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Men as Nursing Faculty: Factors Associated with Recruitment and Retention

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OBJECTIVES

- Describe 3 recruitment strategies reported by male nurse faculty.
- Describe 3 retention strategies reported by male nurse faculty
- Identify a strategy that can be used by nursing programs to recruit male nurse faculty.



- According to the National Nursing Workforce Survey 2020, what is the percentage of male nurses in the workforce?
- A. 7.6
- B. 8.8
- C. 9.4
- D. 12.2

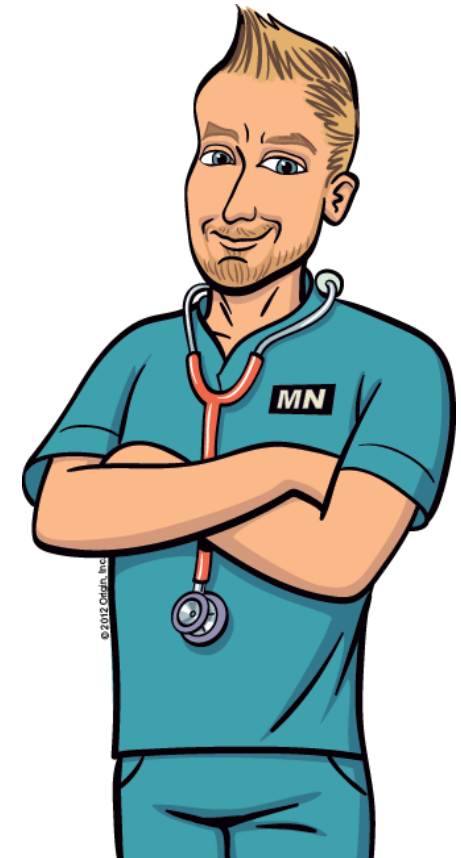
MALE NURSE PRACTITIONERS



- Bureau of Labor Statistics (2021)
- 2013- 8.2%
- 2021 – 12.6%

■ According to the AACN (2020) Annual Survey, the percentage of male nursing students in undergraduate programs is_____

- A. 10.5
- B. 12.8
- C. 13.6
- D. 22.3

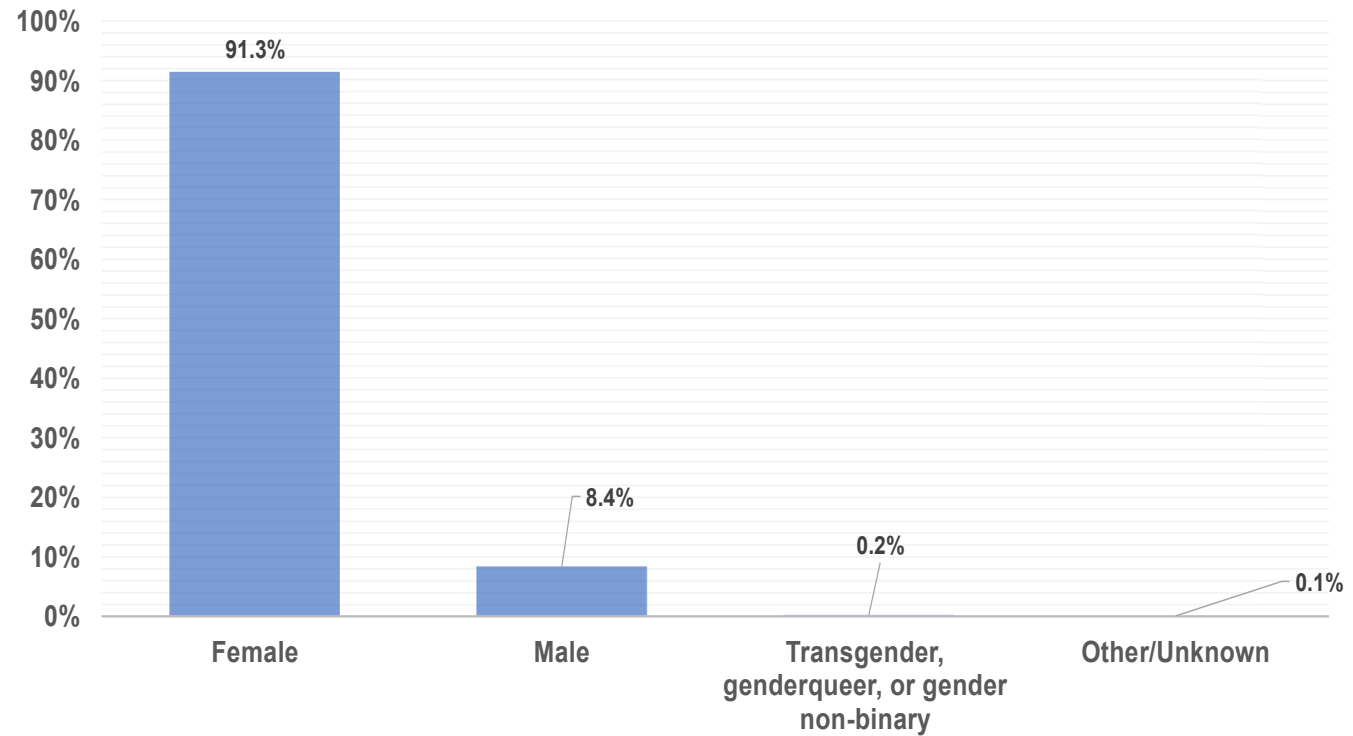




- 12.8 % enrolled in undergraduate nursing programs
- 11.7% enrolled in Masters programs
- 10.5% enrolled in Research focused Doctorate
- 14.2% enrolled in Doctor of Nursing Practice

MALE NURSING FACULTY

Distribution of Full-time Nurse Educators by Gender, 2021



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Faculty Census Survey 2021

N = 11,369



- Shortage of faculty in schools of nursing
- AACN Survey
- NLN Faculty Survey

HOW MANY MALE NURSING FACULTY DO YOU HAVE IN YOUR NURSING PROGRAM?

What does the Literature Say?

- Key factors that have been identified
 - Work Schedule Flexibility (Top ranked factor for recruitment), Job Benefits, and Salary (Arian et al., 2018).
 - Recruitment-Opportunity to work with students, help shape the future of nursing, and influence of nursing faculty (Evans, 2013).

LITERATURE REVIEW

- Laurencelle et al., (2017) conducted a qualitative study with 15 female faculty.
- Common themes were the desire to teach, shape the future of nursing, make a difference in the profession, and a flexible work environment.
- These themes were more important than salary.



LITERATURE REVIEW

- Mott and Lee (2018) conducted a qualitative study to understand what attracts men to the faculty role.
- 12 male faculty participated
- Attraction themes: desire to teach and shape the future of nursing, the influence of a faculty, previously working with students in the clinical setting
- Retention themes: flexible work schedule and benefits.

LITERATURE REVIEW

- **Male nursing faculty have a limited peer group and lack of male mentors to understand practices such as promotion, tenure and securing a program of scholarship and research (Mott & Lee, 2018).**
- **Male faculty also express concerns with interacting with female patients and female nursing students due to the “hidden thread of sexual conflicts” (Mott & Lee, 2018)**
- **Male nursing faculty report that differences in communication and the manner in which men think may not be appreciated for their diversity (Mott & Lee, 2018).**

- Identify factors related to the recruitment and retention of men in the nursing faculty role.
- Limited studies on male faculty in academic settings, specifically addressing what attracted them to the faculty role and what keeps them in their role.



METHODS

Multisite descriptive design

Male Nurse Faculty

Full-time or part-time

ADN, BSN, MSN, DNP, and PhD

NLN, CCNE, ACEN, AAMN

242 participants

INSTRUMENT

Nurse Educator
Recruitment and
Retention Survey
(Evans, 2018)

59 item survey
Likert Scale

Demographic
(13)

Factors that
attracted them to
become nurse
educators (14)

Strategies to
increase (14)

Strategies to
retain (18)

- An email with the electronic survey link was sent to the deans/directors inviting their male nurse educator faculty to participate in the study
- Descriptive statistics
- ANOVA

DEMOGRAPHIC DATA

- Age-41-50 (30%)
- White 86%
- Married- 77%
- Full-time- 80%
- Teach in BSN- 32% & DNP/PhD- 31%
- 44% Teach clinical courses
- Years as faculty- 2-5 years (28%)
- Not on the tenure track -33%
- 83% reported being satisfied with their current position

FACTORS FOR BECOMING A MALE NURSE FACULTY

Table 1. Factors for Becoming a Male Nurse Faculty

Item	Agree <i>n</i> (%)	Strongly Agree <i>n</i> (%)	Mean (SD)
The opportunity to work with students	73 (30)	160 (66)	4.60 (0.64)
I believed I could help shape the nursing profession	82 (34)	147 (61)	4.53 (0.68)
Nurse faculty/instructors' role modeling	97 (40)	112 (46)	4.30 (0.85)
I believed the role offered the flexibility I needed to meet the other obligations of my life	100 (41)	89 (37)	4.03 (1.04)
A nurse faculty member invited or encouraged me to become a nursing educator	77 (32)	99 (41)	4.01 (1.19)
My nursing program actively presented a positive image of nursing education as a career	91 (38)	66 (27)	3.79 (1.06)
A mentor in my nursing education program encouraged me to become a nursing educator	70 (29)	65 (27)	3.62 (1.28)
The nursing educator track offered at my school/college	40 (17)	33 (14)	3.09 (1.43)
I wanted to pursue research	49 (20)	45 (19)	3.05 (1.37)
I believed salary and benefits in academia would be good	67 (28)	20 (8)	2.85 (1.27)
I was recruited to become a nurse educator because I am a man	34 (14)	12 (5)	2.41 (1.26)
Special loans associated with becoming a nursing educator	13 (5)	18 (7)	2.37 (1.30)
Scholarships in nursing education	24 (10)	11 (5)	2.34 (1.26)
I was recruited to become a nurse educator because I am a minority group member	16 (7)	7 (3)	2.06 (1.16)

Note: No responses were neutral, disagree, or strongly disagreed



STRATEGIES FOR RECRUITMENT OF MALE NURSE FACULTY

Table 2. Strategies for Recruitment of Male Nurse Faculty

Item	Agree	Strongly	Mean (SD)
	n (%)	Agree n (%)	
Increased faculty salaries	43 (18)	187 (77)	4.70 (0.68)
A wide variety of employee benefits	76 (31)	142 (59)	4.45 (0.81)
Discussions, in undergraduate and graduate school programs, about becoming nursing educators	103 (43)	125 (52)	4.44 (0.67)
Grants and scholarships	103 (43)	118 (49)	4.39 (0.74)
Flexibility in working hours	103 (43)	119 (49)	4.39 (0.73)
Flexibility in job content	105 (43)	118 (49)	4.39 (0.71)
Structured mentoring	96 (40)	121 (50)	4.37 (0.77)
Positive messages to the public about careers in nursing education	104 (43)	105 (43)	4.24 (0.85)
Financial aid (loans)	109 (45)	97 (40)	4.23 (0.77)
Nursing programs should concentrate on attracting men	77 (32)	107 (44)	4.16 (0.91)
Marketing nursing education program tracks	118 (49)	78 (32)	4.05 (0.90)
Nursing programs should concentrate on attracting minorities	78 (32)	93 (38)	4.05 (0.93)
Talking to junior and senior high school students about careers in nursing education	99 (41)	70 (29)	3.77 (1.16)
Talking to elementary school students about careers in nursing education	58 (24)	31 (13)	3.04 (1.22)

Note: No responses were neutral, disagree, or strongly disagreed



STRATEGIES FOR RETAINING MALE NURSE FACULTY

Table 3. Strategies for Retaining Male Nurse Faculty

Item	Agree <i>n</i> (%)	Strongly Agree <i>n</i> (%)	Mean SD
Positive work environment	56 (23)	184 (76)	4.74 (0.49)
Salaries	51 (21)	168 (69)	4.62 (0.72)
Benefits	67 (28)	161 (67)	4.60 (0.65)
Support from administration	73 (30)	156 (65)	4.59 (0.61)
Flexible working hours	73 (30)	156 (65)	4.57 (0.66)
A work environment that fosters collegial working relationships	85 (35)	143 (59)	4.51 (0.67)
Flexible assignments	85 (35)	134 (55)	4.44 (0.72)
Opportunities to stay current in their field through continuing education	115 (48)	108 (45)	4.35 (0.70)
Reward system for faculty excellence	87 (36)	124 (51)	4.34 (0.81)
Formal mentoring programs	102 (42)	110 (46)	4.30 (0.78)
Opportunities to stay current in their field through faculty development	108 (45)	105 (43)	4.29 (0.76)
Faculty development	106 (44)	107 (44)	4.28 (0.80)
Tuition discount/reimbursement	95 (39)	105 (43)	4.24 (0.79)
Opportunities to network with other faculties	113 (47)	92 (38)	4.21 (0.77)
Allowing faculty to have teaching as the prime mission for tenure	72 (30)	99 (41)	4.04 (1.03)
Internal funding and administrative support for beginning researchers	93 (38)	85 (35)	4.02 (0.95)

Note: No responses were neutral, disagree, or strongly disagreed



LIMITATIONS

The survey may not have been forwarded to male faculty and also may have been sent but not opened.

Diploma or licensed practical/vocational nurse programs was not on the survey.

The number of male nursing faculty in the United States is unknown

THINK, PAIR AND SHARE

Identify 2-3 interventions that could be utilized to attract male nurses to the faculty role?

OPEN ENDED QUESTION

“Please describe strategies that you believe would specifically attract male nurses to become nurse educators.”

Employee Benefits

- “Salaries need to be higher to attract men to nursing faculty positions. At the time in my career where nursing education roles are likely, I'm also more likely to have other leadership opportunities with higher salaries and benefits in the hospital.”

“For me personally, the schedule was a huge attraction. I could focus on other goals and aspirations, like my friends and family”, as well as the flexibility of the job itself, “Marketing the profession's flexibility in terms of even non-traditional educated people can become quality nurses.”

Male Mentorship

“Create mentoring opportunities for graduate students to work on a teaching or research project with an experienced educator so that they can experience the many facets of the role”.

“Hold workshops and seminars demonstrating the role and benefits of being a nurse educator on student lives and the profession’s future. Promote the technical, and scientific aspects of education and classroom technologies. Current male nurse educators can mentor and recruit other male nurses to return to school to become nurse educators”.

Advancement/Leadership Opportunities

“Increasing the number of male nurse educators in administrative roles to demonstrate advancement possibilities would help to recruit more men to the profession.

“I am lucky to work in a nursing school where the leadership positions include two men. We have another five men on the faculty. As the Director of the School of Nursing, I have been active in our community and visibly active at the state and national levels. These activities allow students to see men in nursing as agents of change for improved education and care of patients”.

Reducing Stigma and Stereotype

“First, we must reduce the negative stigma associated with men in nursing and teach our current nursing educators to stop using female pronouns when referring to nurses”.

“Unfortunately, most nurses maintain a culture of forced social congruence that men fit into very poorly. This is depicted as a “poor fit,” but it is—without a doubt--the influence of a closed-ranks hegemonic majority forcing out diverse voices. Gender bias tests would be off the charts in nursing, depicting men as unprofessional, unprepared, sloppy, late, etc”.

Male Nursing Image

“...provide advertisements that would help to change the current image of males in the nursing profession. We need to have better media presentation of who a male nurse is”.

“...showing more men in marketing to plant the seed of possibility”.

“Awareness campaign regarding any promotional opportunities, inside and outside of education, where being a nurse educator would provide an advantage”.

- <https://www.facebook.com/jnj/videos/name-game/10153041516370951/>
- <https://www.youtube.com/watch?v=fxobysNSWNQ>
- <https://www.youtube.com/watch?v=RXMLRH0ev6o>

IMPLICATIONS FOR NURSING EDUCATION

- This research could assist administrators in nursing schools with recruiting male nurses to the faculty role and retaining current faculty.
- Having discussions with undergraduate and graduate male nursing students was noted in this study as an important strategy to recruit males into the faculty role.
- Many of the participants also expressed the importance of having more male role models in the faculty role.
- Mentoring programs in clinical and academic settings could also effectively recruit male nurses to academic positions.
- Establishing assistance programs for clinical nursing staff, such as tuition payment or reimbursement of educational costs, could make the faculty role more attractive to both male and female nurses.
- Interviewing current male faculty may assist with understanding the unique needs of why men enter nursing academia and what keeps them in their roles.

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