty's intent to stay in academia?

RQ3: To what extent, if any, do faculty perceptions of support from academic leadership affect intent to stay in education?

Measurement of findings for each research question involved prioritization of emerging themes acquired from the data. To measure the extent to which the theme emerged, I categorized how often participants proposed each theme. Then, I prioritized each theme into a specific leadership practice and arranged categorically on the intensity of the perception. Throughout the data analysis process, I prioritized emerging themes based on descriptions obtained from participants and inputted exact citations into NVivo 11 for interpretation. Leadership practice indicators were structured to determine *to what extent, if any,* they affected faculty retention.

Phenomenological inquiry attempts to understand human experiences through the actual experience of a phenomenon by describing it with rigorous and unbiased study. Descriptive phenomenology as articulated by Giorgi (1997) is the investigation and description of any phenomenon "given to consciousness, precisely as it is given or experienced" (Kleiman, 2004, p. 8). Giorgi (1997) aimed to describe a person's unique experience without projecting one's theoretical standpoint. The transcendental phenomenological approach explores the lived experience of individuals through their own personal perspective and examines the existence of being within their reality (Jones, Rodger, Ziviani, & Boyd, 2012; Vaismoradi et al., 2013). This conscious essence of each participant's experience regarding the leadership-faculty relationship was studied to determine to what extent if any, leadership influences retention and intent to stay in academia.

In-depth interviewing was undertaken to gain rich descriptions of the phenomenon under study extracting data to answer the research questions. Thematic analysis described key, recurrent themes using a realist perspective (Vaismoradi et al., 2013). This phenomenological approach aligned well with this study because an in-depth rich understanding of a phenomenon was obtained through telephone interviews. Data were collected, thematically coded, and examined the data using an open analysis construct utilizing Giorgi's (1997) data analysis strategy.

Role of the Researcher

I assumed the observer as participant role, since I was the primary instrument of the research process. My role involved gathering, organizing, and analyzing perceptions

from participants experiencing a common phenomenon. Researcher bias was limited by employing nursing institutions within Colorado, in which I had no previous contact with any nursing faculty. Each participant was allowed to share their experience within academia through their own words and without pressure to do so. I did not share my own perspectives with participants since descriptive phenomenology requires the researcher to withhold their own ideas regarding the phenomenon. During each interview, I carefully worded each question to elicit participant perceptions. The interviews were recorded with participant consent and I maintained strict confidentially in both written and verbal constructs.

The Colorado State Board of Nursing, American Nursing Association (ANA), and the Department of Regulatory Agencies (DORA) websites were accessed to locate potential nursing schools for inclusion within the study. Schools were selected in several geographic locations within Colorado, and I ascertained the process for obtaining approval for participation in research studies. Once approvals were obtained from each school's program dean and Walden's IRB, participants were solicited through emails containing the invitational flyer. Telephone interviews were conducted with participants from a variety of nursing schools. The interviews were sequenced through an introduction, establishment of rapport, application of the semistructured questionnaire, and concluding remarks. Field notes were constructed after each interview to retain accurate, concise information as a contingency if the audiotaping technology failed. I remained the instrument of the interview process and collected dialogue descriptions from each participant.

I did not have had any previous relationship with participants of the study. My role as the researcher and a current nursing faculty member was disclosed to participants. However, I withheld any personal ideas about the topic under study. All participation in the study was voluntary and participants were informed that they could stop the interview process at any time. If a participant decided to voluntarily leave the study and provided a verbal notification, data collected from partial or completed interviews were not used for analysis within the study

Ethical Issues

To manage the ethical aspects of this research study, informed consent was obtained in both written and verbal contexts. After IRB and nursing institutional approval, each participant was emailed an informed consent form (Appendix D) delineating the purpose, social change implications, and specifics regarding why the research was being conducted, and other pertinent information regarding the study. Open communication between the participants and nursing institutions was important for securing informed consent and maintaining the ethical nature of the research (Franklin, Rowland, Fox, & Nicolson, 2012). Participants' rights were protected by allowing each to voluntarily agree or refuse to participate after providing comprehensive information concerning the study's purpose. Participant concerns including privacy, confidentiality, and other issues were addressed by answering questions prior to the interview process. Participation remained voluntary and participants were informed that leaving the study at any time was acceptable. Individual attention was given to each participant by making sure they were ready to begin the interview without further questions.

Data were collected through telephone interviews after consent was obtained. Each interview was conducted at a time and date that was specified as convenient by the participant. Initiation of each interview began with a personal welcome to the study and a thank you for participation. The participant was informed that the interview would be audiotaped and transcribed to text after completion. Next, I collected demographic information and addressed any further questions prior to beginning the interview. I ensured participant privacy by closing my office door and hanging up a "do not disturb" sign during the interview process. Participants were informed that the interviews were recorded and I asked at the end of the interview if any portion of the interview should be deleted.

The semistructured interview tool (Appendix A) was used to guide the interview process. After the participant agreed that all information had been provided, I concluded the interview by explaining the follow up procedures and answered additional questions. I provided a personal thank you upon completion of the interview. Participants were informed that a written interview transcript would be sent via email (or other method), if requested within 3 weeks after the interview process for their approval. Growing evidence supports the notion that not all participants should automatically receive a copy of the interview transcription document (Ahern, 2012). Therefore, participants were offered the option to receive or not receive the transcript. For participants requesting a transcription copy, I asked them to proofread the transcript for accuracy and send it back to me via email with any corrections (member checking) and a confirmation note denoting agreement that the information was accurate. To ensure confidentially, I

secured the transcribed documents and assigned a study number (Mealer & Jones, 2014). I referred to them by this number for the duration of the study. All changes to the transcript were completed as delineated by the participant to produce an accurate account of each interview.

All collected data were stored in a locked cabinet within my home office to avoid inadvertent disclosure. The data remains secured within this location as a safeguard to maintain privacy. Information access was allowed to only appropriate Walden University committee members and me. Audiotapes, transcription, field notes, and audit trail documents were securely stored for the duration of the dissertation process and kept for the delineated timeframe as required by Walden University IRB. All data documents will be destroyed using a paper shredder after conclusion of the dissertation project per guidelines established by Walden University. No harm to participants was anticipated from participation in this study.

Since I shared a common knowledge of the nursing academic environment, the potential for inherent bias between participants and me existed. However, individuals with specific personal and professional attributes relevant to the participant group can best perform conduction of interviews (Ahern, 2012). In order to decrease bias potential, I bracketed out my own views when applying meaning to the data. Bracketing involved setting aside my personal understanding of the phenomenon under study and acting nonjudgmentally (Petty et al., 2012). Bracketing helped keep the participant' perceptions intact regarding the phenomenon under study. An audit trail recorded journal entries delineating procedures in an effort to reduce bias through reflectivity.

Methodology

This research incorporated the qualitative method of transcendental phenomenology to study the perceptual views of current working faculty regarding leadership's impact on retention. Transcendental phenomenology required bracketing out personal views in order to develop an accurate description of the phenomena (Petty et al., 2012) being described by the participants. This methodology allowed for in-depth understanding of lived experiences and provided rich data to develop shared themes to elicit meaning (Vaismoradi et al., 2013). This descriptive approach created the lens through which an ontological (reality) realism perspective could be viewed (Gee, Loewenhal, & Cayne, 2013; Jones et al., 2012). Descriptive phenomenology incorporates data collection through extensive interviewing and specific methodologies for data analysis (Petty et al., 2012). Eliciting multiple realities and conditions across participant experiences preserved the unique contextual influence of phenomenology (Jones, et al., 2012). For this study, purposefully selected nursing faculty were asked to describe perceptions and realities regarding the academic nursing environment and leadership factors that impact retention.

Due to several advantages, telephone interviews were used were used as the data collection method for this study. Telephone interviews decreased travel costs and allowed data collection from geographically dispersed participants through a safe modality (Novick, 2008). Qualitative telephone interviews potentially limited discomfort for participants and fostered trust and compassion (Mealer & Jones, 2014). Although nonverbal behavior was lost during telephone interviews, Sturges and Hanrahan (2004)

argued that nonverbal information is not essential and often misunderstood. Telephone interviews allowed for preservation of privacy and confidentiality with minimization of psychological harm to participants. Participant experience in academia may be a sensitive topic. Thus, the telephone interview process may have made it easier for participants to divulge their lived experiences openly. Telephone interviews potentially provided more honest data than face-to-face interviews, especially when the topic could be sensitive since people have become accustomed to virtual communication (Trier-Bieniek, 2012). Telephone interviews offered an extremely perceptive point of view and allowed participants to express themselves freely (Holt, 2010). Communication through telephone interviews provided an avenue to explore the phenomenon of the participant in a friendly, comfortable environment.

Participation Selection

Nursing educators currently teaching in accredited baccalaureate nursing programs were the identified population for this study. A convenience sampling strategy was executed due to ease of accessibility for the researcher and provision for an in-depth account of the topic under study within baccalaureate nursing schools inside the state of Colorado. Participant inclusion criteria involved a purposeful selection of participants working 2 or more years with the same program leader in an accredited baccalaureate nursing schools within Colorado. Defining the population, sample size, selection criteria, and sample sourcing was essential for coherent, transparent, and trustworthy interview-based qualitative research (Robinson, 2014). Identified Colorado baccalaureate nursing

program deans were sent an email letter explaining the research study and a request for permission to solicit participants from their nursing program.

Academic institutional websites were searched for names and email addresses of potential nurse educators meeting study criteria. An email invitation and informational flyer was sent to potential faculty participants after securing program permission for solicitation of participants. The research flyer explained the purpose of the study and contained contact information. Interested participants received detailed instructions regarding informed consent and how to participate in the study.

Five to 20 participants were recruited to participate from a variety of Colorado baccalaureate nursing programs. This sample size generated data from a small homogenous group of participants. Purposeful sampling was justified to potentially help close the literature gap and enhance positive social change through retention of nursing faculty and maintenance of educational capacity for further generations. The sample size rationale was substantiated because phenomenology research relies on small sample sizes that are rich in detail and imagery providing theological or psychological meaning (Grossoehme, 2014). Only small sample sizes (5 to 20 participants) are needed for adequate qualitative studies (Cleary, Horsfall, & Hayter, 2014; Dworkin, 2012; Grossoehme, 2014). Purposeful sampling does not seek representative samples, but aims to recruit participants who have expertise with the specific topic of study (Wagstaff & Williams, 2014). In phenomenological qualitative research, the aim is to gather sufficient depth of information to describe phenomenon and advance knowledge (O'Reilly & Parker, 2012). Purposeful sampling created more strength in this qualitative study by

providing information-rich participants and allowing participants to be added until data saturation occurred.

Qualitative saturation occurred when members of the sample revealed no further information regarding the leader-faculty relationship and impact on retention, thus ensuring sufficient data collection. After 13 participant interviews, adequate saturation was considered maximized since the data no longer added any new or relevant content to the study. Evidence of saturation occurred when new participants began to repeat the same story (Walker, 2012). Qualitative researchers use sample adequacy versus sample size to sufficiently answer research questions (O'Reilly & Parker, 2012). Analyzing data after saturation occurred provided meaningful themes to emerge and gave structure to the essence of the lived experience.

Data were collected until no new information emerged from the participant interviews. Conducting multiple interviews, transcription of audiotaped sessions, and solicitation of transcript clarifications could be cumbersome if a larger sample size was used. Limiting the number of interviews reduced the participants' burden of unnecessary research interventions that were not beneficial (Albert & O'Connor, 2012). Thus, after completion of 13 interviews, it became evident that no new information was being elicited from participants and saturation had occurred. In-depth semistructured interviews were planned to elicit rich data from participants and explored the essence of their lived experience within academia.

Instrumentation

Data collection was conducted through individual telephone audiotaped interviews using open-ended questions to elicit meaning from academic nursing faculty regarding their experience with leadership. A variety of leadership instrument tools were reviewed for possible inclusion within this study. They included the Multifactor Leadership Questionnaire (MLQ) [Avolio & Bass, 1999] and the Leadership Practice Inventory (LPI) tool developed by Kouzes and Posner (1995). Additionally, the Leadership Virtues Questionnaire (LVQ) developed by Riggio, Zhu, Reina, and Maroosis (2010) was reviewed for applicability. However, none of the reviewed instruments were specifically applicable for this study. Therefore, a semistructured, researcher-designed collection tool guided the interviews (Appendix A) and allowed for participant descriptions regarding their experiences with academic leadership, job satisfaction, organizational commitment, and intent to stay in academia.

The phenomenological interview tool design was accomplished by aligning the research questions with three main domains: contextualization, apprehending the phenomenon, and clarifying the phenomenon as described by Bevan (2014). Contextualization (Bevan, 2014) involved asking questions that required the participant to describe the natural attitude and life-world of their work environment. Apprehending the phenomenon (Bevan, 2014) aligned the interview questions in a manner that provided participants' an opportunity to explore the natural attitudes of their workplace by asking participants' to further describe their experience. To allow the total phenomenon to emerge, clarifying the phenomenon (Bevan, 2014) was done by varying the structure of

questions to engage participants in imaginative variations and unique meanings of their experience.

In Table 2, I provided alignment of interview questions, research questions, and developmental constructive domains. Interview questions incorporated LMX theory of leadership by encouraging participant explanations of relationships. I developed an open-ended semistructured interview tool guided by the qualitative constructive domains as described by Bevan (2014). The instrument allowed participants' a sufficient opportunity to express their unique point of view. This deliberate descriptive approach supported phenomenal clarity and provided the basis for interpretation (Bevan, 2014). This method enabled consistency, dependability, credibility, and trustworthiness through grounding the interview process in the immersion of the participants' experience.

To obtain phenomenological reduction I used a variety of descriptive, narrative, and structured context questions that allowed the natural attitude of each participant to appear. Engagement in active listening and reflective critical dialogue allowed for clarification of the phenomenon. The interview tool was designed to be flexible and practical, but remain faithful to the phenomenology method.

Pilot study participants critiqued the researcher-designed data collection tool to help ensure quality, validity, and reliability. Input from the participants was used to update and improve the researcher-designed tool. Validity can be improved when replication of the study is not available through triangulation among colleagues by interviews, vignettes, and observations (Pilnick & Swift, 2010). Respondent or member checking occurred by asking the participants to comment on the transcripts created from

the pilot study for verification of accuracy and applicability. Reliability of the researcher-designed data collection tool was enhanced through consistent application of the tool during each interview with participants. Using Nvivo 11 computer software to categorize themes emerging from participant transcripts offered increased reliability. To help enhance dependability of the data collection tool, the researcher explained the data analysis process, gave clear descriptions of findings, and discussed the logical connection between data and themes that emerged (Schow, Hostrup, Lyngso, Larsen, & Poulsen, 2012). Also, clarification of the interview process and the consistent use of the data collection tool improved validity and reliability for the study.

Table 2 provided the alignment of each interview question with the research questions. Each interview question allowed participants to associate LMX theory by asking for in-depth explanations of relationship information unique to the participant's situation with their leader.

Participants were encouraged to add any additional information as the interview progressed that impacted faculty retention as it related to leadership practices. Both telephone audiotaped interviews and collection of field notes during and immediately after each completed interview helped ensure rich detailed data collection. Interview and field notes augmented the ability to sufficiently answer the research questions.

Table 2
Alignment of Interview Questions with Research Questions

Interview question	Research question	Domain
#1	RQ1, RQ2	Contextualization
#2	RQ1	Contextualization
#3	RQ2	Contextualization
#4	RQ1	Apprehending
#5	RQ1, RQ2	Contextualization
#6	RQ2	Contextualization
#7	RQ1, RQ2, RQ3	Contextualization
#8	RQ2, RQ3	Apprehending
#9	RQ2	Clarifying
#10	RQ1	Clarifying
#11	RQ2, RQ3	Apprehending
#12	RQ1, RQ2, RQ3	Apprehending
#13	RQ2	Contextualization
#14	RQ1, RQ2, RQ3	Clarifying
#15	RQ1	Apprehending
#16	RQ1	Clarifying
#17	RQ1, RQ2, RQ3	Clarifying

Note. From "A Method of Phenomenological Interviewing," by M. T. Bevan, 2014, *Qualitative Health Research, 24*(1), pp. 136-144.

Pilot Study Procedure

A pilot study was conducted to identify modifications needed prior to initiation of the main study. The pilot study's purpose was to refine the methodology (Ingham-Broomfield, 2014) and help determine viability of the interview tool and research process. The researcher's interview technique and ability to transcribe and analyze data can also be tested (Doody & Doody, 2015) when conducting a pilot study. Having a clear understanding of the study design and methodology being used helped the researcher conduct the main study.

Two nursing faculty colleagues familiar with the qualitative research process were asked to pretest the interpretation of the interview tool and provide expertise on the study design. The rationale for using only two pilot study members was guided by the definition that a pilot study is a "small-scale methodological test conducted to prepare for the main study (Kim, 2011, p. 191). Additionally, researchers (Doody & Doody, 2015; Ingham-Broomfield, 2014; Kim, 2011) suggested a small representative sample be used to identify study barriers. The pilot study allowed the researcher an ability to make adjustments and changes prior to initiation of the main study. Also, securing IRB approval from the community college within Colorado was completed prior to initiation of the pilot study.

Once IRB approval was granted to conduct the pilot study, I secured informed consent of two known faculty members at my place of employment that had expertise in qualitative research studies. I scheduled the telephone interview times and provided each participant with research study information. After the interviews were completed and the

data transcribed, I asked each faculty member to critique the process to ensure content validity. Pretesting allowed for any necessary revisions to the data collection procedure and ensured the questions being asked were appropriate (Hurst et al., 2015). Expert advice was sought regarding instrumentation, methodology, interview process, transcription, and analysis from each participant to strengthen the research study. Improved validity and legitimacy was achieved through initiation of a pilot study (Doody & Doody, 2015). All necessary revisions, clarifications, and changes were completed prior to initiation of the formal study.

Procedures for Recruitment, Participation, and Data Collection

Participants were solicited by downloading a list of baccalaureate accredited nursing programs within the state of Colorado. Each facility location and nursing program was analyzed for study criterion. An email letter describing the research study was sent to each selected nursing program dean for potential inclusion within the study. After one week, I called each program dean for determination if the nursing school had interest in participation. I requested a list of potential faculty participants meeting study criteria from program deans and provided follow-up information to those individuals with an email invitation. Interview schedules and study protocols were explained to participants agreeing to participate in the study.

A 30-45-minute audiotaped telephone interview was planned with each participant. Post interview data transcriptions were mailed to each participant requesting a copy for verification of accuracy (member checking) and a request made to make any changes needed. Once the participant agreed that the transcription was correct, the

participant was asked to sign the transcription document delineating the accuracy of the data collected. A return postage paid envelope was included for participant convenience.

Participation was voluntary and informed consent, study protocols, and other ethical concerns were considered prior to initiation of data collection. All interviews were concluded when participants revealed they had completed the interview process. I explained to participants the necessity of reviewing the transcriptions for correctness and attesting to the accuracy of the contents. Outstanding participant questions were answered and protection of participants was adhered to per Walden University guidelines. My personal contact information was provided to participants for any post interview concerns.

Data Analysis Plan

I collected data by conducting telephone interviews and collecting field notes after each interview. The data collection interview process included a semistructured, open-ended questionnaire to guide the interview process to answer the research questions. Eliciting the lived experiences of faculty in relation to their leader regarding intent to stay employed in academia was the focus of this study. Interview questions should remain broad and open-ended to solicit the participants' extensive viewpoint (Giorgi, 1997). Although, phenomenology requires taking the participant's experience precisely as it is described and discovering the unknown about the lived experience, the semistructured interview tool was used to guide the interview process to engage participants in answering the research questions. Thus, both participant descriptions of lived

experiences and open-ended questions aligned with each research question and were used during the interview process.

NVivo 11 computer software was used to code the descriptive interview information into themes. Coding stripes provided data associations and emergence of themes. Discrepant cases (various faculty perceptions) were included in an effort to provide a rich account of all data collected. Irrelevant data or repetitive data collected during the interview process, which offered no added value to the study were not incorporated into the results. Extraneous information is considered irrelevant within phenomenology (Kleiman, 2004). Since, phenomenology is the essence of individual experiences, all data collected were explored, described, and interpreted to reveal the lived experiences of participants.

Data were analyzed using Giorgi's (1997) four-step analytical methodology incorporating bracketing, intuiting, analyzing, and describing. The first step, bracketing involved reading the transcribed interviews to garner a substantive context of the presented material. To experience the various possibilities of phenomena, the researcher maintained an unbiased attitude and remained open to the phenomenon by bracketing out personal perspectives. Dismissing biases from previous experience, knowledge, and beliefs was necessary to discover the unknown (Kleiman, 2004). The second step, intuiting entailed re-reading the transcripts and beginning the cognitive process of gaining a deeper understanding of the phenomenon. Highlighting words, phrases, and sentences began to give meaning to the words expressed by the participants. Also, I withheld any existential claims to promote preciseness of meaning to what had been

relayed (Giorgi, 1997). Bracketing and withholding existential claims about an experience strengthens the study by holding previous knowledge at bay and disallowing influence to original contributions of participants.

The third step in data analysis encompassed scrutinizing the transcripts for emergence of themes. These themes were subjected to transformation and categorization into meaning units that provided a fixed association to the research questions (Grossoehme, 2014). Collective analysis of the essential meanings units constituted the structure of the study's phenomenon. The fourth step, describing, produced an elaboration of the findings. Giorgi (1997) stipulated that only the researcher could analyze the data through phenomenological reduction and give meaning to the study. The essential meanings discovered within the data were identified, analyzed, interpreted, and discussed to provide answers to the research questions. Table 3 describes the essential analytical steps required for data analysis using Giorgi's method.

Table 3
Giorgi's Strategy for Data Analysis

Step 1	Bracketing	Reading transcribed interviews for substantive context
Step 2	Intuiting	Cognitive interpretations by re-reading transcriptions
Step 3	Analyzing	Themes transformed and categorized into meaning units
Step 4	Describing	Elaboration of the findings through interpretation

Note. From "Analysis of Phenomenological Data: Personal Reflections on Giorgi's Method," by L. S. Whiting, 2002, *Nurse Researcher, 9*(2), pp. 60–74.

Issues of Trustworthiness

Qualitative research is a time consuming and complex process and involves collecting large amounts of data that must be organized, coded, and linked together to create themes. As themes emerged, meaning units surfaced and were analyzed to gain insights about the topic. Qualitative rigor was achieved by utilizing credibility, transferability, dependability, and confirmability (Vaismoradi et al., 2013). Trustworthy results rely on the researcher's "expertise, vision, and veracity" (Noble & Smith, 2015, p. 3). Validation of the study results was accomplished through prolonged engagement, triangulation, critical self-reflection, and thick rich descriptions of the participants' lived experience. Rigor and validity were increased by explicit details of the study's methodology so replication of the study becomes possible (Jones et al., 2012). Also, rigor required researcher transparency throughout the process and allowed for future external audit (Noble & Smith, 2015). Trustworthiness entailed depicting only the study's truth and adherence to professional behavior, common sense, and safety to ensure the results were authentic.

Credibility

Credible research results present the true experience of participants' as only they know it. Credibility is the truth-value given the study regarding whether or not the findings reflect reality as seen by the participants (Farrelly, 2013). To enhance credibility, I asked participants to verify the accuracy of the interview transcript (member checking) to ensure internal validity. Also, I established rapport prior to starting the interview process to promote a more trusting relationship with the participant. When

participants are comfortable they tend to be more willing to exchange sensitive and personal information (Trier-Bieniek, 2012). I used phrases such as "Please continue" (Mealer & Jones, 2014, p. 35) and "Take all the time you need" (Mealer & Jones, 2014, p. 35) to convey compassion and empathy during the interview process. Paying attention to small details of the telephone conversation helped promote a comfortable environment for the participant and allowed credible accounts of each participant's lived experience.

Further credibility was enhanced through my participation in the National Institutes of Health's (NIH) web based program "Protecting Human Research Participates." I completed this certification in December of 2013, which added further credibility to my research study. Also, prolonged engagement with participants heightened this study's credibility through extended opportunities to build trusting rapport (Petty et al., 2012). Lastly, I conducted a pilot study to test the research methodology and redesigned protocols as needed prior to the data collection process for the main study. This peer review process added credibility to the study.

Transferability

Transferability is an external validity measure that determines the applicability of the findings and whether or not those findings can be applied to other contexts. The transferability of this study's results may or may not be applicable to other nursing programs. Transferability determines fittingness of the findings to other situations or participants (Petty et al., 2012). I accomplished transferability by engagement in thick participant descriptions, purposeful sampling, maintenance of a reflexive journal, and provision of sufficient study details so re-creation could occur. Participant variation

occurred by using different nursing programs and multiple geographic locations within Colorado. This information permitted individual determination of similarity and applicability to other potential contexts.

Dependability

Dependability of research results was accomplished through establishment of an audit trail depicting the study's procedures and processes. Data was collected from a variety of nursing schools within Colorado to promote various perspectives (triangulation). Triangulation helped reduce researcher bias by corroborating evidence from multiple locations. Dependability emphasized the need to account for the changes that occur within the research construct and whether or not the study could be replicated with identified variations understood (Petty et al., 2012). All participant data including audiotapes, transcriptions, and researcher field notes were secured in a locked file cabinet. An accurate documentation audit of the research process, data analysis, methodological notes, and instruments helped guarantee objective judgment by others regarding the dependability of results. Also, NVivo 11 software was used to categorize participant comments into themes for interpretation and analysis.

Confirmability

Confirmability ensures the findings are the product of the inquiry and not biased by the researcher. I constructed an explicit audit trail capturing the process of data collection and analysis. Notes were recorded in a reflective journal describing how the data were collected, examined, and analyzed to promote confirmability. I utilized member-checking processes to verify data accuracy. Participant validation ensured

results were confirmed, thus increasing the study's confirmability. The raw data and final transcriptions were secured in a locked cabinet as evidence of the inquiry.

Ethical Procedures

Ethical procedures were followed throughout the research process. Walden University institutional review board (IRB) approval was sought prior to collecting data for the study. Schools wishing to participate provided consent by typing, "I consent" on the email reply or gave verbal approval delineating permission to solicit participants (Appendix B). An informational flyer (Appendix C) was mailed to multiple academic sites to solicit interested participants after university program approval. Involvement in the research study was voluntary and each participant was instructed regarding study details prior to participation.

An informed consent (Appendix D) was obtained from participants at the time of the scheduled interview. The study's purpose was discussed and participant questions answered. I conducted a 30-45-minute interview with each participant and maintained confidentially of all data obtained. Generally, interviews take between 30 and 90 minutes and should be concluded by direction of the participant (Petty et al., 2012). Allowing 30-45 minutes per participant should be sufficient according to Brobeck, Odencrants, Bergh, and Hildingh (2014). Each interview was concluded when participants had no further information to contribute. I conducted all interactions with participants in a business-like manner with respectful dialogue. Any participant wanting to abandon the study initially or during the interview was respected and all data collected by that participant were destroyed. Only Walden University dissertation committee members

and I had access to collected data used in this study. Confidentially of data was assured by containment within a locked, secure cabinet within my personal residence.

I transcribed each interview and mailed a copy of the dialogue to the appropriate participant for correction and acknowledgement of accuracy prior to analysis (member checking). No ethical issues were foreseen for this study and I abided by Walden University standards and protocols.

Summary

Chapter 3 included the research design, rationale, and researcher role for the proposed study. Ethical concerns and procedures for ensuring the protection of participants was included. The sampling strategy and rationale for the creation of the semi structured interview instrument was incorporated within the chapter. Trustworthiness concerns were explored regarding credibility, transferability, dependability, and confirmability. The research methodology and data analysis strategies were also discussed within Chapter 3. Chapter 4 addresses the demographics, data collection, data analysis, pilot study results, and study findings. Also, evidence supporting the trustworthiness of the study is described.

Chapter 4: Results

Introduction

The purpose of this study was to explore the perceptual views of nursing faculty regarding the impact nursing leadership had, if any, on faculty retention in academic settings. The research questions were the following:

RQ1: To what extent, if any, does nursing academic leadership affect faculty retention?

RQ2: To what extent, if any, does nursing academic leadership affect faculty's intent to stay in academia?

RQ3: To what extent, if any, do faculty perceptions of support from academic leadership affect intent to stay in education?

This chapter provides a summary of the study results regarding academic leadership's effect on faculty retention. The details regarding the pilot study, research setting, demographics, data collection, data analysis, evidence of trustworthiness, and study results are described. Chapter 5 will provide the study findings, limitations, recommendations, and implications.

Pilot Study

The pilot study was conducted after I obtained Walden IRB approval. IRB approval was obtained from a community college within Colorado to employ two doctoral prepared faculty members at the college to participate in my pilot study. Participants were solicited through email requests, use of the recruitment flyer (Appendix C), and the informed consent letter (Appendix D). After recruitment, both participants

were given a copy of the community college within Colorado's IRB form for pilot study permission and the letter of cooperation. Both faculty members worked at the same community college within Colorado, however they worked at two separate campuses. The rationale for using two different campuses was to elicit faculty responses from various perspectives and provide two separate accounts of the pilot study instrumentation and methodology.

The pilot study was conducted by initially explaining the study's purpose, gathering demographic data, and gaining a verbal informed consent. Participants provided both written and verbal consents prior to commencing with the interview. Any participant questions regarding the study were answered prior to initiating individual interviews. Interviews began by recording specific participant demographics (Appendix F). Each participant was asked what term was preferred to identify his or her leader and that term was substituted in the interview tool to provide clarity. This ensured that the participant answered the interview questions about their immediate supervisor.

I informed each participant of the audiotaped interview process and asked if a transcription copy was desired. Prior to beginning the interview, I explained the process and answered any participant questions. I verified the email address for each participant so I could send a thank you note after the interview. Participants were thanked for their participation at the start of each interview and again at the conclusion.

Information gained from conducting a pilot study can help refine the research methodology and determine viability of the interview tool and data collection process (Kim, 2012). A small representative sample was used to pretest the interview tool in

prepare for the main study (Kim, 2011) and identify study barriers (Doody & Doody, 2015; Ingham-Broomfield, 2014). After each interview was completed, I transcribed the collected data and emailed the appropriate file to each participant for critique. A follow-up telephone conversation was accomplished within a few days to discuss instrumentation, methodology, interview process, and transcription in an effort to strengthen my research study approach. Both participants had previous experience in phenomenological studies and were considered experts in academic research. The pilot study participants determined the interview tool aligned with the phenomenological research questions and would provide a valid approach to answer the research questions.

The pilot study was conducted only for the purpose of refining the research methodology so the pilot study results were not reported within the main dissertation. Pilot study participants were solicited using the recruitment flyer (Appendix C) and informed consent letter (Appendix D). Each interview averaged 45 minutes and provided rich, descriptive faculty accounts of academic leadership's influence on retention. I selected to analyze data using the NVivo 11 software program. The pilot study participants suggested no changes for the proposed data analysis strategy. Conducting the pilot study improves the validity and legitimacy (Doody & Doody, 2015) of a dissertation project. Since the pilot study required no modifications, the Walden IRB was not contacted for any further approvals after the pilot study was concluded.

Research Setting

The main research study data were collected through private telephone interviews with 13 current BSN nursing faculty at accredited nursing schools in Colorado. Each

participant was screened to ensure the eligibility criteria were met. Initial permission to solicit participants from each nursing school was secured through an email request to each program director. The purpose of the study, criteria eligibility, and general study information was explained. After I was granted approval to solicit participants from a nursing school, I forwarded the email to the Walden IRB for final approval prior to the collection of data. Participants were solicited by sending individual emails to each faculty member using the published faculty listing on the school's website. The invitational flyer (Appendix C) and consent information were attached to each email. Participant screening was conducted after participants showed interest in the study. Either an email or telephone conversation took place to determine eligibility of each participant. Voluntary written consent was obtained through the informed consent letter (Appendix D) and participants replied with "I consent" as verification of their wish to participate in the study. A second verbal consent was obtained by telephone prior to initiation of each interview.

Voluntary participants selected the date and time for each interview in order to accommodate their individual schedules and preferences. Interviews were conducted on cell phones using private numbers as designated by each participant. A quiet, secure setting was selected by participants and they were advised to make sure the setting was confidential. In an effort to protect confidentially, all participants were informed of the importance of setting selection.

Telephone interviews were conducted in a private office with the door shut and a "do not disturb" sign posted. The setting was confidential because no one else was home

at the time of each interview and the house is situated in a secluded neighborhood. Immediately after concluding each interview, I transferred the audiotaped recording to a single file folder on my computer and secured it with a strong password code. An additional audiotaped duplicate copy was secured in case of a technology failure. The audit journal data containing pertinent field notes was also secured in a file on a computer and on an external thumb drive. No one had access to the computer, thumb drive, or storage files in my office.

Demographics

The demographic characteristics of the participants within this study included nursing faculty currently working in baccalaureate level accredited nursing programs within the state of Colorado. Each participant was screened (Appendix F) to verify study criteria including years of teaching experience with the same nursing program leader. Other demographic information was collected including gender, highest level of education, total years of teaching experience within the nursing academic setting, nursing areas of expertise, and the location of the participants' current place of employment. Each school's location was defined in terms of north, south, east, and west to show demographic locations within the state; however, cities were not listed to maintain confidentially. Table 4 shows the demographic distribution of the participants within this study.

Table 4

Participant Characteristics (Data Masking) and Study Eligibility

Unique identification number	Participant name (pseudonyms)	Gender	Highest educational level obtained	Total years teaching in nursing academe	Years teaching with same leader	Areas of nursing expertise	Colorado school location
010525161500	Abigail	Female	Master's	3 years	3 years	Medical/ Surgical	NE
020601160930	Adelaide	Female	Master's	5 years	3 years	Informatics/ Various	C
030602160930	Adele	Female	PhD	25 years	4 years	Medical/ Surgical/ Gerontology	NE
040603161100	Agatha	Female	PhD(c)	11 years	9 years	Medical/ Surgical/ Cardiac	C
050603161530	Aileen	Female	Master's working on DNP	4 years	4 years	Maternal/ Newborn	SE
060604161000	Alexandra	Female	DNP	20 years	2 years	Various/ Administration	C
070606161530	Alexis	Female	PhD	25 years	2 years	Medical/ Surgical/ Leadership/ Research	SE
080614161030	Alfie	Female	PhD	30 years	2 years	Public Health/ Community	SE
090615161600	Alicia	Female	PhD	9 years	6 years	Mental/ Health/ OB/ Pediatrics	SW
0100622160930	Alison	Female	Master's	3 years	3 years	Medical/ Surgical	SE
0110622161300	Amanda	Female	DNP	5 years	3 years	Medical/ Surgical/ Simulation lab	C
0120622161500	Amber	Female	Master's	3 years	3 years	Medical/Surgical Laboratory Care	NE
0130622161730	Andrea	Female	PhD	15 years	4 years	Medical/ Surgical/ Public Health	SW

Note. Abbreviations: NE = northeast Colorado, NW = northwest Colorado, SE = southeast Colorado, SW = southwest Colorado, C = central Colorado, DNP = Doctor of Nursing Practice.

A unique identification number was assigned to each participant and a pseudonym selected to ensure confidentiality. Pseudonyms were created by using female names beginning with the letter "A" and were arbitrarily assigned to participants. The pseudonym was assigned to protect participant confidentiality. Computer access to participant information was password protected. An organizational interview log (Table 1) was constructed with date, time, identification number, pseudonym name, and study criteria verification. Demographic information was secured and contained along with the unique identifications and names. All participation was voluntary and no personal or employment issues were noted that influenced the interpretation of the study results. All participants were unknown to the researcher. After participants agreed to be part of my study, informed consent was secured, and interviews were conducted when convenient for the participant.

Only participants meeting the study's criteria participated in the interview process. Four participants were unable to participate because they did not meet the study's eligibility criteria. One participant had only worked with their current leader for 9 months. Another participant taught in a practical nurse (PN) to associate nurse (AD) program and one participant taught in an associate degree nursing (ADN) program. A fourth participant worked currently as a program director and was willing to participate, however was not currently employed as nursing faculty. I explained the study criteria and thanked them for their willingness to be part of my study. No participants exited the study after agreeing to be a participant after meeting study criteria.

Participant demographics included 13 females with a range of teaching experience from 3 to 30 years. Collective years of teaching experience totaled 143 years. Five participants' had master's degrees in nursing and five had PhD degrees. One participant was a PhD(c) candidate. Two participants held doctorate of nursing practice (DNP) degrees. Geographically, four participants taught in universities in the central part of the state and four taught in the southeast part of Colorado. Three participants worked in universities in northeast Colorado and two worked in the southwest section of Colorado. Overall, five Colorado nursing schools participated in this research study.

Data Collection

Data was collected from 13 faculty participants from various baccalaureate (BSN) nursing schools within Colorado through private telephone interviews lasting 30-45 minutes. All interviews were conducted within 1 month. Participants met the study criteria by being (a) current BSN faculty in a Colorado BSN nursing school, (b) worked at least 2 years or more in nursing academia, (c) worked with their current leader for the past 2 or more years. Recruitment of participants was accomplished after securing approval from each nursing program director and/or IRB board. The invitational flyer (Appendix C) and participant consent letter (Appendix D) were distributed to each nursing program leader. After approval to solicit participants from their nursing school was obtained, the study information was forwarded to school faculty. Several schools provided email faculty lists and/or suggested the use of the published faculty list on the school's website. Both methods were used for distribution of the invitational flyer (Appendix C) and informed consent form (Appendix D).

Interested participants responded to the invitational flyer and contacted me directly via email. After the initial contact, I screened each participant, introduced them to the study, and obtained written informed consent. At the onset of the interview, I explained the purpose of the study and answered any participant questions. A second verbal consent was obtained as confirmation that the interview was voluntary. Privacy of the participants was enhanced by asking each participant if they felt their surroundings were comfortable and confidential. At the conclusion of the interviews, I thanked participants for participation and mailed a thank you note with a $25 gift card to their desired address.

A self-designed semi structured tool approved by Walden's IRB was used to conduct each interview. All participants were asked the same questions for consistency. However, additional questions were asked if relevant to explore the study's phenomenon in more detail. Each interview was audio-recorded with a digital recorder and a Mac computer application as a backup in case of a technology failure. The digital recorder was secured in a locked cabinet in my private office for transcription. I secured the backup recording with a strong passcode and retained it on my personal computer using only the pseudonym as the participant identifier. I transcribed the collected data using Microsoft Word's processing program. No one had access to the data prior to, during, or after the transcriptions were transliterated. The computer, transcriptions, digital recorder, and thumb drive were secured in a locked drawer in my office to maintain confidentially.

I practiced the interview process to enhance flow and continuity prior to the first interview. I attempted to make the participant feel welcome and comfortable by

establishing rapport prior to starting the data collection process. The interview process involved a written, systematic protocol and no unusual circumstances were encountered during data collection. The participants were encouraged to add any information not covered by the interview tool to ensure their full phenomenological experience was expressed.

Procedure Change

There was a variation in the data collection process from Chapter 3 incorporating an offer of a $25 gift card for participation in the study in appreciation of each participant's time. This change was initiated after finding out that many Colorado nursing schools are not in session during the summer months which may have provided a barrier to securing participants. Approval was obtained from Walden's IRB and an updated informed consent and invitational flyer containing this information were distributed to secure participants. No other changes were made and the study's data collection was completed as delineated in Chapter 3.

Participant Profiles (Pseudonyms)

Participant 1, Abigail was a female nursing faculty member teaching for the past 3 years in a BSN program in the northeast area of Colorado. She has been supervised by the same program leader for the past 3 years. She had a master's in nursing degree (MSN) with a specialization in ethics. She taught numerous nursing courses including medical/surgical and gerontology care. Her entire academic career has been at the same school in Colorado.

Participant 2, Adelaide was a female nursing faculty member who had been teaching in the university setting for the past 3 years. She had a master's in nursing degree specializing in education. Her nursing expertise included informatics and a variety of nursing core courses. She previously worked in another nursing school within Colorado.

Participant 3, Adele had 25 years teaching nursing courses at several universities and had been teaching at her current school for the past 5 years. Her specialty areas included medical/surgical nursing and gerontology. She also taught numerous prerequisite science courses including biology and pathophysiology. Her extensive background included being a faculty retention coordinator at one university and also running two businesses that offered nursing continuing education courses. She obtained her master's in nursing degree in 1985 and her PhD in 2004.

Participant 4, Agatha was currently finishing her PhD degree and had been nursing faculty for the past 11 years. Her areas of nursing expertise included medical/surgical, cardiac, post anesthesia care, oncology, and pediatrics. She currently taught a various on on-line BSN classes and was working on the curriculum for a RN-MSN program at the college. She also worked on numerous faculty continuing education in-service programs.

Participant 5, Aileen had a master's degree in nursing and was currently working on her nursing PhD. She had been teaching in the university setting for the past 4 years. She was a certified nurse midwife teaching maternal and newborn care as well as teaching several clinical nursing classes.

Participant 6, Alexandra had a doctorate of nursing practice (DNP) degree and had worked in nursing academia for the past 20 years in a variety of capacities. Overall, she had 30 years of registered nursing experience. She taught continuing education courses, nursing courses, and faculty administrative and leadership courses.

Participant 7, Alexis had a PhD degree and spent the last 25 years working in academic settings. Throughout her teaching career, she taught for multiple universities. She currently taught medical/surgical, leadership, and research courses in the baccalaureate nursing program. Periodically, she taught continuing education courses at local hospitals. Her current nursing department head has been her supervisor for the past 2 years. She spent time writing fiction novels during her summer months as an alternative to writing nursing research.

Participant 8, Alfie was a PhD nursing professor who had worked in academia for the past 30 years. Her areas on expertise were public health and community nursing. She previously worked with numerous department chairs over the years and was a department chair herself at an earlier time in her career. She was retiring in August 2016.

Participant 9, Alicia held a PhD in nursing and had worked in academia for the past 9 years. She maintained a nurse practitioner license in mental health and taught a variety of courses in the BSN program including mental health, obstetrics, and pediatrics. She worked with her current department chair for the past 6 years.

Participant 10, Alison was a master's prepared faculty member teaching medical/surgical nursing courses for the past 3 years. This was her first academic teaching position and had worked with her current department chair for 3 years.

Participant 11, Amanda held a doctorate of nursing practice degree and was working as a faculty member for the past 5 years. She had been working with her current department chair for over 3 years and taught medical/surgical courses in the BSN program. She also taught simulation laboratory classes in the associate degree program (ADN) at the same college campus.

Participant 12, Amber had 3 years of teaching experience at the baccalaureate level and had worked with her current director for all 3 years. She was an experienced faculty member teaching medical/surgical courses and had recently been asked to work as the lab coordinator at the university where she taught. She had a master's degree in nursing and planned on obtaining her DNP degree in the future.

Participant 13, Andrea had a PhD in nursing and had been teaching in academia for the past 15 years and had worked with her current department chair for the past 4 years. She taught public health and medical/surgical courses in the baccalaureate program at her current university. Her background included a previous nursing leadership position, but preferred to forgo leadership in lieu of teaching students in the classroom setting.

Data Analysis

Data analysis using Giorgi's (1997) four-step analytical methodology and the software program NVivo 11 were employed to organize and analyze my collected data. Giorgi's four-step process involved bracketing, intuiting, analyzing, and describing.

(1) Bracketing was accomplished by transcribing each recorded interview into a word-by-word document of precisely what each participant communicated.

Each transcript was read and re-read multiple times to gain an understanding of the essence of the participant's unique experience. Maintaining an unbiased attitude was accomplished by frequent reminders to bracket out personal perspectives so the true lived experience of the participant could emerge.

(2) Applying the intuiting step of Giorgi's analysis was done after substantive context of the interviews was achieved. Re-reading the transcripts over and over to extend cognitive interpretations was completed and helped extend a deeper understanding of the phenomenon. Highlighting words, phrases, and sentences gave advanced meaning to the actual words expressed by the participants. Existential claims were withheld to promote emergence of the precise meaning (Giorgi, 1997) of what had been relayed. Frequent checks regarding personal bias and written field notes after each interview provided assurance that I did not allow myself to influence the original contributions of the participants.

(3) Analyzing was accomplished by importing each transcription into NVivo 11 and classified words, phrases, and sentences into nodes (codes). NVivo 11 was used to organize the data into manageable nodes for data analysis. The research questions and specific interview questions provided the basis for the node categories. I moved inductively from coded units to larger representations by dissecting the nodes for emergent themes. This discovery process (Applebaum, 2011) involved distinguishing between actual

perceptions and the perceptual views of the participants. In order to garner this appreciation, I used a fresh perspective to investigate openly for intersubjective meanings. I engaged in the documents to seek the meaning that was already present within the data. Themes were transformed and categorized into meaning units to answer the research questions. Collective analysis of the meanings units constituted the structure of the study's phenomenon.

(4) Describing the data were accomplished through elaboration of the findings by interpretation. Giorgi (1997) stipulated that only the researcher could give meaning to the study through phenomenological reduction. Interpretation allowed me to collectively share the implicit meanings that the participants' described within their leader-mentor relationship.

Data Codes, Categories, and Themes

A number of main themes emerged from the data regarding nursing academic leadership's impact on faculty retention, intent to stay employed, and faculty's perceptions of leadership support. Identified themes included the quality of the work environment, quality of leadership relationship and support, job satisfaction, financial incentives, job stress, promotion potential, educational opportunities, and professional communications. Multiple subthemes emerged including life-work balance, schedule flexibility, autonomy, quality relationships, valued communications, supportive leadership, realistic workloads, and professional growth opportunities.

The quality of the relationship established between the leader and member

appeared important as evidenced by Alexis's statement, "My relationship was good, but I did have occasions needing very clear expectations of me, just as much as I wanted her to be very clear with hers." Adele commented, "In terms of my work relationship with my boss, I would clarify it as definitely strained at times." Adele was leaving her position at the end of the summer, specifying her relationship with her boss was problematic and one she could not remediate. The majority of participants used descriptive words such as professional, comfortable, collegial, mentor, supportive, collaborative, and mutual respect to describe their relationship with their leader. However, a few participants described their relationship as "challenging, difficult," and "deteriorating." Examining the quality of the leader-member exchange gave insights into the leadership's impact on faculty retention.

The themes were extracted from the data and examined for comparative influences between leadership and leader-member exchanges that promoted or discouraged faculty retention. The LMX conceptual framework was used to guide the study. Nodes were created from participant comments by categorizing words, phrases, and sentences into classifications that best reflected the participants' lived experiences. Themes and subthemes emerged from the coded data within NVivo 11. I analyzed each node to further develop themes and subthemes; allowing me the ability to capture meaning to answer the research questions.

No discrepant cases were identified, although personal lived experiences varied among participants. All data were reviewed using Giorgi's (1997) data analysis method and themes were extracted based on participant accounts of their work experience in

relation to their leader. All collected data were analyzed to reveal the true lived experiences of each participant. Thus, no discrepant cases were identified throughout the data collection process.

Evidence of Trustworthiness

Credibility

To enhance credibility for my study, a pilot study was conducted to test the research methodology and ensure that the interview tool would generate answers to the research questions. The advice of two PhD professors familiar with the qualitative research process was sought to help prepare for the interview process and reduce any potential researcher bias. Participation in the National Institutes of Health's web based program "Protecting Human Research Participates" was completed to enhance credibility and all recommended guidelines were followed. At the beginning of each interview, rapport was established with the participant in an effort to make them feel comfortable and willing to share potentially sensitive information. Sharing information can be enhanced by using phrases such as "Please continue" and "Take all the time your need" (Mealer & Jones, 2014, p. 35). Thus, these phases were incorporated into the conversation. At the conclusion of each interview, a copy of the transcribed transcript was offered to each participant for data member checking. For participants not wanting to member check their transcripts, I solicited a PhD colleague to review each transcript for accuracy. Data triangulation (Cleary et al., 2014) was achieved by recording two audiotapes of each interview, collecting field notes, and creating memos in NVivo 11 to

ensure data consistency was maintained. Additionally, peer review of transcripts and frequent researcher bias checks were done to enhance credibility.

The data sources used to establish credible triangulation included two audiotapes of each interview. One audiotape was recorded by a digital recorder and was the primary data source. The second recording was obtained through an audio Mac application as a backup in case the first recording failed. Both recordings were obtained simultaneously. The digital recording was used to transcribe the data collected to a written transcript for analysis. During each interview, I scripted notes while the participant described their lived experience in an effort to ask additional questions as warranted. These notes included demographic data, participant temperament, willingness to participate, important information for clarification, and other relative comments to help me remember the exact information given. After the conclusion of each interview, I immediately transcribed the field notes to a memo screen contained within the NVivo 11 software program as another data safeguard. All data collected were integrated into the data analysis process by reading and rereading the transcripts, field notes, and memo screens within NVivo 11. As themes emerged from the data, categories were constructed and coded data points were entered into NVivo 11 classifications for analysis.

Transferability

Transferability is an external validity measure that determines whether the study's findings are applicable to other contexts. Consistent results generated from other contexts that are only marginally different are accepted as transferable in qualitative research (Leung, 2015). The key to transferability in qualitative studies is making sure

the methodology and logistics are consistently applied and that results only differ in richness within different contexts (Leung, 2015). Within this study, I established transferability by explicit details of protocols so other researchers may investigate leadership influence on faculty retention in the same manner within other geographic locations. Using purposeful sampling, maintenance of a reflexive journal, various geographic nursing school locations, and open-ended interviewing techniques, other researchers could generate results to determine similarity and applicability to additional potential contexts. Rigorous methodology was applied throughout the study to enable recreation of the results by other researchers. NVivo 11 query tools were used to audit findings and audit trails were constructed to organize, document, and summarize data.

Dependability

Dependability denotes whether the same results would occur if the study was repeated. However, when measuring something twice, it can be argued that one is still measuring something different (Farrelly, 2013). Therefore, the researcher must describe any changing contexts within the setting where the research occurred (Farrelly, 2013). Dependability was attained by rich descriptions of the research setting and methodology used to elicit data from the participants. Maintaining an audit trail depicting procedures and processes also served to create a dependable study.

Triangulation was accomplished by collecting data from a variety of nursing schools within Colorado to garner an understanding of comparability of results. Constant comparisons of data helped ensure dependable results (Leung, 2015). Field notes were constructed after each interview concluded and immediately entered into the memos

section on NVivo 11 to recall the specifics regarding each encounter. Also, data analysis using Giorgi's (1997) methodology and NVivo 11 software for qualitative analysis helped maintain an organized system for data synthesis and interpretation. Researcher bias was controlled by frequent reminders to bracket out personal thoughts regarding collected data and reveal only the spoken words of the participants. Explaining the study details in regard to the researcher's background, participant selection, data collection methods, and interpretations (Swafford, 2014) also ensured the rigor of dependability was accomplished. The accurate documentation of the research process, data analysis, research methodology, and instrumentation helped ensure objectivity regarding dependability of results.

Confirmability

Confirmability is a degree of measure regarding verification of the results by others (Farrelly, 2013). Confirmability was enhanced by diligent attention to checking and rechecking the data (Farrelly, 2015) throughout the study for accuracy. Also, describing potential researcher bias and study limitations provided added confirmability to the study so judgements can be made about the confirmability of the study. Interviews were recorded using two technology methods to ensure data confirmability. To ensure all participant words were transcribed correctly, I referred to the second recording when any words were unclear. Member checking was done for participants that wished to receive a copy of their transcription for verification of accuracy. Additionally, one colleague with whom I work verified transcriptions for participants not wishing to member check their interviews. NVivo's 11 query tools helped categorize the voluminous amounts of data

collected to make it more manageable to analyze. An explicit audit trail captured the data collection process and analysis phase. An audit trail of raw data, data reduction, analysis, and interpretation is used to improve research confirmability (Grossoehme, 2014). Recorded notes regarding how the data were collected, examined, and analyzed was constructed to promote confirmability.

Study Results

Participant interviews took place at a convenient date and time for each participant. The telephone interviews were private and each participant was advised that data collected would be secured and kept confidential. Three research questions were used to access information regarding how nursing academic leadership impacts faculty retention, intent to stay employed, and perceptional views of leadership support. The interview tool asked 17 questions to elicit information and several participants did not answer all questions due to the similarity of some of the questions. Participants provided ample descriptions of their personal leader-member exchanges to help answer the research questions. The data were organized into nodes within NVivo 11 to help differentiate the three research question areas of interest.

Research Question 1: Nursing Academic Leadership Influence on Faculty Retention

The first research question (RQ1) was: To what extent, if any, does nursing academic leadership affect faculty retention? Interview questions (IQs) number 1, 2, 4, 5, 10, 12, 14, 15, and 16 addressed faculty retention and elicited rich thick data descriptions

from participants. Table 5 classifies the main themes and subthemes that emerged from the data.

Table 5
Emergent Themes and Subthemes for Research Question 1

RQ1	Themes	Subthemes
RQ1. To what extent, if any does nursing academic leadership affect faculty retention?	Leadership	Relationship Quality Valued Communication
	Work Environment	Life-work Balance Schedule Flexibility Autonomy
	Job Satisfaction	Realistic Workload Educational Support Professional Growth

Leadership Theme

The majority of participants believed leadership had a direct influence on their decision to stay or leave their employment position. Ten out of 13 participants (77%) described their leader as supportive, professional, responsive, and committed. Alexis reported her department chair as "interested in pairing people with their teaching interests and where their passions are and that means a tremendous amount to me." Agatha stated, "She was a great leader making sure she mentored faculty and also that we were up-to-date on things." Also, participants considered the leader as the primary person responsible for establishing a supportive environment. Aileen reported:

> …She is a very supportive department chair. Talking to others working in other universities, I feel pretty lucky that she is not a micromanager and that I do have academic freedom and she really does support me in the very difficult decisions I've had to make such as failing students. Things like that is how she is very supportive and is one factor of why I stayed teaching and in my current job position because I feel supported and valued.

Alfie described their relationship with their leader as "professional." Alfie commented, "She was very formal, but I didn't mind that. If I needed to talk to her, I had to make an appointment, but she responded pretty quickly." Overall, participants with a favorable view of their leader described a positive person who was supportive, professional, and interested in hearing faculty feedback to improve the operations of the nursing department.

Several participants described their leader in a negative manner. Alicia commented, "She was a bully always trying to control us." Likewise, Adele described her leader as:

> …In terms of my work relationship, I would clarify it as definitely strained at times. There was a lack of transparency, a lack of appreciation, lack of recognition, and a lack of opportunities. There was never a feeling of collegially, there was more of a feeling of relief when she was not there, and I won't miss her; that tension that had developed.

Three out of 13 participants (23%) planned on leaving their employment due to irreconcilable issues with their leader. The relationship established with the leader was a

determining factor in how the participant described their leader. Participants that felt they had a good working relationship described their leader as having positive attributes and said they would stay employed. But, participants that did not have a positive relationship with their leader were contemplating leaving employment.

Relationship quality: Participants provided detailed descriptions of workplace interactions with their leader. These exchanges provided valuable data regarding the quality of the employment relationship and level of the leader-member exchange (LMX). Within work groups, different types of relationships develop depending on how each individual perceives the dimensions of trust, respect, honesty, support, and openness (Wilson, Sin, & Conlon, 2010). Examining LMXs through the explanatory descriptions provided by the participants, resulted in the following facts.

Participants regarded openness, transparency, and approachability as essential components for a positive relationship. Participant comments included words such as "listened to, valued, appreciated, supported," and "respected" as beneficial engagement techniques for creating positive working relationships. Agatha stated, "My relationship with my leader was collaborative with mutual respect." Abigail reported, "I feel that we are at the same level when it comes to brainstorming, working, and improving things at the educational level." Other participants described their leadership relationship as "collegial, professional, honest, supportive," and "formal." Adelaide stated, "My job satisfaction is very high. I love working with her." Overall, 77% (10/13) had satisfactory relationships with their leaders and 23% (3/13) described ineffective relationships with their leader.

Studying the attributes of leaders in relation to ideal work environments is not prevalent in the literature. Dyadic relationships develop from shared social exchanges and develop over time (Park, Sturman, Vanderpool, & Chan, 2015). Job satisfaction is highly correlated to LMX levels (Rockstahl, Dulebohn, Ang, & Shore, 2012). Participants described leadership relationships as negative when leader-member exchanges were "evasive, unfair, distant, and non-responsive." Alicia commented, "There was no engagement together, just worked in the same program without interacting together. I feel anxious, fearful, and unsettled when talking with her." Adele commented on unfair faculty workloads and promotions, and not feeling part of the group. Participants reported their LMX level as negative when dissatisfied with their job. Conversely, participants reported high levels of job satisfaction with high LMX levels.

Valued communication: Participants reported various modes of communications including face-to-face, e-mail, texting, telephone, meetings, and newsletters. Participants reported face-to-face communication was the preferred format except when a faculty member was not on campus. Email was acceptable for off campus times and when it was necessary to communicate with more than one person. Newsletters provided an acceptable way for faculty to stay up-to-date and were used in 80% (4/5) of the schools. According to all participants, job satisfaction was enhanced by leaders who valued communication and were willing to listen to faculty concerns. Aileen commented, "Yes, it does contribute to my intent to stay, since I feel there is definitely two-way communication." A number or participants reported they could "stop in to chat" anytime the leader was in her office. Others commented, "face-to-face communication

was best and she was always visible; we always saw her." Several schools were more formal and required an official request for a meeting. Alfie commented, "Bigger institutions communicate formally and there is a lot of bureaucratic stuff that was not required previously. I think it is a new piece of academia and it makes everything difficult at times."

Participants discussed the importance of quality communications between leaders that kept them informed on important issues. Sharing department accolades and accomplishments were also important elements for effective communication. Participants felt valued, respected, and appreciated when the leader made an effort to talk with them. Alexandra commented, "She did make a big effort, when she wasn't traveling to be in her office and have her door open." The ability to access leadership when important issues arose and having quick leadership response to issues were also important components for effective communication. Alexis commented, "I highly value direct communication and I will need that to stay." Turnover intention is a complex issue and is heavily dependent on social exchanges (Biron & Boon, 2012). Communication within the workplace provides conditional associations between job satisfaction and employee turnover (Biron & Boon, 2012). Participants reported that when their leader was visible and engaged in open communication patterns, they were more likely to have greater job satisfaction and job retention. Relationship quality appears to be a factor in overall job satisfaction within the academic climate.

Work Environment Theme

The work environment played an important role in job satisfaction and faculty retention in academia. Participants prioritized life-work balance, schedule flexibility, and autonomy as the most important elements sustaining retention. Adelaide commented:

…the lack of flexibility in education is difficult for most clinical nurses because they work 12 hour shifts, 3 days a week and it is hard to wrap their head around working five days a week would be difficult for them to do. I think that is why we don't see more clinical nurses switching to education. But, I think academia has gotten more flexible over the years. Faculty participates commented that some academic programs do allow schedule flexibility and this has led to increased job satisfaction in education and may attract clinical nurses into the academic arena in the future.

Life-work balance: A reoccurring subtheme was the faculty's need for a life-work balance. Positive work environments are developed when caring, supportive, collaborative cultures exist, in which employees feel empowered and emotionally safe (Brett et al., 2014). Study participants commented frequently about the importance of a leader who did not micromanage their schedule and allowed them to work from home when appropriate. Adele mentioned, "My supervisor made my job enjoyable and I was able to really work around my family and my family's schedule as well as be able to complete my course work while I was in graduate school." Leaders' influenced faculty retention through engagement by establishing a suitable work-life balance. When the life-work balance was intact, the faculty member felt valued and supported by the leader.

Schedule flexibility: Survey results revealed schedule flexibility as a definitive

reason for retention. The majority of participants commented that having flexibility contributed to their job satisfaction. Being able to work from home and being on campus only when teaching was desirable for participants. Additionally, committee work had been reduced at several universities so educators can focus on teaching. Alexis commented, "I'm expected to do committee work, but it's not as demanding as it was in the past since it has been reorganized in a way that the expectations are more realistic." Having a leader who cared about creating a workable schedule for each faculty member contributed to faculty retention.

Autonomy: Autonomy was a prevalent subtheme throughout participant interviews. Faculty described being more engaged in their employment when having a high level of control over what they taught and specifically how their classes were taught. Over 76% (10/13) of faculty reported autonomy as an expectation for job satisfaction. Freedom to teach classes in a way that faculty perceived were most effective for the students was also a determining factor in retention. The importance of academic freedom was summed up by Alexis' quote, "So doing what you love and having that autonomy and flexibility in a really positive work environment is what keeps me in teaching." Participants also believed that teaching classes that interested them was another factor for retention.

Job Satisfaction Theme

Faculty job satisfaction appeared instrumental in retention within the academic sector. Faculty participants commented on a desire to contribute to the nursing profession by being part of the formation of future nurses. However, in order to do so,

motivational factors must be in place within the workplace. These factors included realistic workloads, educational support, and professional growth opportunities. Job satisfaction included a supportive leader interested in advancing the careers of educators.

Realistic workload: Manageable workloads were associated with increased job satisfaction. Over 90% (12/13) of participants voiced this concern. Workload provisions that included lighter loads, co-teaching assignments, less committee work, and adequate time to prepare for classes were considerations addressed by participants. Abigail reported:

…I would say the other thing that gives me job satisfaction is that I don't feel, even though we have our usual meetings for faculty, I don't feel as though I am overburdened with the work. I feel that I can direct my energy to teaching and improving my teaching and just be autonomous and able to have my own ideas. Just the fact that she provides us with a lot of support by adjusting our workloads if we decide we want to go to school or a conference contributes to my satisfaction. Also, being able to change teaching assignments when necessary was viewed as positive for most participants. However, several participants commented that they were satisfied by teaching the same courses over many years. Alfie commented, "I've been teaching the same thing for 30 years in my specialty and I'm very satisfied with that." Overall, not being overburdened with workloads and being able to address this issue with their leader was a positive retention factor.

Educational support for professional growth: Participants were interested in employment positions that provided educational support for continuing education due to

the requirements of educators to stay academically current. Providing funding for professional growth opportunities was important and participants viewed a leader who was supportive in garnering funds for educational advancement as a vital element for job satisfaction. A common theme portrayed by participants was captured by Abigail's comment, "My supervisor is vested in helping me improve myself professionally." Having a leader who works with faculty to help them with a schedule that provides the opportunity to advance their own education was important to several participants. Adelaide commented, "She was really helpful in checking with the president and dean, the higher up people at the campus to be able for me to get a schedule that worked with my family." Educational expenses become a barrier for faculty unless employers help with the associated costs. Since educators are required to have higher level degrees, participants reported the importance of finding employers who support professional advancement through financial funding for those faculty wishing to return to school.

In summary, nursing academic leadership affected faculty retention by creating environments that promoted job satisfaction. All participants agreed that leaders played a role in whether they intended to stay in their current position. Although participant responses included both positive and negative comments, the end result revealed the relationship established with the employee and leader was a deciding factor in job satisfaction and intent to stay. No surprising results were obtained from participants. Leaders who developed high level LMXs with employees improved employee job satisfaction. Being able to address issues with leaders in an open format also contributed to job satisfaction. Providing work environments that supported a life work balance,

schedule flexibility, professional growth, and autonomy were also ranked highly by faculty. Academic leadership was a driving force behind employee satisfaction.

Research Question 2: Nursing Academic Leadership Influence on Intent to Stay in Academia

Research question 2 was: To what extent, if any, does nursing academic leadership affect faculty's intent to stay in academia? Interview questions number 1, 3, 5, 6, 7, 8, 9, 11, 12, 13, and 14 provided rich in-depth information to access nursing faculty's intent to stay employed in relation to their academic leader. Currently, half of the nationwide nursing academic faculty are dissatisfied with their jobs and 25% are considering leaving their positions (Candela et al., 2015). Intention of staying employed requires a cognitive effort to determine if the benefits of the job outweigh the job dis-satisfiers. Intent to leave is the satisfaction level an employee feels and whether they are contemplating leaving the organization. Leaders play a significant role in an employee's intent to stay or leave a position as evidenced by the participant results of this study. Table 6 summarizes the results from interviews with participants.

Table 6
Emergent Themes and Subthemes for Research Question 2

RQ2	*Themes*	*Subthemes*
RQ2. To what extent, if any does nursing academic leadership affect faculty's intent to stay in academia?	Leadership	Open Communication
	Financial	Salary/Educational
		Promotion Potential
	Job Stress	Distributive Justice

Leadership Theme

Intent to stay (ITS) employed in academia was influenced by the leadership style and communications exchanges witnessed by participants. Over 77% (10/13) of participants believed leadership influenced their intent to stay and/or leave an organization. Major themes that emerged from the data included leadership quality, financial considerations, and job stress. Subthemes included open communication, salary/education expenses, promotion potential, and distributive justice among colleagues.

Open communication: Participants reported leaders who establishing open communication patterns contributed to their intent to stay by increasing the quality of their relationships within the workplace. When the LMX was positive, participants acknowledged engagement in their work and supported intentions of staying within the organization. The quality of the LMX was a decisive factor in intent to stay employed as evidenced by Alexandra's commented:

> …I think communication is the key to any role whether it is in academia or otherwise. We communicate through email and of course other technology like texting, and face-to-face. We all sit down together around a table and she is interested in our opinions and how we can improve processes and so it is a very democratic approach to her leadership style. So the communication line between faculty is good.

Openness, availability, and advocacy for faculty were mentioned frequently during participant interviews. Leaders that demonstrated mentoring capabilities and showed that

they valued others by asking for their opinion were considered high level leaders.

Visible leaders that were available were considerably more important to faculty versus those that used email communications. Andrea commented, "She uses face-to-face communication mostly and she is attentive, inclusive, and an advocate for faculty." Others reported that leaders impacting their intent to stay employed wanted to hear what faculty had to say and took action based on faculty's ideas.

Alicia mentioned, **"**There is incivility in our program and the director contributes to this dynamic by putting people in a bad light. I intend to stay not because of my director, but because I get collegial support." This employee wanted to seek employment elsewhere but was limited on available job opportunities within the region. Overall, the majority of participants reported that open communication was of upmost important and the exchange of information between a faculty member and the leader was an important factor for intent to stay.

Financial Theme

Financially participants reported a lower than ideal salary structure in academia. Only one participant, Amber, testified that her salary was "very good." The majority of participants reported accepting a lesser salary as a tradeoff, if they were given time off and dollars for continuing education. Also, promotion potential was an important subtheme for educators. Eight out of 13 (62%) of participants were interested in continuing their education and working toward a potential promotion in the future.

Salary/Educational: Salary remained an issue and was an important aspect to most participants. Alexis commented, "We can't recruit with money for faculty positions

because we can't compete with the private sector and large healthcare systems." Most participants reported dissatisfaction with their current salary verbalizing the requirement for a higher collegiate degree. The associated costs to obtain higher level degrees was a frustration and viewed as a detriment for new nurses seeking faculty positions. Over 50% of faculty teaching at a baccalaureate or higher level program have doctorates (Candela et al., 2015). Thus, advanced education created a barrier for some participants if their employee did not help with the associated costs.

Leaders can positively influence nursing faculty's intent to stay employed by supporting efforts for career development (Candela, et al., 2013). Adelaide and Aileen verbalized the frustration over getting their master's degree, just to find out they needed a doctorate level to teach in advanced levels of academia. Also, educators are expected to maintain current certifications, licensure, and other qualifications which many participants described as "expensive." Aileen commented:

> …Things like pay, that is something that is a concern. Another thing would be more money in the budget to support continuing education because we really don't get any benefit there. That is pretty much on our own dime. Many of us are nurse practitioners and we are expected to maintain our certification, licensure, and other things besides. I would like to still go to conferences that focus on nursing education but I have to do both, maintain my clinical stuff too and that gets to be expensive.

Funding for education was important for retention of nurses, especially those seeking to obtain their doctorate degree.

Promotion Potential: The potential for promotion was a repeated topic in a number of interviews. Some participants were looking for career opportunities to keep them engaged and challenged in their work. However, several participants reported their dissatisfaction with the lack of promotional opportunities available to faculty within academia. Intent to stay employed was improved when participants felt there was the potential for promotion. Several participants suggested "academic progression ladders" be developed to help entice faculty to stay. Also, using older nurse educators as succession mentors was another participant suggestion. With the anticipated shortage of faculty to continue, Andrea stated, "It is time for creativity in nursing education. We must encourage older faculty to stay and prepare the next nurses who will replace us." The potential for promotion within the academic setting was an important component for intent to stay.

Job Stress Theme

Job stress was reported by a number of participants as a factor regarding intent to leave employment. Being overwhelmed by workloads, new technologies, time commitments, incivility issues, and other factors influenced job satisfaction. Adele reported that her leader, "Had always known that I struggled with the stress of the job in terms of time consumption that it took and trying to balance that with family life." Alexis explained, "Some of my frustrations were mainly technology. That is probably the biggest frustration. I'm getting tired of learning new programs every year you know. I don't want to do that anymore." Also addressed was the new electronic paperwork that is continuously being updated. Several participants complained about the necessity of

redoing forms because of the continuous updating that occurs with electronic versions. Alfie reported, "The paperwork is all electronic and you send it in and they say it's not the right form. Oh, for heaven's sake and you have to start all over again." Previous researchers (Candela et al., 2015) have associated intent to leave a job with increased levels of job stress measured by work load, salary, autonomy, family life, educational requirements, and pressures to do research. Likewise, study participants' felt that leaders should listen to faculty interests regarding similar areas of concern and help alleviate unnecessary job stress to promote job satisfaction.

Distributive justice: Distributive justice was a concerning topic in two of the five (40%) schools surveyed. Employees are sensitive to fairness within the workplace and perceive unfair resource distribution according to their own respective LMX level (Omilion-Hodges & Baker, 2013). Alicia reported, "There is incivility in our program and the director contributes to this dynamic by putting me into bad light for either herself or others to view me." Fairness in faculty assignments without flexibility to change when requested was also a topic that faculty viewed as important. Having input into schedules and working collaboratively with colleagues was subsequently viewed as a factor in intent to stay employed. Faculty reported the pressure to teach the same way was an unacceptable expectation and they felt as though they should have the ability to teach the best way they thought the students would learn. Adele commented, "I feel as though I have no future here. The inability to be creative and teach my way is disheartening." Overall, the participants reported the necessity for fairness and distributive justice within their nursing program as a requirement for intent to stay.

In summary, RQ2 was answered positively by confirming academic leadership did affect faculty's intent to stay in academia through open communications, financial incentives, promotion potential, and decreased job stress. Participants described their experiences as positive within academia when leaders were good communicators and advocates for their success. Varied opinions existed regarding salaries and the majority of participants felt that improved salaries were a necessity. Only one participate, Heidi voiced that her salary was "really good" and that it was not a factor in her intention to stay employed in academia. Overall, the participant responses were not surprising with the majority of participants in agreement on the major themes identified.

Research Question 3: Faculty Perceptions of Leadership Support Influence on Intent to Stay in Education

Research question 3 was: To what extent, if any, do faculty perceptions of support from academic leadership affect intent to stay in education? Interview questions number 7, 8, 11, 12, and 14 targeted this research question. Themes that emerged from the data included educational support, trustworthiness, and professional communications. Subthemes emerging for the data supported advancement in skills, promotional opportunities, supportive leader, and informed faculty. Table 7 provides a summary of perceptions of support from academic leadership.

Table 7
Emergent Themes and Subthemes for Research Question 3

RQ3	Themes	Subthemes
RQ3. To what extent, if any do faculty perceptions of support from academic leadership affect intent to stay in education?	Educational Support Trustworthiness/Fair Professional communication	Faculty skills Valued faculty Informed faculty

Educational Support Theme

Faculty perceptions of academic support that affected intent to stay in education were multifaceted. Reoccurring themes included the need for leaders to provide educational support for those working on an advanced degree. Equally important were monies for continuing education programs and mandatory certifications. Participants viewed educational support as a definitive reason they stayed in academia. Amber commented:

> …I started as a medical surgical nurse and just got into education 3 years ago. I have a master's degree, but everyone says you have to get your doctorate degree to teach at higher level. I intent on staying here as long as I can get help with educational expenses since I want to do this for a long time.

On a different note Alison reported, "She does not support my continuing education and using my skills to the maximum. If she valued me, she would support me and help me go back to school." Alison was contemplating leaving her current position and returning to a clinical nursing position.

Advanced faculty skills: Numerous participants described in detail the efforts made by their leader to secure funding for continuing education to advance faculty skills. One participant wanted to return to the clinical setting to refresh her nursing skills and her leader was agreeable. Aileen mentioned:

> …I wanted to get back into clinical practice a little bit and she really facilitated me doing that so that is now included in my work load. That was a very big part of why I stayed since I want to keep that current as well as teaching.

As previously explored, providing educational opportunities for faculty was an important aspect in relation to intent to stay in academia.

Trustworthiness/Fair Theme

Nursing faculty voiced concern about the fairness and trustworthiness of their leader. They expressed interest in making sure all faculty were treated fairly and respected. According to previous researchers (Omilion-Hodges & Baker, 2013), organizational justice is grounded in fairness and equity. Leaders influence fairness by maintaining distributive justice, in which resources are distributed equally. Procedural justice enacts fair policies and procedures and interactional justice is achieved by maintaining equitable communications between employees (Omilion-Hodges & Baker, 2013). Amanda commented, "She helped you with conflict, fairness, or grade issues, or helped other instructor figure problems out. I think she was a great mediator." When resources are exchanged fairly among employees, the relational quality of the LMX is enhanced (Omilion-Hodges & Baker, 2013)). In this study, participants reported fair

workloads and adequate resources were necessary to maintain a trustworthy environment and maintain respect for their leader.

Valued faculty: Participants discussed the importance of supportive leaders who used every manner possible to help faculty succeed. Other faculty felt valued because their leader allowed them to pursue a non-tenured, senior instructor role since they did not want to do research. Alfie replied, "I don't want to do research and tried the tenure track and I don't want to do it. I needed what was right for me and I'm not feeling abused because of it." Alexis mentioned:

> …I have been teaching for a long time and I left my job a couple of years ago to go to Virginia and I was on a tenure track and taught at a small university in Western Virginia. While in Virginia, I missed Colorado terribly and when I got back, I got my old job back and decided to focus mainly on teaching. Being able to get this job back was so important. The department chair really valued my contributions and she made me realize that I had a good thing here.

Participants described that when their leader viewed them as valuable, it encouraged engagement and promoted their intent to stay employed.

Professional Communication Theme

All participants in this study discussed the need for professional communications within academia. Expectations were high for high leader-member exchanges and clear expectations. Participants agreed that the leader set the tone of the department and promoting of high quality communication was mandatory. Almost 70% (9/13) met with their leader prior to each quarter or semester to review their teaching assignments and

discuss their workload to make sure they were in agreement. The majority of participants described a professional leader who listened to faculty concerns regarding assignments. Overall, professional communications were accomplished through face-to-face conversations, meetings, emails, text messages, and formal newsletters. Three participants discussed the need for increased leader-member exchanges regarding communication and discussed their intent to leave if the leader-member relationship did not change.

Informed faculty: Participates viewed staying informed as an important component of job satisfaction. Their perceptional views of support from their academic leaders was enhanced through being well informed and understanding both the departmental issues, as well as, the university issues as a whole. Amanda stated, "I'm more engaged when I'm informed." Agatha reported:

> …Communication was direct. I think again she was very open and honest. Her professionalism in her role and her knowledge made her a great team building type of leader. She was very collaborative and she communicated information from other departments within the university, not just the nursing department. She cared that we stayed informed and I thought this was very respectful of her.

Overall, participants relied on their leader to keep them informed and believed that being informed increased their commitment to stay employed.

In summary, RQ3 was answered as affirmative because participants agreed that faculty perceptions of support from academic leadership affects their intent to stay in education. The participant consensus expressed educational support, trusting leaders, and

valued faculty contributions were necessary to retain their employment status. Leaders needed to be fair and professional in employment matters to gain continued employee support. Interviewees did not disclose any surprising answers to the interview questions. Although, some participants were unhappy with their leader, they still agreed that their perceptions regarding leadership support did affect their intent to stay or leave their current job.

Summary

Chapter 4 provided an analysis of the lived experiences of nursing academic faculty working in baccalaureate nursing programs within Colorado in regards to leadership's impact on faculty retention. To gain a deeper understanding of their lived phenomena, three research questions were designed to help determine to what extent, if any, leadership influenced their intent to stay employed within academia. Thirteen participants provided detailed accounts of their work experiences with their current academic leader and this information comprised the results of this study. Key themes and subthemes were dissected from the participant data. Table 8 summarizes the results that emerged from participant interviews to answer the research questions.

Table 8
Key themes, subthemes and key findings

Key Themes	Subthemes	Key Findings
Leadership	Relationship quality Open & valued communication	• 77% faculty satisfied with leadership relationship • 77% faculty report good LMXs influencing retention • 23% faculty

		dissatisfied with leadership relationship • 23% faculty dissatisfied with quality of LMXs • 23% faculty report LMX influence ITS • Quality of LMX decisive factor in retention
Work Environment	Life-work balance Schedule flexibility Autonomy	• Faculty desires work-life balance, schedule flexibility & faculty autonomy which are driven by leadership • 77% ranked autonomy high
Job Satisfaction	Realistic workload Educational support for professional growth	• 90% of faculty desire realistic workloads • 62% desire funds for advancing faculty education
Financial	Salary/Educational	• 92% dissatisfied with salary • Tradeoff if given time off & educational support
Job Stress	Distributive justice	• 40% of schools reported incivility
Educational Support	Advanced faculty skills	• Faculty desire support for maintenance of skill sets. Barrier to retention if not provided
Trustworthiness/Fair	Valued faculty	• Engagement promoted with leadership integrity
Professional communication	Informed faculty	• 70% met to discuss schedules • Faculty valued information

Abbreviations: LMXs-leader-member exchanges, ITS–intent to stay

Research question 1 was designed to elicit comprehensive participant responses regarding their leader's impact on faculty retention. All participants had worked in a baccalaureate nursing setting for at least 2 years and had been supervised by their current leader during that time. Leadership relationships, work environments, and job satisfaction were important components for nursing faculty's retention. Seventy-seven percent of faculty voiced the importance of leadership's ability to produce good leader-member exchanges, thus leading to open and valued communications. Positive work environments were equally important and the majority of faculty felt that leadership influenced their life-work balance, schedule flexibility, and autonomy leading to retention. Job satisfaction was promoted by leadership's ability to support a realistic workload and educational support for professional growth.

Research question 2 was designed to obtain detailed participant responses regarding leadership's impact on faculty's intent to stay employed. Intent to stay involved a cognitive process regarding whether or not the job benefits outweighed any faculty dissatisfaction. This question aimed to uncover what factors contributed to job satisfaction in relation to staying or leaving employment. Leadership support, salary considerations, and job stress all contributed to intent to stay or leave academia. Faculty reported that 92% were dissatisfied with salary however, intended to stay employed if adequate time off was given and educational support available. Also, intent to stay was maximized by promotion potential and distributive justice within the nursing department.

Research question 3 was designed to solicit detailed participant responses to faculty perceptions of leadership support and influence on intent to stay in education. Faculty believed leaders who supported advancing faculty skills, valuing faculty contributions, and communicating effectively were supportive leaders and influenced intent to stay in education. Engaging in professional communication with faculty enhanced the desire to stay employed in academia.

The results of the study are illustrated in Figure 2 and were organized around the research questions and the conceptual framework used in this study. Leadership has a significant impact on faculty retention, intent to stay employed and faculty's perceptions of support.

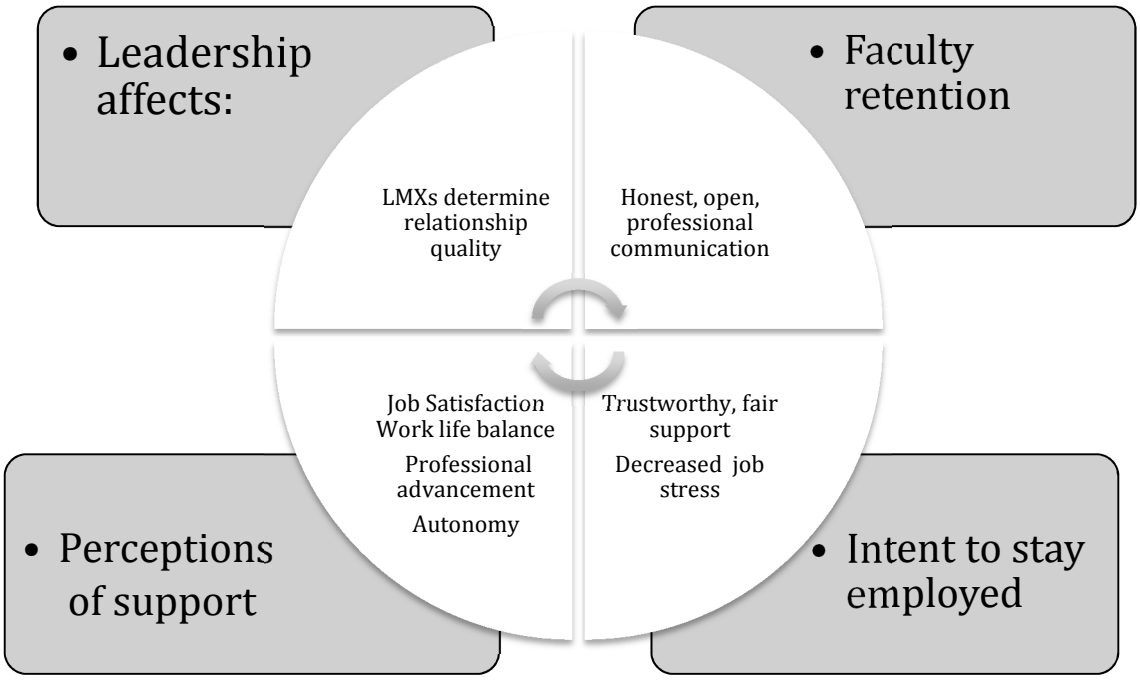

Figure 2. *Results of the study*.

Chapter 4 provided the data analysis of the participants' responses to the interview questions that guided this study for purposes of answering three research

questions. A summary of the phenomenological results obtained by 13 participants was displayed. Also, this chapter included the data collection and analysis processes. Chapter 5 contains the study purpose, an interpretation of the study results, limitations of the study, recommendations, and implications for social change.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this study was to determine to what extent, if any, does nursing academic leadership impact (a) faculty retention, (b) faculty's intent to stay employed in academia, and (c) faculty perceptions of support that affect intent to stay in education. This study attempted to explain the lived experiences of faculty working in academia and their phenomenological perspective of the extent nursing leadership played a role in faculty retention. Earlier studies assessed the hygienic and motivational factors associated with retention (Altunas, 2014; Cowden & Cummings, 2012, Derby-Davis, 2014; Wyte-Lake, 2013); however, few studies explored the faculty viewpoint in relation to leadership. Studying the relationship between nursing leaders and faculty members may enhance the understanding of turnover intentions and increase the supply of nurse educators in the future.

This study was conducted to elicit an in-depth understanding of the lived experiences of current nursing faculty regarding whether or not the leader-member relationship influenced academic retention. Phenomenology was selected to gain a rich understanding of participant experiences directly through the eyes of participants. Interviews were conducted with 13 participants and the data collected provided the results of this study. Giorgi's (1997) four-step methodological framework was used for data analysis. The leader-member exchange conceptual framework provided the lens to analyze and interpret the findings. The key findings of this study were compared with the

literature review in Chapter 2 to determine if this study added knowledge to the current literature.

After analyzing and interpreting all participant responses, the study findings revealed that leadership had an impact on faculty retention and intent to stay employed. Likewise, faculty's perceptions of support from academic leadership affected intent to stay in education. The majority of faculty felt that the leader set the tone for the department and was instrumental in creating a cohesive group. In so doing, the leader influenced job satisfaction in a multitude of ways. Participants perceived the leader-member relationship as an important factor in job satisfaction. When the relationship was positive, participants planned to stay in their current job. However, when the relationship was negative, participants had more job stress and dissatisfaction. Negative relationships with leaders increased the chance that faculty would leave their academic position.

This chapter presents an interpretation of the research findings, study limitations, recommendations for further research, implications for positive social change, and study conclusions.

Interpretation of Findings

Research Question 1 and Reviewed Relevant Literature

Research Question 1 (RQ1): To what extent, if any, does nursing academic leadership affect faculty retention? Three dominant themes emerged from participant data. Leadership quality, satisfactory work environments, and job satisfaction were prominent concepts faculty desired for retention. Faculty described the leader's administrative actions as the channel that created work environments promoting job

satisfaction. This study revealed the quality of the leadership relationship established with faculty had an impact on intent to stay employed. Likewise, open, honest communications also had a substantial effect on faculty's decision regarding whether they intended on staying in their current position.

Factors contributing to clinical nurse retention had been widely discussed in the literature. Few articles specifically addressed the relationship between academic nursing faculty and leadership and if this relationship contributed to faculty retention. Previous researchers (Bryne & Martin, 2014, Candela et al., 2013; Ozcan et al., 2014) identified academic leadership as a contributing factor for faculty job satisfaction. In previous studies (Candela et al., 2013; Ozcan et al., 2014), perceptions of positive leadership encouraged faculty retention. However, perceptions of negative leadership affected a faculty's desire to leave employment. Connecting the LMX to relationship quality and retention was the intent of this study.

Interpretation of how leadership affects retention was multifaceted. Previous researchers (McDermid et al., 2012) found supportive directors that provided enhanced autonomy were essential for academic retention. This research study confirmed those findings. Additionally, transformational leaders were defined by Bryne and Martin (2014) as definitively affecting faculty retention. However, no comments from participants included this distinction. Interview question Number 1 was specifically designed to elicit this type of information, but no participant used the term transformational. In this study, participants' identified a *democratic* leader as the leadership style promoting faculty retention. However, it could be argued that

transformational leadership is a type of democratic leadership. This study confirmed nursing faculty's desire to engage with leadership styles that transform workplace environments through faculty feedback, valuing behaviors, and open communication.

In this study, the participants confirmed that retention was promoted when the leader provided manageable workloads and faculty support. Heavy workloads and unsupportive leaders were identified as detrimental factors for job satisfaction (Tourangeau et al., 2014). Thus, these factors appear to be essential for job satisfaction among faculty members. Equally important was the development of departmental cultures because employees are sensitive to the inherent systems, relationships, and processes within them (Springer et al., 2012). In this study, faculty also preferred workplaces where cultures embraced open and valued communications that promoted quality relationships.

Study participants confirmed preference for positions that offered a work-life balance, including a flexible work schedule. Also, having autonomy to teach in ways that were deemed best for student learning were considered important. Previous researchers (Tourangeau et al., 2014; Yedidia et al., 2014) reported that negative work-life balances and excessive workloads (Ellis, 2013; Roughton, 2013, Trivellas et al., 2013; Yedidia et al., 2014) promoted job dissatisfaction and higher rates of faculty departing positions. This study confirmed that perception since three out of 13 (23%) participants were either leaving their job or intended to do so when more suitable employment was secured.

Retention in academia was associated with work environments promoting fair compensation, advancement opportunities, minimal colleague rivalries (Tourangeau et

al., 2014), and managerial support (Altunas, 2014; Candela et al., 2015; Derby-Davis, 2014; Trivellas et al., 2013; Yedidia et al., 2014). These topics were discussed by study participants, however only managerial support and advancement opportunities were emphasized along with life-work balance and acceptable work schedules. Fair compensation was an issue, but not a major one. Alicia discussed workplace rivalries when reporting incivility within her work setting. Thus, supportive and civil work environments that provided advanced opportunities were consistent with previous studies regarding faculty retention.

The results revealed that job satisfaction was a significant factor affecting the individual work life of academic nurses. Although few studies have measured job satisfaction in academic nursing schools (Altunas, 2014; Derby-Davis, 2014; Roughton, 2013; Tourangeau et al., 2014), many studies have been done addressing retention in clinical settings. This study attempted to determine in what ways nursing leadership impacted faculty retention. Relationships between leaders and colleagues, autonomy, the work itself, and professional growth opportunities were deemed important for academic retention and job satisfaction. Ninety percent of participants commented that a realistic workload allowed them to succeed in their job and 62% wanted funding for professional growth. This corresponds with the current literature and confirms the results of this study are congruent with previous research.

The extent to which nursing academic leadership affects faculty retention is difficult to precisely measure through phenomenological means. However, participants described many factors affecting faculty retention and leadership drove those factors.

The leader-member exchange and subsequent relationship that developed between faculty and leaders proved to be a distinctive factor promoting job retention.

Research Question 2 and Reviewed Relevant Literature

Research question 2 (RQ2): To what extent, if any, does nursing academic leadership affect faculty's intent to stay in academia? Results of this study supported leadership quality, financial reimbursements, and job stress as prevalent themes for educators' intent to stay. In addition, fair distribution of resources among faculty was considered essential for job satisfaction.

Research conducted in 2012-2013 by the Robert Wood Johnson Foundation (www.rwjf.org) revealed that 32% of current faculty intended to leave academic nursing within the next 5 years. Of the 13 participants interviewed in this study, two (15%) planned on leaving their positions in August 2016. One participant (7%) was dissatisfied with their current leader and would leave if another job was available. In 2011, 11.8% of nursing faculty left full-time positions (Fang & Badnash, 2014). This study is closely aligned with these statistics. Of upmost concern is that the majority of younger academic nurses reported lowered job satisfaction and increased intent to leave the profession (Rammo, Adbdullah, & Piaw, 2013). With the imminent retirement of aging faculty, efforts to better understand intent to leave are important especially because replacements will be needed in the near future.

Faculty retention remains an important issue and according to the Robert Wood Johnson Foundation (www.rwjf.org), in 2013, 20% of younger faculty (less than 50 years old) are planning on leaving nursing positions within the next 5 years. Understanding

faculty's perspective on intent to stay employed may provide insights into how to retain their employment. Thus, this study confirmed the previous literature by supporting comparative statistics on intent to stay, however the age of participants was not recorded. Thus, this study cannot confirm whether the participants in this study voicing dissatisfaction with their job were younger than 50 to confirm previous research results regarding age.

One research study conducted by Altunas (2014) revealed that 33.5% of nursing academic faculty intend on leaving their jobs in the next 5 years. Previous researchers (Atefi et al., 2014; Mintz-Binder, 2014) found that poor leadership was a significant indicator of intent to leave academia with clinical nurses. Although, there is not one clear definition of job satisfaction, generally job satisfaction encompasses an individual's gratification with overall job responsibilities. Multiple studies have confirmed workplace factors that engage employees and increase their intent to stay. This study disclosed leadership quality, financial concerns, and job stress as vital elements for job satisfaction, which are consistent with previous research.

Leaders enrich employee job satisfaction by offering job related support. Intent to stay is driven by an employee's gratification with job culture and socialization within a specific environment (Trivellas et al., 2013). In this study, participants described intent to stay in regards to leadership and environment. Participants explained that leadership drove the environmental culture and when they felt supported cognitively, emotionally, physically, and financially, they intended to stay employed. Ninety-two percent of participants mentioned that salary was a dissatisfying, but would stay employed as long

as other support mechanisms were in place. Providing educational funds for advancement, adequate time to prepare for classes, adequate time off, and being treated fairly were main topics of discussion concerning participants' intent to stay.

Dissatisfaction at work was a driving force behind employee intent to leave a position. Intention of leaving employment is a complex phenomenon because various factors contribute to satisfaction. Career stability in nursing has been correlated with quality leadership, flexible work schedules, and positive working conditions (Dawson, et al., 2014; Lansiquot et al., 2012; Osuji et al., 2014). Study participants reported job satisfaction when leaders were supportive, schedules were flexible and equitable, and salaries were adequate. These findings align with the previous research reported regarding determinants on intent to stay. Nursing turnover was directly related to reduced leadership support, insufficient recognition (Dawson et al., 2014) and reduced opportunities for growth (Osuji et al., 2014; Ozcan et al., 2014). This held true for this study because participants relayed dissatisfaction with unsupportive leaders.

Participants reported distributive justice as an important factor for staying employed. In previous research, the organizational climate had a large impact on intent to stay and group cohesiveness had a larger influence than personal concerns (Roulin et al., 2014). This study supported distributive justice as a primary reason for intent to stay and when leaders were perceived as fair with resource distribution, schedule flexibility, and allowed academic freedom, faculty were more satisfied with their job and had greater intention of staying.

Two out of five schools (40%) included in this study reported incivility within the nursing academic department. Two participants (15%) interviewed for this study described rudeness, disrespectful behaviors, and hostile comments occurring within their nursing departments. Both participants were leaving their positions: one in the next month and one as soon as a different job could be secured. These negative interchanges had occurred between both leaders and other faculty members. Previous research (Laschinger et al., 2014; Ostrofski, 2012; Wright & Hill, 2015) within academic sectors verified incivility as producing job dissatisfaction, reduced productivity, increased turnover rates, and decreased organizational commitment. Study confirmed allegations that incivility increases job stress. Incivility was evident in nursing academia today and intention to leave employment appeared to be affected by exchanges of uncivil behaviors between leaders and faculty members.

Research Question 3 and Reviewed Relevant Literature

Research question 3 (RQ3): To what extent, if any, do faculty perceptions of support from academic leadership affect intent to stay in academia? Faculty provided multiple perceptions of leadership support including the leader's ability to demonstrate trust, integrity, fairness in decision making, professional communication, and provide educational funds for advancing faculty education. Leader engagement was perceived by participants as positive even if the exchange was difficult. Evasive, distant communication was perceived as disruptive and faculty preferred to be well informed regarding departmental issues. Visual leadership was also preferred by the majority of participants.

The participants in this study reported that perceptions of a positive organizational culture increased overall job satisfaction. Leadership influence was a strong component for establishment of organizational culture. Previous researchers (Trivellas et al., 2013), reported leadership had a multidimensional impact on employee perceptions about their work environment, relationship capacity, self-accomplishment, and job control. Also, leaders occupied an advantageous position to enrich employee job satisfaction by providing supportive and empowered cultures (Trivellas et al., 2013) and were instrumental in influencing intent to stay in professional positions (Cowden & Cummings, 2012). With higher levels of job satisfaction, turnover intention can be decreased. This study's finding confirmed this notion, that perceptions of support from leaders' increases job satisfaction and intent to stay in education.

Conceptual Framework

The LMX theory of leadership was used to structure this study. This theory acknowledges that employee performance is directly impacted by the quality of the relationship they share with their leader (Dansereau et al., 1975). When leaders share organizational resources with employees they engage in productive role behavior (Omilion-Hodges & Baker, 2013). Work association is enhanced when the leader-member exchange is perceived as positive. The original LMX theory was conceptualized as Vertical Dyad Linkage and has undergone numerous iterations (Graen & Uhi-Bien, 1995), however it remains true to the belief that each leader-member relationship is unique.

The LMX theory of leadership was applied to this study as a means to explore the extent, if any, leaders influence faculty retention in academia through a social exchange perspective. LMX focuses on the relationship developed through time between leaders and subordinates. Each relationship progresses through distinct stages beginning with the *role-taking* period in which the leader begins to evaluate the employee's skills and abilities (Graen et al., 1982). The *role-making* phase follows, in which the leader and employee build negotiation and trust building skills (Graen et al., 1982). Eventually, *routinization* occurs where relationship norms are established. This process evolves over time and gives insights into how the leader and faculty develop and preserve their relationship.

Employee turnover has been associated with low quality LMXs. Retention studies (Biron & Boon, 2012; Farr-Wharton et al., 2012; Galletta et al., 2012; Guan et al., 2013; Gutierrez et al., 2012; Omilion-Hodges & Baker, 2013; Nelson et al., 2013; Richards & Hackett, 2012; Trybou et al., 2014) demonstrated social exchanges between leaders and employees have a definitive influence on retention. The results of this study supported previous research. The study findings showed high level LMXs with faculty satisfied with their jobs. Satisfied employees reported the intention of staying employed in their current job. However, dissatisfied employees with lower LMXs testified intention of leaving their current employer and cited leadership as a definitive factor.

In this study, the quality and fairness of the LMX relationship defined whether or not the relationship was strong. Figure 3 depicts this study's findings regarding leadership's influence on faculty retention using the study's conceptual framework.

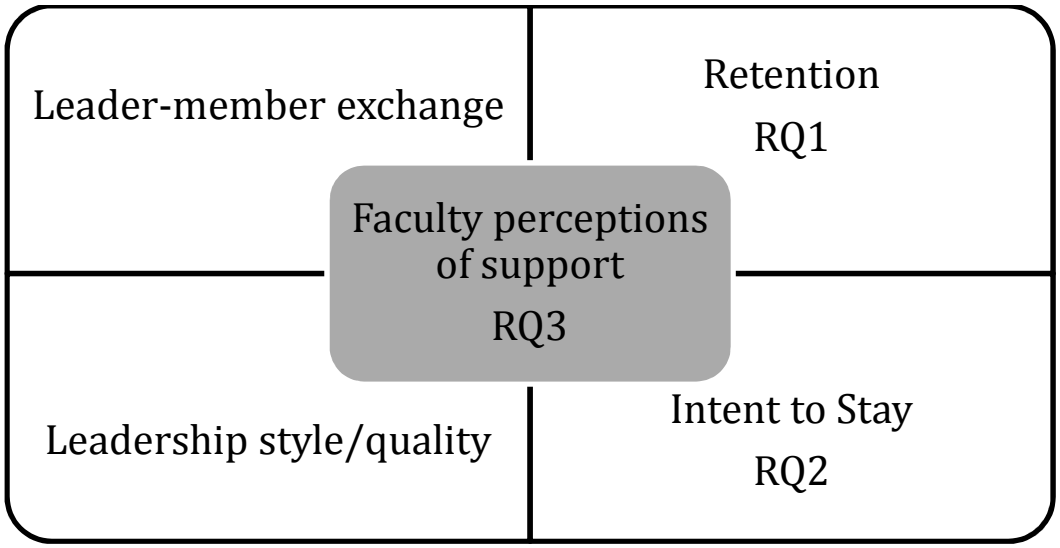

Figure 3. Conceptual depiction of study results.

Social exchanges between leaders and subordinates are a foundational component of effective LMXs. Seventy-seven percent of participants reported positive leadership relationships were important for retention (RQ1). Leadership influenced faculty's intent to stay employed (RQ2) especially where incivility was present. Schools reporting incivility had faculty members who were intending on leaving employment. Faculty perceptions of leadership support (RQ3) provided the basis for understanding both retention and intent to stay and determined the extent to which faculty participants felt leadership impacted their employment. Promotion of professional environments with high quality LMXs proved to be a valuable determinant for retention and intent to stay employed for participants in this study.

Study Limitations

The limitations to this study included study design, time restraints, personal bias, and limited resources. The study design was a phenomenological study involving 13

faculty participants from five nursing schools within Colorado. Generalizing the results to other geographic locations within the United States may prove difficult since only 5 out of 28 baccalaureate schools within Colorado were surveyed. Five Colorado schools gave permission to recruit participants and only those schools were sent an invitation to participate. Study demographics included participants with female gender, thus it is unknown if male gender participants would have had a different lived experience. Also, several of the nursing schools used in this study were from rural communities and whether or not that changed the results is unknown. Purposeful sampling and a small sample size was also a limitation to this study. Replication of study results may differ in other U. S. locales and with larger sample sizes.

Time restraints were an additional limitation of this study. The study results were limited to 13 participants with rich, in-depth experiences within academia. Interviews were limited to 45 minutes to decrease a potential burden on participants. Interviews were concluded when participants agreed no other information was available. Thirteen interviews produced voluminous amounts of data and organizing, managing, analyzing, and interpreting this information was time consuming. Additionally, at the onset of the data collection process, many Colorado nursing schools had started summer break and whether that factor influenced the study results is unknown.

Researcher bias was an additional limitation of this study. Each participant was made aware that the interviewer was a current faculty member in a baccalaureate nursing program in Colorado. This transparency was a deliberate effort to decrease bias and inform participants of the researcher's role. I attempted to bracket all preexisting

perceptions from the study results with frequent reminders to examine only the data and the truth of the participant words. I used a qualitative reflective strategy to control potential prejudice by prolonged engagement. Also, construction of an audit journal and field notes helped maintain a non-bias approach during data analysis. Giorgi's data analysis process was continuously reviewed and followed to provide structure to the analysis process.

Another limitation of this study was limited resources. The study was conducted at all schools giving IRB approval which consisted of five out of 28 schools in Colorado. The time frame for solicitation of schools was done over a two-month period. Whether or not differing schools would have produced the same results is unknown. Additionally, each participant was provided a $25 gift card for their participation in the study. This accumulation of expense would have become increasingly more prohibitive had the study required a much larger participant pool. The results of this study were restrictive to the five schools surveyed and the monies available for participant participation.

Study Assumptions

This research study included several assumptions that played out as expected. First, I trusted that the participants provided an honest and authentic account of their lived experiences. All participants contributed voluntary statements during each interview and appeared to demonstrate integrity and authenticity. By asking further comprehensive questions regarding participant statements, each participant was able to reiterate detailed information to broaden their lived experience. Participants were educators at colleges within Colorado, so the assumption was that they were reliable and

experts within the nursing academic world. The data collected appeared realistic and provided substantial depth, thus substantiating the belief that the participants were authentic.

Another assumption ascertained as true was that the participants were comfortable participating in the study. Participation was voluntary and a recruitment flyer was used for solicitation. Each telephone interview was preceded with a welcome and question answering session to set a calm tone for the interview. Participants selected the time and date for the interview in an effort to make it as relaxed as possible. The participants appeared comfortable and excited to participate by expressing their desire to be part of the study.

The semi structured interview tool was used in the pilot study to help determine effectiveness. The assumption that the interview tool would be successful proved to be satisfactory in eliciting the study data since volumes of useful data were retrieved. Since the tool was developed by the researcher, there was the possibility that the interview questions included personal bias. However, an intense effort was made to bracket out any personal bias in structuring the tool, data collection, and data analysis procedures. The study intended to explore only the lived experiences as reported by the participants. Within the study, the assumptions played out as expected without noted anomalies.

Scope and Delimitations

The scope of this study was to determine how and in what ways, if any, nursing academic leadership influenced faculty retention and intent to stay in education. Several delimitations were made by the researcher including using a phenomenological

methodology, a conceptual model of leadership, and a specific population selection. These delimitations were chosen to emphasize a specific gap in the literature related to a growing need for more BSN prepared nurses in the future. The Institute of Medicine (IOM) has urged nursing associations to increase the level of nursing education to a minimum of a baccalaureate level. This is in concert with the increased medical errors occurring in health care institutions today which contributes to a decrease in quality of care.

The phenomenological methodology was selected due to a literature gap in relation to understanding why retention has become a problem. Quantitative nursing studies (Bittner & O'Connor, 2013; Roughton, 2013) have repeatedly organized retention into categories such as low salaries, insufficient benefits, and stressful workloads. However, engaging nurses by listening to their concerns seemed reasonable given the issues with retention. Of upmost concern was the aging nursing faculty workforce of which 50% plan on retirement within the next five years (Bittner & Martin, 2014). Understanding the lived faculty experience was best approached from a descriptive methodology thus, phenomenology was selected.

The LMX theory of leadership was selected to address nursing faculty's personal perceptions and feelings associated with their academic leader. LMX emphasized a differential quality to each relationship and promoted analysis of the socio-emotional bond that may affect retention. This theory allowed for a detailed exploration of the leader-member exchanges that occur within academic workplaces. The participants were encouraged to explore this relationship and determine whether the leader-member

exchanges proved valuable in their retention and/or intent to stay in academia. Additionally, participants gave detailed accounts of their perceptual views of leadership support and were asked to explain the significance regarding their intent to stay in their current position. The LMX theory of leadership was an effective theory to analyze how faculty perceived their leader in regards to retention factors.

The population selected for this study included faculty working in baccalaureate level nursing programs within Colorado possessing at least 2 years teaching experience with the same leader. These criteria were important because the baccalaureate level is considered a minimum level of nursing accomplishment by healthcare institutions. Preparing baccalaureate level nurses has become an expectation for the future of the profession (Evans, et al., 2014). Exploring the perceptual views of faculty within one like nursing program provided an ability to analyze data consistently. Limiting the geographic location to Colorado may have offered a clearer look at the issue without introducing extraneous information. The population is a delimitation of the study and other studies including other geographic locations and various populations should be considered for future research.

Implications for Nursing Leadership and Future Practice

The future of professional nursing remains dependent on successful leadership practices and champions who support the profession through adherence to exceptional nursing quality. Of importance is leadership's ability to recruit and preserve the faculty workforce so future nurses can be educated. In a recent academic survey, successful retention was predicted by faculty perceptions of leadership support and teaching

expertise (Candela et al., 2015). This criterion is significant since perceptual views of current faculty are limited in the current research. Understanding the value of the leader-member exchange and its effects on retention is a momentous step in furthering the understanding of retention factors. Organizational relationships should be viewed as resources that provide a competitive advantage for future nursing schools (Omilion-Hodges & Baker, 2013). Thus, investing in a better understanding of the social relationship that exist in the academic nursing sector may help in retention of valued faculty.

Retention research has implications for various nursing leadership organizations including the American Nurses Association (ANA), Institute of Medicine (IOM), numerous accreditation agencies, foundations, and other health care institutions. These organizations support nursing practice and are instrumental in advancing the profession. The IOM is an active partner in nursing quality initiatives and is an outspoken resource advocating for an increased number of minimally prepared nurses at the baccalaureate level. Health care organizations rely on nursing services and promotion of initiatives that encourage faculty recruitment and retention. Future nursing practice encompasses a transformational change from the existing setting and prepared leaders with advantageous strategies will be necessary for continued advancement of professional nursing practice.

Further implications for nursing leadership includes understanding the potential retention benefits of a transformational leadership style. Transformational leadership has been shown to decrease quit intentions in clinical settings (Lavoie-Tremblay, Fernet, Lavigne, & Austin, 2015). The current research is limited on the detrimental aspects of

abusive leadership styles (Lavoie-Tremblay, et al., 2015). Whether or not abusive leadership styles create working environments that discourage retention is unknown, but remains an important topic to consider. A better understanding of how to retain faculty early in their careers may provide new answers to faculty longevity. More research is needed to explore the benefits of leadership practices on employee functioning. Paying attention to how employees react to leadership practices could prove effective in nurse faculty retention and promote increased retention.

The scope of this study was limited and requires more research to better understand the gravity in which leadership influences retention. Secondly, nursing academic productivity is an area of concern that requires further study because leaders may be instrumental in increasing institutional success. Being cognizant of how leaders interact, support, and advocate for faculty may provide valuable insights into how to retain qualified staff. Due to the limitations of this study, further research is needed to increase the knowledge base regarding perceptual views of faculty and what they deem necessary to retain their employment. This study encompassed a small geographic area and limited nursing schools representing only a small portion of academic perceptual views. New studies should incorporate different geographic locations and include associate, baccalaureate, and master level institutions. A questionnaire should be developed that can be consistently applied in a variety of circumstances that accurately portray perceptual views in an effort to conduct comparability studies. More research is necessary to support the findings of this study and interpret other faculty's views regarding the importance of leader-member exchanges within the academic environment.

Recommendations

The shortage of nursing faculty has been an on-going problem for the past 10 years. Recommendations from this study are congruent with previous research regarding turnover intentions and retention of nursing faculty (Byrne & Martin, 2014; Evans, 2013; McDermid et al., 2012). The findings include the need for nursing school leaders, administrators, and other health care institutions to closely evaluate their leadership practices and the interactions they have with employees. Paying attention to faculty concerns and being cognitive of the quality of the relationships established with staff is important for retention. Leaders should strive to support staff regarding flexible scheduling, autonomy, and professional growth opportunities. When leaders are advocates for faculty, job satisfaction is increased and turnover intention decreased. Providing work environments that are fair and just is an important component for workplace satisfaction. Leadership engagement that values employees and keep them well informed are important recommendations for faculty retention.

Implications for leadership to improve practices related to retention factors is enormous. Leaders influence intent to stay employed and maintain the current nursing academic workforce. There is a need to increase and strengthen the current nursing faculty workforce to accommodate the number of new nurses needed to provide services in compliance with the Affordable Care Act (ACA). More nurses are needed to care for the aging populations and increased chronic diseases prevalent in the United States today. Also, the ACA insures more U. S. citizens that ever before and nurses are needed to fill that void. Nurses comprise the largest consolidation of health care workers in the country

and maintaining the availability of new applicants into nursing school is of principal concern.

Academic institutions have increased pressure to educate more nurses and nurse faculty are essential in the development of a high quality nursing workforce. Administrators can positively affect faculty's intent to stay employed in academia by providing quality leadership, open communication, job satisfaction, professional growth opportunities, and advocating for staff through distributive justice and keeping faculty informed. Investing in social relationships may be increasingly important in health care to retain qualified faculty members.

Implications for Positive Social Change

This study addressed the impact of nursing academic leadership on faculty retention. Student admissions into baccalaureate and graduate nursing programs have decreased primarily due to the shortage of nursing faculty. In 2014, U. S. schools turned away 68,938 qualified applicants reporting insufficient faculty as the primary cause (AACN, 2014). Faculty shortages threaten the nation's educational infrastructure and the capacity to train future nurses. Health services are a fundamental necessity for the wellbeing of the country's citizens and nurses play an integral role in providing these services. This study intended to inform nursing school leaders on ways to retain faculty and potentially increase student admissions into nursing programs. Likewise, health care administrators can benefit from the results of this study by increased supply of nurses to meet the increasing demand for health services.

Positive social change implications of this study include the potential to retain nursing faculty, maintain educational capacity, decrease health care costs, increase quality, and improve access to health services. Healthy societies depend on adequate health care services, and nurses play an important role in promoting positive social change by delivering services that enhance the health and wellbeing of others. An adequate supply of nurses improves health care quality by providing increased access to health care services. Nurses comprise the largest population of health care workers (ACEN, 2014) and without adequate supply; health care needs may go unmet. Aligning nursing supply and demand can decrease health care costs by providing access to health services at the appropriate level of care. Therefore, cumulative retention of nursing academic faculty is essential for addressing the nursing shortage and providing health care administrators with essential caregivers to maintain a healthy society.

The importance of retaining nursing faculty to educate the next generation of nurses cannot be overstated. Over the next 10 years, 50% of current working academic faculty will retire (Reinhard & Hassmiller, 2011). With limited nursing school admissions, the nursing shortage may continue to worsen. Complicating this issue is the increasing age of U. S. geriatric populations who demand more health care services due to increase in chronic diseases. Additionally, the Institute of Medicine (IOM) is pushing for 80% of the future nursing workforce be prepared at the baccalaureate level. Without careful succession planning, the nursing shortage may continue and the faculty shortage may worsen.

Having an adequate supply of nurses is necessary to meet the health care demands of populations. Nurses continue to have expanding roles in health care including clinical care, home health care, physician offices, administrative positions, consulting, informatics, research and practitioner positions. These expanded roles provide more efficiency in health care by working with various populations in an effort to decrease health care costs. Quality is increased when adequate staffing ratios are maintained especially in acute care facilities. Medical errors have been shown to decrease when nursing staff ratios are adequate (Harkanen, Ahonen, Kervinen, Turunen, & Vehvilainen-Julkunen, 2015). Overall, nurses improve health quality and access to health care services. This study's results may potentially improve nursing faculty retention rates and thus improve educational capacity, decrease health care costs, increase health care quality, and improve access to health services.

Conclusion

Maintaining an adequate supply of nurses to meet health care demand for the future is dependent on sustaining the nursing faculty workforce. Without nursing faculty, students cannot be admitted into nursing schools. This phenomenological study gave insights into how nursing academic leaders impact faculty retention and intent to stay employed in nursing education. Study findings found that faculty who perceive their leader as supportive have a greater desire to stay in academia. Recognizing the importance of faculty perspectives regarding leadership provided opportunities for development of nursing program retention strategies in the future.

The key findings of this study indicated that leaders have a significant impact on faculty retention. Academic nurse leaders can positively affect the work life of nursing faculty and improve retention through support for the development of positive work environments that encourage professional communication, decreased job stress, and advanced educational opportunities. Leaders influenced job satisfaction through engaging in honest, open communications within the workplace. Attracting and sustaining nursing faculty is dependent on leadership's support, commitment, and recognition of faculty needs. Focusing attention on building positive leader-member exchanges created faculty commitment and increased intent to stay employed. Academic nurse leaders play a pivotal role in assuring the work life of faculty members is supported and recognized during their academic careers. The critical role that leadership plays in retention of nursing faculty cannot be underestimated.

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Appendix A: Interview Tool

Introduction: The researcher welcomed the participant to the research study and provided name, research study purpose, and IRB approval number. Participant demographics, gender, highest education level completed, years teaching in academia, years working with the same leader, location of interview, date, and time were recorded. The participant was informed that the interview will last 30-45 minutes and re-established verbal informed consent prior to initiating the interview. Written consent had previously been collected. I informed the participant that semistructured interview questions would be asked and participants were encouraged to contribute other information that they believed to be valuable. Participants were advised that they could receive a copy of the transcription if requested, approximately three weeks post interview. I engaged the participant in further explanation of their lived experience by probing for more information in response to participant replies to the semistructured questions.

The participant was asked what specific term should be used to signify their leader within the interview question (director, dean, leader, manager, supervisor, academic nursing directors, DON or other) and that term was substituted throughout the interview tool to provide clarity. Data confidentially was discussed and participant questions answered. The participant was informed to ask for question clarification at any time during the interview process.

Interview Questions:

1. Describe in detail, the relationship you have with your *academic leader*?

2. Explain your current job satisfaction and what specific factors contribute to this satisfaction.

3. In your opinion, what leadership factors contribute to your intent to stay in academia and what leadership factors contribute to your current job satisfaction?

4. Why have you stayed in your current academic position for the last 2 years or longer?

5. How and in what ways does your leader communicate with you and how does this communication impact your desire to stay employed in your current job?

6. How and in what ways does your relationship with your *academic leader* affect your intention of staying employed in your current job?

7. How and in what ways does your *academic leader* support or not support your employment?

8. What has your *leader* done over the last 2 years that have promoted your job satisfaction and your intent to stay in your current job?

9. In what ways does your *academic leader* encourage you (or not) to stay in your current position?

10. In your opinion, what do you believe are key reasons you stay employed in your current position?

11. What type of leadership style and qualities does your *leader* possess and how does his/her style and qualities impact your desire to stay working in this nursing program?

12. Please elaborate on how and in what ways you and your *leader* engage together in the workplace.

13. Elaborate on your work environment and how does this environment encourage job satisfaction?

14. How does your *leader* make you feel when you are at work? Describe any positive or negative feelings that you experience working with your *leader*.

15. Please elaborate on your thoughts regarding retention in your current job.

16. What specifically could your *leader* do to retain your employment as a nursing faculty member?

17. Is there any other information that you would like to add before concluding this interview?

Conclusion: The researcher thanked the participant and sent a thank you note to their email address. Also, follow-up directions for conformation of transcript accuracy and data confidentially were explained. Participant questions were answered prior to completing the interview process.

Appendix B: Nursing Program Director Permission Letter

Date:

Dear Nursing Program Director:

I am Carol Turrin, a PhD student in Health Services at Walden University. I am conducting a research study regarding the impact of academic leadership practices on nursing faculty retention. The purpose of this descriptive phenomenological study is to explore a knowledge gap regarding the leader-faculty relationship and retention factors. The implications for positive social change include the potential of decreasing the current nursing faculty shortage and increasing the pipeline of nurses needed to meet health care demand.

I am requesting your permission to solicit participants from your nursing program. If you are willing to assist me with my dissertation study, please provide information regarding whom I should contact to gain approval for conducting my study. If approval is granted, I would appreciate your help in posting the attached flyer to invite participants to my study.

Participant requirements include an ability to speak fluent English, current faculty in a baccalaureate nursing program, and 2 years of supervision by the same nursing director. Telephone audiotaped interviews lasting 30-45 minutes will take place when convenient for the participant. All information collected will be confidential and only Walden University dissertation committee members and myself will have access to it.

Your assistance would be greatly appreciated and the impact of this research may improve faculty retention. Thank you for this opportunity to obtain valuable feedback from your current nursing staff.

Sincerely,

Carol Turrin

Carol Turrin, RN, MSN, MBA
Ph.D Health Services Candidate

Appendix C: Recruitment Flyer

Doctoral Research Study
Impact of Academic Nursing Leadership on Faculty Retention

I am Carol Turrin, a PHD candidate in Health Services at Walden University, conducting a research study regarding the impact of academic leadership practices on nursing faculty retention.

Photo reprinted with permission from prezi.com

I am seeking faculty participants from accredited baccalaureate nursing programs for 30-45-minute telephone interviews.

Walden University's Institutional Review Board (IRB) has granted approval for this study #05-12-16-0254940 expiring on May 11, 2017.

Participation is voluntary and participants can withdraw from the study at any time.

If you are interested in participating, please contact me at carol.turrin@waldenu.edu.

Carol Turrin, RN, MSN, MBA
PhD Health Services Candidate
College of Health Services

Please accept a $25 gift card for participation in this study.

Appendix D: Informed Consent Letter

Date:

Dear Prospective Research Participant,

I am Carol Turrin, a PhD student in Health Services at Walden University. I am conducting a research study regarding the impact of academic leadership practices on nursing faculty retention. The purpose of this descriptive phenomenological study is to explore a knowledge gap regarding the leader-faculty relationship and retention factors. The implications for positive social change include the potential of decreasing the current nursing faculty shortage and increasing the pipeline of nurses needed to meet health care demand.

Participation in this study is voluntary and participants may withdraw at any time during the study. A 30-45-minute audiotaped telephone interview will be conducted at the convenient of the participant. All information will be confidential and available only to Walden University dissertation committee members and myself. If requested, a post interview transcript will be mailed to each participant for review. Approximately, 30 minutes will be required to review each transcript for accuracy. An envelope with prepaid postage will be offered to the participant for return of the transcript verifying accuracy. All participants will receive a thank you note and a gift card for $25 in appreciation for participating in the study.

Eligibility includes being a current nursing faculty member in an accredited baccalaureate program with a reporting structure that includes the same leader (manager, director, dean, supervisor, etc.) for the past 2 years. Each participant must speak fluent English and provide informed consent to participate in the study.

There are no associated risks in participating in this study. All information is confidential and will be secured at all times. The results of this study may be published in the future, however identification of specific contributors will be held in strict confidence. I am not affiliated with any organizations except Walden University as a student pursuing my PhD degree in Health Services. Being a participant in this study is beneficial by contributing data that may improve the current nursing faculty shortage.

I can be contacted at XXX-XXX-XXXX or @waldenu.edu if you have further questions. The Walden University Institutional Review Board (IRB@waldenu.edu) board can be contacted for more information regarding participant rights. The IRB approval number for this study is 05-12-16-0254940 and expires on May 11, 2017. If you would like to contribute to this study and agree you meet the criteria required, please reply to this email denoting "I consent" to confirm that you are in agreement. Please print or save this consent form for your records. I appreciate your interest in my dissertation study.

Sincerely,
Carol Turrin, RN, MSN, MBA
Ph.D Health Services Candidate
carol.turrin@waldenu.edu

Appendix E: NIH Certification

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Carol Turrin** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 12/12/2013

Certification Number: 1344067

Appendix F: Participant Demographic Information

1. What is your identified gender?
2. What is your highest level of completed education?
3. How many years of teaching experience do you have in the nursing academic setting?
4. How many years of teaching nursing have you completed with your current program leader?
5. What is your academic area of expertise?
6. What is the location of your current place of employment?
7. Would you like to ask any questions regarding me, prior to initiation of this interview process?
8. Desire a transcript be sent to review or not?
9. What mailing address do you prefer to use (school address or other)?

Appendix G: John Wiley and Sons Letter of Permission

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Apr 15, 2016

This Agreement between Carol E Turrin ("You") and John Wiley and Sons ("John Wiley and Sons") consists of your license details and the terms and conditions provided by John Wiley and Sons and Copyright Clearance Center.

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