National League for Nursing
Healthful Work Environment Toolkit©

2018

Introduction

In 2005, the National League for Nursing created its first toolkit to support those wishing to intentionally promote, develop, or advance Healthful Work Environments. The toolkit evolved in response to findings from a national study of faculty role satisfaction and addressed nine topical areas determined to be important to healthful work environments. Since the toolkit's inception, interest in and attention to healthy work environments has continued to grow, and ongoing research has furthered our understanding of factors linked to faculty satisfaction. Institutional leadership (e.g., Lee, Miller, Kippenbrock, Rosen, & Emory, 2017), mentoring (e.g., Chung & Kowalski, 2012) and positive collegial relationships have been linked to improved job satisfaction, while salary (e.g., Bittner & O'Connor, 2012; Thies & Serratt, 2018), negative interactions with students, faculty colleagues, and administrators (e.g., Bittner & O'Connor, 2012; Thies & Serratt, 2018), and task requirements and other workload issues (e.g., Thies & Serratt, 2018) have been linked to decreased satisfaction. Importantly, faculty job satisfaction is linked to retention (e.g., Woodworth, 2016).

Thus, it is imperative that academic leaders undertake activities to improve the health of the academic work environment and facilitate faculty satisfaction. This revised toolkit provides many useful resources to aid in those efforts. It reflects the contemporary literature while also addressing the previously identified topics, which remain historically important. As with the previous version, insights gained from discussing the questions and reviewing the resources provided can be used to: a) engage faculty members, administrators, students, and staff in a dialogue about how to create or continually improve on a healthful work environment; and b) design an action plan for continuous quality improvement. Individuals who are considering academic positions in a particular institution may wish to use this toolkit as a guide for the interview process.

Safe, Civil, and Collegial Environments

Key Considerations Related to Fostering Safe, Civil, and Collegial Learning Environments

› To what extent do the faculty and administrators value a culture of civility in the learning environment?

› Are expectations for civil behavior by students, staff, faculty, and administrators made explicit?

› Do faculty role model civil, collegial behavior to students?

› Is civil, collegial behavior linked to faculty performance evaluation?

› Is civil, collegial behavior included in assessment of student performance?

› Is an effective communication system in place, including one to address conflict?

› How is a sense of community and collegiality promoted and developed among faculty?

> › Is there a common vision? Do senior faculty members and the unit administrator keep this vision in the forefront for all faculty?
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> › Is there a common time to meet and develop collegiality?
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> › Is there evidence of trust among faculty and administrators?
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> › Do faculty members respect one another's judgment as educators?

› What are the means used to assess faculty satisfaction with the environment? Student satisfaction?

› Is faculty input considered essential in decision-making processes?

› How do faculty members and students engage as a community of learners?

› How does the environment (faculty members and administration) promote passion for the nurse educator/faculty role?

› Is there a balance of expertise among faculty members in regard to education, research, and practice?

› Is there a balance between the numbers of or types of responsibilities fulfilled by full- and part- time faculty members?

› Is value shown for the unique contributions of all faculty members?

› What makes the nursing unit an intellectually stimulating environment?

› Is diversity, including diversity of thought, respected and encouraged to promote an intellectually stimulating environment?

› What are the community practices that invigorate people to be productive members of the environment?

› What individual, institutional, or leadership factors promote or inhibit the creation of a collegial environment?

› What mechanisms are in place for students to bring forth concerns about poor treatment by faculty or agency staff?

› Do faculty and students feel physically and psychologically safe in the environment?

› Are response mechanisms in place to guide response to a campus safety threat?

› Are faculty trained to respond to a serious campus safety threat?

Selected Resources Related to Civility in the Learning Environment

› American Association of Critical Care Nurses (AACN) Healthy Work Environment (HWE) Initiative: https://www.aacn.org/nursing-excellence/healthy-work-environments

› American Association of Critical Care Nurses (AACN) HWE Assessment Tool: https://www.

aacn.org/nursing-excellence/healthy-work-environments/aacn-healthy-work-environment-assessment-tool

› American Nurses Association (ANA) resources: www.nursingworld.org

   › ANA Position Statement on Incivility, Bullying, and Workplace Violence

   › ANA Code of Ethics for Nurses

   › ANA Civility Best Practices for Nurses

   › ANA Nurses Bill of Rights

› National Student Nurses' Association (NSNA) Code of Ethics and resolutions on lateral violence: www.nsna.org

› Incivility resources available at Virginia Henderson Library: http://www.nursinglibrary.org/vhl/

› Nursing education accrediting standards: NLN Commission on Nursing Accreditation (CNEA): http://www.nln.org/docs/default-source/accreditation-services/cnea-standards-final-february-201613f2bf5c78366c709642ff00005f0421.pdf?sfvrsn=12

› Various texts and journal articles on how to address workplace incivility and bullying: https://www.screencast.com/t/8lIK5P9xJU

› Selected Resources Related to Campus Safety and Security

› Department of Homeland Security (DHS) active shooter resources: https://www.dhs.gov/active-shooter-preparedness

› US Department of Education (DOE) resources on Campus Safety and Security: https://www2.ed.gov/admins/lead/safety/campus.html

› Local police forces and emergency management teams

› US Department of Education Title IX resources: https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf

Salary

Key Considerations Related to Salary

› Are nurse faculty salaries at the institution comparable with other nursing programs in the region?

› Are nurse faculty salaries comparable to those in other units in the institution?

› How do salaries reflect experience and education level?

› How do salaries of tenure track faculty compare to those of clinical track faculty?

› How do faculty entry salaries compare with salaries in practice?

   › For new graduates? For experienced nurses? For those prepared at the master's or

> doctoral level?

› Are there scheduled increases in salaries?

>> › How often do they occur?

>> › What is the average increase?

>> › Are faculty members monetarily rewarded for teaching excellence?

>> › Are faculty members monetarily rewarded for scholarship?

>> › Are faculty members monetarily rewarded for service?

› Is there wage compression (defined as a narrowing wage gap between the lowest and highest paid faculty) in salaries?

› Is there gender, racial, and ethnic equity in salaries?

› What individual, institutional, or leadership factors promote salary gains for faculty?

› What individual, institutional, or leadership factors inhibit salary gains for faculty?

Selected Resources Related to Salary

› Chronicle of Higher Education Annual Report of Faculty Salaries: https://data.chronicle.com/

› American Association of University Professors (AAUP) Salary Report: www.aaup.org –or– https://www.aaup.org/report/annual-report-economic-status-profession-2017-18

› Colleges and Universities Professionals Association for Human Resources (CUPA-HR): www.cupahr.org

› Society for Human Resource Management (SHRM) salary resources: www.shrm.org National Education Association (NEA) salary resources: http://www.nea.org

› NLN annual salary report: http://www.nln.org/newsroom/nursing-education-statistics

› AACN annual salary report: www.aacnnursing.org

› Regional educational agencies

› Public record for state institutions

› State nursing centers

› Institutional Human Resource departments

Benefits

Key Considerations Related to Benefits

› Is the benefits package comparable to similar institutions in the region?

› Is the benefits package comparable to those offered in practice organizations?

› Does the benefits package meet the needs of diverse faculty members?

› Are differences in benefits related to rank, educational preparation, seniority, type of appointment, or other fair and equitable factors?

› What resources are available to support faculty members who wish to pursue advanced degrees?

› Does the institution offer sabbaticals and are faculty encouraged to apply for them regularly?

› Are academic leaves offered, granted, and administered equitably?

› Are employment contract lengths negotiable?

› Are options available for flexible or collaborative joint appointment contracts (e.g., between practice and education, or between two different educational units) for education and/or practice roles?

› To what degree do faculty members participate in the collective bargaining/contract negotiation process?

› What individual, institutional, or leadership factors promote or impede improving benefits for the faculty?

Selected Resources Related to Benefits

› Society for Human Resource Management (SHRM) benefits resources: www.shrm.org

› College and University Professional Association for Human Resources (CUPA-HR): www.cupahr.org

› Institution's HR department

› Institution's faculty organizations/faculty senate

› Collective bargaining unit

› Chronicle of Higher Education: www.chronicle.com

› Institutional policies/procedures

Workload

Key Considerations Related to Workload

› How does the workload of nursing faculty compare to that of other health professions faculty in the institution?

› How do expectations regarding teaching, scholarship, and service differ based on rank, educational preparation, seniority, type of appointment?

› How do workload expectations differ based on course delivery methods?

› How do workload expectations differ based on responsibility in undergraduate versus graduate programs?

› How does the use of technology impact workload expectations?

› Are senior faculty members expected to take on more responsibility as leaders in the nursing unit and the institution?

› Are there adequate resources and personnel in place to support the faculty workload?

› Can workload be negotiated to increase salaries?

› What mechanisms are in place for faculty to have input into their workload responsibilities?

› How do faculty members have autonomy and flexibility in their work?

› How are student-faculty ratios determined for clinical, advisement, and classroom responsibilities? Are they based on a common formula used by all educational units?

› How do student-faculty ratios in nursing classroom, clinical, and laboratory courses compare to those in other health professions courses?

› What percentage of faculty time is spent interacting with students (e.g., interactive roles) as compared to other aspects of the faculty role?

› How does the size of the program (enrollment) influence the resources (e.g., support services, technology) available?

› Are there faculty incentive grants, workload reduction options, release time, or other resources to support scholarly activities?

› What individual, institutional, or leadership factors facilitate or prevent change related to workload?

Selected Resources Related to Workload

› Chronicle of Higher Education: www.chronicle.com

› Nursing program websites and workload policies

- › Nurse educator listservs

- › Local institution policies and procedures

- › Collective bargaining units

- › Local Faculty Affairs committees

- › Robert Wood Johnson Foundation (RWJF) Nursing Action Coalition reports: https://campaignforaction.org/our-network/state-action-coalitions/

- › State peer groups (i.e., deans/directors organizations)

Role Development and Mentorship

Key Considerations Related to Role Development and Mentorship

- › How prepared are faculty for their responsibilities related to teaching, research, and service?

- › How do faculty learn to teach?

- › How are faculty members helped to transition from the practice environment to the academic environment?

- › Are there formal expectations for ongoing faculty development specific to teaching and learner assessment?

- › How are faculty members' needs for professional development determined?

- › How is the administrator supportive of faculty members' growth, both professionally and personally?

- › What opportunities exist for faculty professional development?

- › Do faculty take advantage of institutional professional development programs and resources?

- › How do faculty development needs evolve as one gains experience in the faculty role?

- › How is faculty development addressed in unit planning?

- › Is faculty development included in the assessment of program outcomes?

- › How do faculty members get feedback and guidance regarding their performance?

- › How are individual faculty members helped to develop career plans and strategies for achieving goals?

- › What resources are in place to support "growing our own" future faculty?

- › What mechanisms are in place to assist faculty in understanding institutional requirements for promotion and/or tenure?

- › Are there mechanisms in place for mentoring faculty members?

- › How are faculty mentors identified, supported, recognized, and rewarded?

- › Does the institution provide opportunities for student teaching experiences?

- › What individual, institutional, or leadership factors promote or inhibit the ongoing development of faculty?

Selected Resources Related to Role Development and Mentorship

- › *NLN Core Competencies for Nurse Educators: A Decade of Influence* http://nln.lww.com/NLN-Core-Competencies-for-Nurse-Educators--A-Decade-of-Influence/p/9781975104276

- › NLN Faculty development programs: http://www.nln.org/professional-development-programs/programs-events

- › Institutional centers for faculty development and teaching excellence

- › NLN list of resources for the Certified Nurse Educator examination: http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators

- › Sigma Theta Tau International (STTI) Nurse Educator Mentorship Program: https://www.sigmanursing.org/advance-elevate/careers

- › Carnegie Foundation Study: *Educating Nurses: A Call for Radical Transformation* by Patricia Benner, Molly Sutphen, Victoria Leonard, and Lisa Day, published by Jossey-Bass (2010).

- › Faculty Focus newsletter: https://www.facultyfocus.com/

- › Nurse educator listservs, e.g., NRSINGED Discussion List: https://lists.uvic.ca/mailman/listinfo/nrsinged

- › Nursing education organizations:

    - › National League for Nursing: www.nln.org

    - › American Association of Colleges of Nursing: www.aacnnursing.org

    - › Organization for Associate Degree Nursing: www.oadn.org

- › National Council of State Boards of Nursing (NCSBN) evidence-based nursing education website: https://www.ncsbn.org/668.htm

- › Individual state boards of nursing

- › Various conferences, textbooks, journal articles, and websites on faculty role and teaching strategies

Scholarship

Key Considerations Related to Scholarship

› How is scholarship defined in the institution?

› Is clinical scholarship valued on par with research scholarship?

› To what extent is scholarship part of the institutional mission?

› Does the institution support nursing education research?

› Are mechanisms in place to support interdisciplinary scholarship?

› Are faculty supported and rewarded for engaging students in scholarship?

› Should expectations for publication and external funding vary among faculty with different types of doctoral degrees?

› How do the administration and the faculty support innovative teaching practice and curriculum redesign?

› In what ways are faculty recognized and supported for innovation and excellence in teaching? for service? for scholarship?

› Is release time available to support faculty scholarship?

› Are support resources available to assist faculty scholars with grant writing, project implementation, and data analysis?

› What kind of internal funding sources are available to support faculty scholarship?

› Does the institution and/or state have a center for nursing that provides funding for scholarship?

› What individual, institutional, or leadership factors support or interfere with productivity of faculty members?

Selected Resources Related to Scholarship

› NLN initiatives to support research and publishing: www.nln.org

  › NLN Nursing Education Research Grants: http://www.nln.org/professional-development-programs/grants-and-scholarships

  › NLN Scholarly Writing Retreat: http://www.nln.org/centers-for-nursing-education/nln-chamberlain-university-college-of-nursing-center-for-the-advancement-of-the-science-of-nursing-education2/scholarly-writing-retreat

  › NLN faculty development on Generating Evidence for Nursing Education

› NLN Press Publications: http://nln.lww.com

  › *Scientific Inquiry in Nursing Education* by Barbara J. Patterson and Anne M. Krouse

(2016): http://nln.lww.com/Scientific-Inquiry-in-Nursing-Education/p/9781934758281

› Robert Wood Johnson Foundation Fellowships: www.rwjf.org

› Jonas Scholars Initiative: http://jonasphilantropies.org/jonas-scholars/

› Institution Promotion and Tenure committee

Leadership

› What individual, institutional, or leadership factors support or interfere with the development of nursing faculty as leaders?

› What leadership styles are best suited to the academic environment?

› How can academic leaders be supported in balancing work and personal responsibilities?

› What are appropriate expectations for teaching and scholarship for those in formal leadership roles?

› How can academic leaders be supported in meeting expectations for teaching and scholarship?

› How can faculty be encouraged to consider administrative roles?

› What opportunities are available for faculty to develop as leaders or to transition to an administrative role?

› Is there a clearly articulated plan for faculty member retention?

› How do faculty provide leadership in the institution, community, and profession?

Selected Resources Related to Leadership

› NLN initiatives on faculty leadership development and mentoring: http://www.nln.org/centers-for-nursing-education/nln-center-for-transformational-leadership2/leadership-institute2

› STTI Nurse Educator Mentoring Program: https://www.sigmanursing.org/advance-elevate/careers

› American Association of Community Colleges Executive Leadership Coaching: www.aacc.nche.edu

› AACN Wharton Executive Leadership Program: www.aacnnursing.org

› Robert Wood Johnson Leadership Programs: www.rwjf.org

› Institutional leadership programs

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Lee, P., Miller, M. T., Kippenbrock, T. A., Rosen, C., & Emory, J. (2017). College nursing faculty job satisfaction and retention: A national perspective. *Journal of Professional Nursing, 33*(4), 261-266. doi:10.1016/j.profnurs.2017.01.001

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