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EXPLORATION OF ORGANIZATIONAL FACTORS IN FACILITATING  
ENGAGEMENT AMONG HEALTH SCIENCE FACULTY

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By  
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A DISSERTATION IN PRACTICE

Submitted to the faculty of the Graduate School of Creighton University in Partial  
Fulfillment of the Requirements for the degree of Doctor of Education in  
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## Abstract

This exploratory case study examined the concept of employee engagement among health science faculty in order to develop an understanding of what organizational factors influence engagement within a private health science university. The researcher collected data via 20 interviews with full-time faculty members, formal and informal observations, and university documents. The researcher then coded and analyzed data using a bottom-up approach and stored data in a case study database. Findings from the data indicated that faculty member engagement is affected by (a) the characteristics and demands of their job, (b) their relationships with their supervisor and the university's leadership, (c) their ability to receive timely and transparent communication and provide input, (d) their ability to be motivated and encouraged to develop and advance, and (e) the technical, professional, and personal support they received from the organization. Five recommendations were outlined to help the university under study develop and implement meaningful strategies to improve faculty engagement. These recommendations focused on (a) balancing faculty workloads and aligning their work with their training and skills, (b) creating systems to develop, advance, reward, and recognize faculty, (c) enhancing communication and collaboration, (d) fostering supportive leaders, and (e) cultivating a supportive culture. The study provided evidence that the organizational factors that influence engagement within a university are highly contextual and are dependent on cultural, structural, and operational elements within the institution. Leaders from other health science institutions could use these findings as a foundation to make organizational changes to enhance the engagement of their faculty.

*Keywords: engagement, burnout, health science faculty, organizational factors*

## Dedication

I dedicate this dissertation to my family. For my mother and father, I thank you from the bottom of my heart for teaching me the power of education and the joy of learning. For my husband and son, I thank you for supporting me during my doctoral program and all the opportunities the program provided me to learn, grow, and become a better person.

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## CHAPTER ONE: INTRODUCTION

### **Introduction and Background**

The United States continues to experience a shortage of qualified health care providers from all areas of health care due to population growth, an aging population, and an aging health care workforce (Mann, 2017). Given this shortage, health science universities are pressured to recruit, hire, and retain high-quality faculty who are dedicated to teaching, training, and mentoring the next generation of health care practitioners. Health science faculty are integral members of a university, and often a program's and an institution's reputation, viability, sustainability, and success are dependent on their ability to be engaged in their work (van den Berg, Mastenbroek, Scheepers, & Jaarsma, 2017). Furthermore, health science programs have distinct characteristics, and many faculty members who work in these programs have instructional and clinical responsibilities in which they assume the role of teacher and practitioner (Brendtro & Hegge, 2000; Chung et al., 2010; van den Berg, Bakker, & ten Cate, 2013). Many institutions are currently implementing initiatives to enhance faculty engagement in order to meet accreditation standards, modernize curricula, enhance student experiences, and subsequently improve student outcomes. With a heightened focus on engagement, many institutions hope to better engage faculty as a means to promote productivity and foster their short and long-term commitment (Bailey, Madden, Alfes, & Fletcher, 2017; Harter, Schmidt, & Hayes, 2002; Yalabik, Popaitoon, Chowne, & Rayton, 2013).

This paper summarizes an exploratory case study that investigated the concept of employee engagement among health science faculty to develop an understanding of what

organizational factors affect engagement within a private health science university in the Midwest. To date, research on employee engagement among faculty is limited. While the existing research provides a foundation for researchers and practitioners to examine the concept of engagement among faculty, there is a need to understand further how organizational factors influence engagement among this critical group of employees who are central to an institution's ability to meet their operational and strategic goals.

Study participants included 20 faculty members with full-time appointments in a health science program within a private university in the Midwest. Data were collected via one-on-one interviews with faculty, direct formal and informal observations of faculty, and university documents and materials. Findings from this case study may provide an example to other universities of how an institution's leadership, culture, structure, policies, and practices affect engagement and therefore need to be considered when implementing activities aimed at optimizing engagement.

### **Statement of the Problem**

Engaged employees are enthusiastic about their work and hence take proactive steps to advance their organization's mission, vision, and goals (Kahn, 1990). Several studies indicate factors within the organization, such as the culture and climate, the leadership, and the availability of professional and personal support directly influence employees' ability to be engaged in their work and their workplace (Maslach, Schaufeli, & Leiter, 2001; Saks, 2006; Schaufeli & Bakker, 2004). However, few studies have examined employee engagement among college and university faculty, in addition to the organizational factors that affect their engagement (Ambrose, Huston, & Norman, 2005; Jaschik & Lederman, 2015; Johnsrud & Rosser, 2002; Lindholm, 2003). Even fewer

studies have examined engagement among health science faculty, who often have different work-related roles and responsibilities, different educational and professional backgrounds, and different work schedules compared to faculty in traditional university settings (Bunton et al., 2012; Tjldink, Vergiuwen, & Smulders, 2014; van den Berg et al., 2013; Wright, Khetani, & Stephans, 2011). These differences suggest that the organizational factors that influence their engagement may also be unique. Therefore, additional research is needed to understand how organizational factors such as work characteristics, workload, organizational support, supervisor support, and processes for rewards and recognition affect engagement among health science faculty. A study in this area is timely as many health science institutions, both large and small, are implementing initiatives to enhance engagement among their faculty to improve academic, operational, and clinical outcomes.

### **Purpose of the Study**

The purpose of this exploratory case study was to examine the concept of employee engagement among health science faculty in order to develop an understanding of what organizational factors influence engagement within a private health science university.

### **Research Question(s) and Hypotheses**

This study used single-case design in order to answer the following question: What organizational factors affect employee engagement among full-time faculty working within a private health science university in the Midwest?

### **Aim of the Study**

This study aimed to determine what organizational factors influence employee engagement among health science faculty members within a private university in order to create evidence-based strategies to optimize engagement. The researcher used study findings to develop recommendations to help the institution under study consider changes in policies and practices to improve engagement.

### **Methodology Overview**

The study employed an exploratory case study design to examine a single case, a private health science university in the Midwest, with a specific focus on the university's full-time faculty. According to Yin (2018), a case study is an appropriate research design for examining a highly-contextualized concept. The organizational factors that influence engagement are highly contextual, and therefore a case study is an appropriate approach to investigate the concept of employee engagement among health science faculty and how this concept occurs within the context of a university. Use of an exploratory single-case design enabled the researcher to examine what organizational factors influence engagement within the bounded structure of a single university (Creswell, 2012). Furthermore, the exploratory nature of this study helped illuminate the role of organizational factors in affecting faculty engagement and provided a foundation for future research. Study data were collected via one-on-one interviews with faculty, direct formal and informal observations of faculty, and university documents and materials. Data were stored in a case study database and were used to build a chain of evidence to support the development of case-based themes, recommendations, and conclusions.

### **Definition of Relevant Terms**

There is no single definition for employee engagement within the literature. For the purpose of this study, employee engagement is defined as when an employee demonstrates a physical, psychological, and emotional commitment to their work and their organization and in turn, this commitment positively influences their enthusiasm for and engrossment in work-related tasks. This definition is based on various concepts within in the current literature in an attempt to capture engagement both in work (duties) and at work (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Harter et al., 2002; Saks & Gruman, 2014). This study identified organizational factors as environmental, structural, cultural, social, and operational elements within an organization that affect an employee's behaviors, beliefs, and actions in the workplace.

### **Delimitations, Limitations, and Personal Biases**

This study had several delimitations, limitations, and a potential for personal bias. Each of these elements is discussed in detail below.

#### **Delimitations**

The study focused on full-time faculty members at a private health science university during the 2018 academic year. The study did not investigate engagement among adjunct faculty because their employment with the institution was often not continuous. In addition, the study focused exclusively on examining organizational factors that affect employee engagement, rather than related concepts such as employee satisfaction, motivation, and performance. The researcher collected data from one private health science institution and the results of the proposed case study are not generalizable, in that the findings are not directly applicable to another university (Creswell, 2012).

**Limitations**

This exploratory study has several limitations. First, the study employed a single-case design, and hence the findings were not compared and contrasted against other similar cases, making it more difficult to validate and verify the study's findings (Yin, 2018). Second, the study was aimed at examining the relationship between organizational factors and engagement; therefore, the data gathered did not generate a numerical representation of engagement among the study population. Third, the sample of 20 faculty members was relatively small and did not capture the majority of faculty working at the university. Also, the majority (70%) of the 20 study participants were non-tenured faculty members, which may have influenced the study's findings due to the underrepresentation of tenured faculty members. For this reason, some of the study findings may not be directly applicable to tenured faculty members. Fourth, one researcher conducted the study and therefore there was a high probability of researcher bias. Fifth and finally, the findings from this study are unique to a single-university and therefore the findings are not generalizable among all health science colleges and universities.

**Personal Bias**

The researcher is currently an administrator at a private health science university in the Pacific Northwest. In the researcher's current role, she is responsible for developing and implementing organizational strategies aimed at improving engagement among employees. In addition, the researcher has worked directly and indirectly with health science faculty (both tenured and non-tenured) for over ten years. The researcher's current and past experiences with the topic of engagement and the

population under study make her uniquely qualified to conduct a study that examines employee engagement among faculty working in a private health science university. Furthermore, the researcher's background and experience provided her with a unique perspective and an ability to understand the role cultural, structural, and operational elements play in shaping engagement.

However, despite these advantages, this unique perspective also presents a high probability for researcher bias. To minimize bias, the researcher engaged in bracketing throughout the study. The use of bracketing allowed the researcher to set aside her own experiences and assumptions to the extent possible to ensure the experiences reported by study participants were indeed their experiences rather than developed from the perspective of the researcher (Tufford & Newman, 2010). The researcher's dissertation chair also served as an external auditor to ensure the researcher's bias was controlled for throughout the data collection, data analysis, and reporting phases of the study.

### **The Role of Leadership in this Study**

In recent years, the concept of employee engagement has gained a great deal of interest among organizations and their leaders. Much of this interest was a result of studies that found improved engagement among employees resulted in improved satisfaction, increased productivity, and decreased turnover (Crawford, LePine, & Rich, 2010; Harter et al., 2002; Yalabik et al., 2013). However, to capitalize on the outcomes of engaged employees, an organization's leaders need to be committed to creating an environment in which engagement can occur. Leaders are responsible for shaping the climate and culture of their organization (Robbins & Judge, 2014). In shaping this climate and culture, leaders are also responsible for optimizing the engagement of their

employees to enhance their productivity, effectiveness, and success (Carasco-Saul, Woocheol, & Taesung, 2014). To optimize engagement, leaders need to: (a) communicate work expectations to their employees, (b) offer them autonomy in completing these expectations, (c) provide them work-related resources to succeed, and (d) support them in their professional growth and development (Lee, Park, Kim, & Cho, 2017; Shuck & Herd, 2012). However, the successful execution of these leadership strategies is highly dependent on leaders, their traits, and their leadership style.

Scholars and practitioners alike recognize the connection between leadership and employee engagement. However, there is limited research on how leadership traits, leadership styles, or other leadership issues influence employees' ability to be engaged in their work and in their workplace. In examining the current research, it is clear that employees are more likely to be engaged when they have a positive relationship with their supervisors and other leaders within their organization (Harter et al., 2002; Saks, 2006; Wollard & Shuck, 2011). Several studies have identified that leaders with a transformational leadership style are more effective at developing these positive relationships and fostering engagement among their employees as compared to leaders with a transactional style (Breevaart et al., 2014; Cartwright & Holmes, 2006; Walumbwa, Orwa, Wang, & Lawler, 2005). Transactional leaders focus on maintaining the status quo and therefore focus their leadership efforts on ensuring employees complete work-related tasks in order to achieve short-term goals (Bass, 1990). Conversely, transformational leaders serve as role models to set a clear and compelling vision for the organization, encourage their employees to use creativity and innovation to achieve this vision, and then provide them coaching, mentorship, and support (Bass &

Avolio, 1994). As a result of these approaches, transformational leaders are more effective at empowering employees, motivating them, and garnering their commitment, which in turn enhances their engagement in their work and to the organization itself (Breevaart et al., 2014; Shuck & Herd, 2012).

Some health science programs, and the universities that house them, are actively implementing initiatives to enhance faculty engagement by streamlining work duties, promoting work-life balance, improving multi-directional communication and interdepartmental collaboration, and creating opportunities for shared decision-making and shared governance (Chung et al., 2010; Dander, Lauternberger, & Steinecke, 2011; van den Berg, Mastenbroek, Scheepers, & Jaarsma, 2017). However, the successful implementation of these initiatives is contingent on the behaviors and actions of the program's and university's leadership. More specifically, these leaders are in positions to influence cultural, structural, and operational changes within the organization and therefore play a critical role in promoting, supporting, and sustaining engagement (Shuck & Herd, 2012). Given the role of leaders in the facilitation of engagement, it is clear that health science programs (and the institutions that support them) need to train their leaders in how to execute a transformational leadership style rather than a more transactional approach (Breevaart et al., 2014).

This study examined what organizational factors influence and impede engagement among faculty at a private health science university in the Midwest. The organizational factors that influence engagement are complex and often interconnected with and dependent on the organization's leadership and their individual and collective styles. As such, this study identified how leadership approaches serve as both facilitators

of and barriers to engagement among health science faculty. The study also identified that leaders set the tone for the organization in regards to how faculty will be communicated to, collaborated with, and included in departmental and organizational decision-making processes. Findings related to the relationship between leadership and engagement are discussed in chapter four and used in chapter five to develop evidence-based recommendations aimed at improving engagement among health science faculty at the university.

### **Significance of the Dissertation in Practice Study**

This dissertation in practice study employed a case study design to explore how environmental, cultural, structural, and operational factors within the organization influence engagement among health science faculty. Findings from this study may provide leaders in both health sciences and traditional higher education with a qualitative understanding of the organizational factors that most affect engagement. Specifically, this study builds on the existing engagement literature, in order to understand more about faculty work characteristics and workload, faculty perceptions of supervisor support and organizational support, faculty perceptions of work rewards and recognition, procedural justice practices related to rewards and recognition, and faculty connection to their institution's mission and values. Having a deeper understanding of these various organizational factors can enhance leaders' ability to develop and implement evidence-based strategies to increase and improve engagement among their faculty. Findings from this study also provide a roadmap for leaders to consider cultural, structural, operational, and policy changes that maximize engagement and subsequently increase faculty satisfaction, commitment, and productivity as well as decrease faculty turnover.

In addition to improving current policies and practice, this exploratory case study enhanced the existing literature by providing additional data on what organizational factors affect engagement among health science faculty. Furthermore, findings from this case study potentially lay the groundwork for a subsequent study using multi-case design to compare engagement (and the organizational factors that affect engagement) among multiple universities with health science programs. Also, the identification of critical organizational factors may be informative to the development of an instrument to measure the relationship between organizational factors and engagement, including the degree to which these factors influence an employee's level of engagement.

### **Summary**

There is limited research on how organizational factors influence engagement among health science faculty. This exploratory case study examined employee engagement among health science faculty members to develop an understanding of what organizational factors serve as facilitators for and barriers to engagement within a private university in the Midwest. The organizational factors that influence engagement within a university are highly contextual. A single-case study design enabled the researcher to examine these contextual factors within the bounds of a private health science university. In executing this single-case study, the researcher interviewed 20 health science faculty, conducted three observations, and reviewed related university documents and materials. Findings from the study may broaden the university's understanding of how organizational factors affect engagement among full-time health science faculty and consequently how leaders within the institution can better facilitate engagement. Furthermore, these findings provide a foundation for other health science universities to

create evidence-based strategies to optimize engagement among their faculty as well as a foundation for future qualitative and quantitative research in this area.

## CHAPTER TWO: LITERATURE REVIEW

**Introduction**

In recent years, the concept of employee engagement has gained much interest among organizational leaders, human resource professionals, management consultants, academics, and the general public. Employee engagement is often linked to organizational productivity, profitability, and success (Alfes, Truss, Soane, Rees, & Gatenby, 2013). Engaged employees are enthusiastic about their work and therefore take proactive steps to advance their organization's mission, vision, and goals (Macey & Schneider, 2008). Consequently, engaged employees demonstrate higher levels of satisfaction, motivation, and commitment, which in turn leads to higher levels of efficiency and productivity (Harter et al., 2002; Saks, 2006; Schaufeli & Bakker, 2008).

However, employee engagement is complex and interdependent on an organization's ability to (a) craft jobs with balanced workloads and autonomous work-related tasks, (b) provide guidance, support, and resources to employees to complete these tasks, (c) reward and recognize their contributions, and then (d) offer them opportunities to develop and grow within their job and the organization (Bakker, 2017; Shuck, Reio, & Rocco; 2011; Schaufeli, 2017). Both scholars and practitioners recognize that these complexities are highly contextual and therefore highly dependent on an organization's culture and the leaders who help promote and reinforce this culture. Given these complexities, few studies have investigated the role of organizational factors in facilitating and optimizing employee engagement. The following literature review summarizes current definitions of engagement and the theoretical underpinnings to support these definitions. In addition, an analysis of the current literature on engagement

among faculty is also discussed to better understand how organizational factors influence engagement among this unique group of employees.

### **Employee Engagement**

Consultants and researchers have claimed engagement is associated with improved employee outcomes, increased financial performance, and enhanced organizational success (Alfes et al., 2013; Harter et al., 2002; Sonnentag, 2003). Conversely, studies illustrate that employees around the world are becoming increasingly disengaged from their work and the organizations for which they work (Harter, Schmidt, Killian & Agrawal, 2009; Richman, 2006). An international study by Gallup (2010) found that roughly 60% of employees were not engaged in their work and over 25% were actively disengaged, costing organizations billions of dollars in lost productivity. As a result, organizations worldwide have implemented initiatives to improve employee engagement; however, these organizations often do so without a full understanding of the factors within their organization that most influence engagement.

### **Definitions of Employee Engagement**

The term employee engagement has become increasingly popular among both practitioners and academics. However, there is no single definition for employee engagement within the literature. As such, the concept of employee engagement, and the factors that drive engagement, are interpreted differently from organization to organization (Saks & Gruman, 2014).

Kahn (1990) was first to introduce the term in academic literature, defining engagement as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and

emotionally during role performance” (p. 694). He argued that fully engaged employees were physically and psychologically present when performing their role. The physical component of engagement includes how (and how much) an employee exerts physical energy to accomplish work functions and tasks. The cognitive component includes how an employee perceives the organization, as well as its leadership, culture, climate, and working conditions. Lastly, the emotional component comprises how the employee feels about the cognitive and physical components and whether or not they have had positive or negative experiences.

The term employee engagement was made popular by the Gallup Organization in the mid-1990s. According to Gallup, employee engagement is defined as “an individual’s involvement and satisfaction with as well as enthusiasm for work” (Harter et al., 2002, p. 269). Using a positive psychology approach, the Gallup Work Audit, generally referred to as the Q12 (due to the number of questions in the instrument), attempts to quantify this definition by measuring the degree to which employees feel they have work resources and work-related support (which in turn facilitate involvement, satisfaction, and enthusiasm). The instrument continues to be widely used to examine the state of engagement among employees in the United States and Canada (Shuck, 2011). However, because the instrument is proprietary, its reliability and validity across diverse groups of employees as well as across cultures is unknown (Gruman & Saks, 2014).

Scholars on the topic of employee burnout view engagement and burnout as opposite ends of the same continuum (Maslach & Leiter, 1997). At one end of the continuum, engaged employees demonstrate energy, participation, and efficacy when performing their work, while employees experiencing burnout demonstrate exhaustion,

cynicism, and inefficacy (Maslach et al., 2001). Alternatively, Schaufeli, Salanova, González-Roma, and Bakker (2002) argued that while related to burnout, engagement is a unique construct defined as a “positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption” (p. 74). Vigor, synonymous with employee behavior, refers to an employee’s willingness to invest in their work duties and their ability to demonstrate resilience as they perform these duties. Dedication, also known as employee emotion, describes an employee’s connection and commitment in their work in which they experience enthusiasm, motivation, and inspiration to accomplish their work tasks. Lastly, absorption, also described as employee cognition, refers to employees’ inclinations to contentedly engross themselves in their work and then have trouble detaching.

While each of these definitions are slightly different, each approach acknowledges that engagement encompasses emotional, cognitive, and behavioral components. Moreover, these definitions acknowledge that engagement is a unique construct and therefore should be examined separately from related constructs such as employee satisfaction, commitment, and performance (Saks & Gruman, 2014).

### **Theoretical Frameworks to Explain Employee Engagement**

Similar to the definition of employee engagement, there is not a unique conceptual framework to explain the theoretical underpinnings of the construct. Instead, there are two areas of research that provide conceptual models on employee engagement and how engagement is either enhanced or hindered. While these models are not generally combined into one overarching theoretical framework, each provides insight into how organizational factors influence employee engagement.

### **Needs-Satisfying Model**

As mentioned in the definition section above, Kahn (1990) was one of the first scholars to study engagement. Kahn's need-satisfying model resulted from a series of interviews and observations with different groups of employees about their experience in the workplace and in what elements of their work they were most engaged. His model assumed that employees' need to experience three psychological conditions in order for engagement to occur: (a) psychological meaningfulness, (b) psychological safety, and (c) psychological availability.

Within the workplace, psychological meaningfulness refers to employees' feelings that they are valued, and their contributions to the organization are worthwhile. Psychological safety includes employees' feeling that they can emotionally, intellectually, and physically invest themselves in their work without experiencing negative personal or professional consequences. Lastly, psychological availability encompasses employees' feelings that they have the emotional, intellectual, and physical resources needed to perform their job and contribute to the organization. Kahn (1990) contended that the presence of these three psychological conditions enable employees to become and then stay engaged in their work.

May, Gibson, and Harter's (2004) study was the first to empirically test Kahn's (1990) model within the field using survey methodology. As predicted, the study found that psychological meaningfulness, safety, and availability were significantly related to employees' ability to be engaged in their work and their organization. Specifically, the researchers found that (a) job fit and job enrichment were positively associated with psychological meaningfulness, (b) support from supervisors and co-workers were related

to psychological safety, (c) and the availability of job-related resources was associated with psychological availability. Based on the work of Kahn (1990) and May et al. (2004), the needs-satisfying model assumes that engagement is likely to occur when employees are challenged by their work, find their work meaningful and fulfilling, have resources at their disposal to complete their work, and are supported by their colleagues and supervisor in performing their work. While little research has been done to examine how the model has evolved over time, many scholars and practitioners continue to reference Kahn when examining engagement and the psychological factors that are needed to facilitate engagement (Saks & Gruman, 2014).

### **Job Demands-Resources Model**

Several studies examining engagement have used the job demands-resources (JD-R) model as a conceptual framework for explaining the process of engagement. The JD-R model conceptualizes engagement and burnout as opposite, yet unique constructs existing within the same continuum. The model has been especially popular among researchers who assert that engagement is the opposite of burnout (Schaufeli, 2017).

The JD-R model contends that an employee's job has both demands and resources (see figure 1). Within the model, job demands are defined as "aspects of the job that require sustained physical or mental effort and therefore are associated with certain physiological and psychological costs" (Demerouti et al., 2001, p. 501). In short, job demands are negative aspects of the job such as work overload, work-related conflicts, and work insecurity which cause emotional, psychological, and physical stress for employees. Conversely, the model assumes that job resources and personal resources are positive aspects of the job that facilitate employees' ability to be engaged in their work

and their organization (Bakker, 2011). Job resources help employees produce and complete work-related tasks, moderate work-related demands (and the physiological and psychological costs that accompany these demands), and pursue opportunities for personal and professional growth. Job resources often include job autonomy (or job control), feedback on job performance, support from colleagues and supervisors, and opportunities to participate in decision-making as it relates to one's job (Bakker & Demerouti, 2007). Personal resources are those aspects of employees' personality that facilitate resilience, encourage self-efficacy, and exhibit self-control functionally and successfully (Bakker, 2011). These personal resources are essential in helping an employee maximize job resources and moderate job demands.

The JD-R model assumes that an abundance of resources promotes a motivational process among employees by providing them with energy (vigor) to achieve work-related tasks and then encouraging their perseverance (dedication) and focus (absorption) to complete these tasks (Schaufeli & Bakker, 2004). Furthermore, this motivational process facilitates an employee's engagement in their work and their workplace, which in turn facilitate positive outcomes for the organization. In contrast, the model also assumes that an abundance of job demands causes a health impairment process in which an employee experiences prolonged mental and physical stress (Bakker, 2017). When job demands consistently outweigh job and personal resources employees become disengaged from their work and their organization and symptoms associated with burnout begin to set in (Schaufeli, 2017).

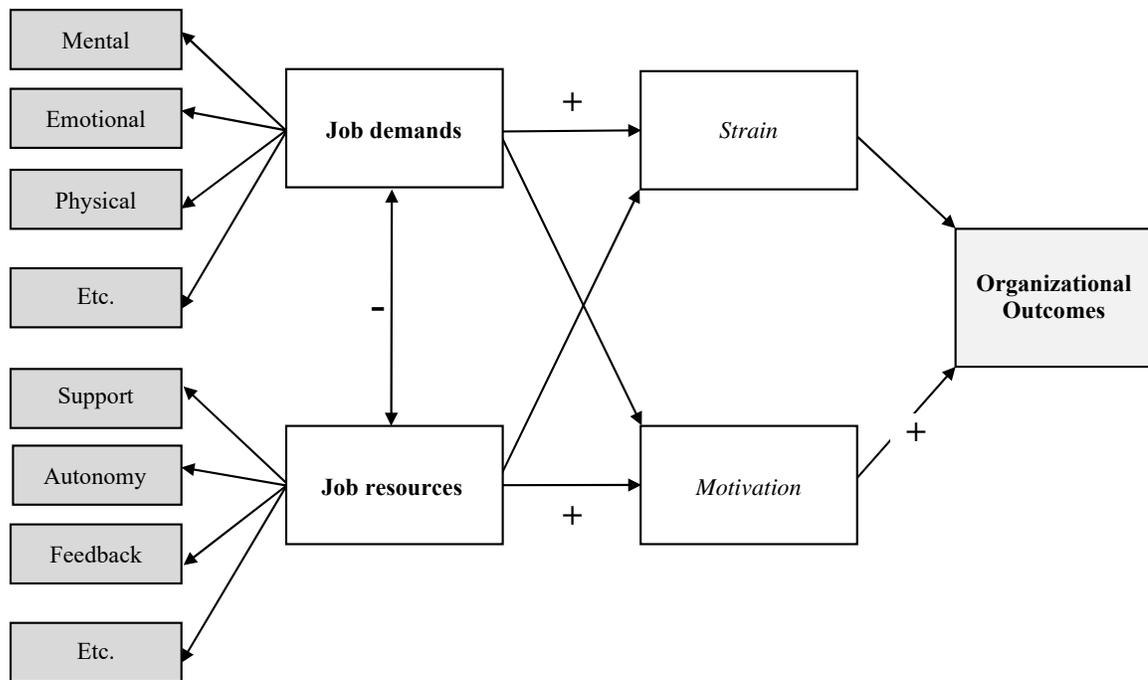


Figure 1. Job resources-demands (JD-R) model. Reprinted from Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3). 309-328. doi:10.1108/02683940710733115

Numerous studies provide empirical support for the JD-R model. For example, Hakanen, Schaufeli, and Ahola (2008) conducted a three-year study examining engagement among dentists in northern Europe. The researchers found that dentists with high resources were engaged in their work which influenced their commitment to their organization. Dentists with high work-related demands (and subsequently low resources) were burnt-out which influenced their psychological, emotional, and physical well-being. Another longitudinal study of Dutch managers, Schaufeli, Taris, and Van Rhenen (2008) found that increases in job demands and decreases in resources facilitated burnout whereas increases in resources facilitated engagement. A similar study by Xanthopoulou, Bakker, Demerouti, and Schaufeli (2008) provided additional support for the JD-R model

by confirming that employees with an abundance of both personal resources and job resources were more likely to be engaged in their work and their workplace. Lastly, Shaufeli and Taris (2014) conducted a review of the JD-R model by examining 16 cross-sectional studies. Of the 16 studies examined, 12 confirmed that resources mediate the motivational process and job demands mediate the health impairment process. This review provided further evidence of the synergy between the motivational process and health-impairment process and how these processes influence both engagement and burnout.

### **Comparison of the Needs-Satisfying Model and the JD-R Model**

The needs-satisfying model and the JD-R model focus on different aspects of engagement; however, the models are somewhat complementary to one another. The needs-satisfying model contends that an employee needs to experience three psychological factors (meaningfulness, safety, and availability) in order to be engaged in their work (Kahn, 1990). The JD-R model asserts that working conditions are made up of job demands and job resources. Job demands (i.e., overload, work conflict, time pressures) require mental, emotional, and physical effort, and when these demands get too overwhelming it facilitates strain which hinders an employee's ability to be engaged (Bakker & Demerouti, 2007). Conversely, job resources (i.e., support, autonomy, feedback) come primarily from the organization and facilitate the process of engagement by motivating employees to be engaged in their job duties.

In comparing the two models, the needs-satisfying model provides a robust theoretical framework for understanding the psychological factors needed for engagement, while the JD-R model provides a theoretical framework for the process of

engagement and the influence of personal and organizational factors (Saks & Gruman, 2014; Shuck et al., 2011). Furthermore, the JD-R model complements the needs-satisfying model by acknowledging that the organization for which employees work and the nature of their job (i.e., job tasks, job characteristics, degree of autonomy) influences their working conditions which in turn influences the presence of the three psychological factors needed for engagement. While there is some alignment, the two models are distinct and have a unique place in the literature to help explain engagement and the process by which employees become engaged.

### **An Integrated Theoretical Model**

Saks and Gruman (2014) proposed an integrated framework that considered the central components of the needs-satisfying model and the JD-R model and incorporated them into one model (see figure 2). These authors identified the merits and limitations of these existing models and attempted to expand these works by aligning job resources and job demands with each of the three psychological conditions needed for engagement. The integrated model also acknowledged that there are several layers to engagement meaning employees are engaged in their job, their department, and their organization. Finally, the integrated model recognized the role of leadership and the quality of the relationships that an employee has with its leaders as critical drivers of engagement. While further research is needed to validate Saks and Gruman's (2014) integrated model, it provides an impressive visual of how the existing theories on engagement interrelate to and interact with one another. Such a visual is essential when examining the complexities of employee engagement and how factors within an organization positively and negatively affect the process of engagement.

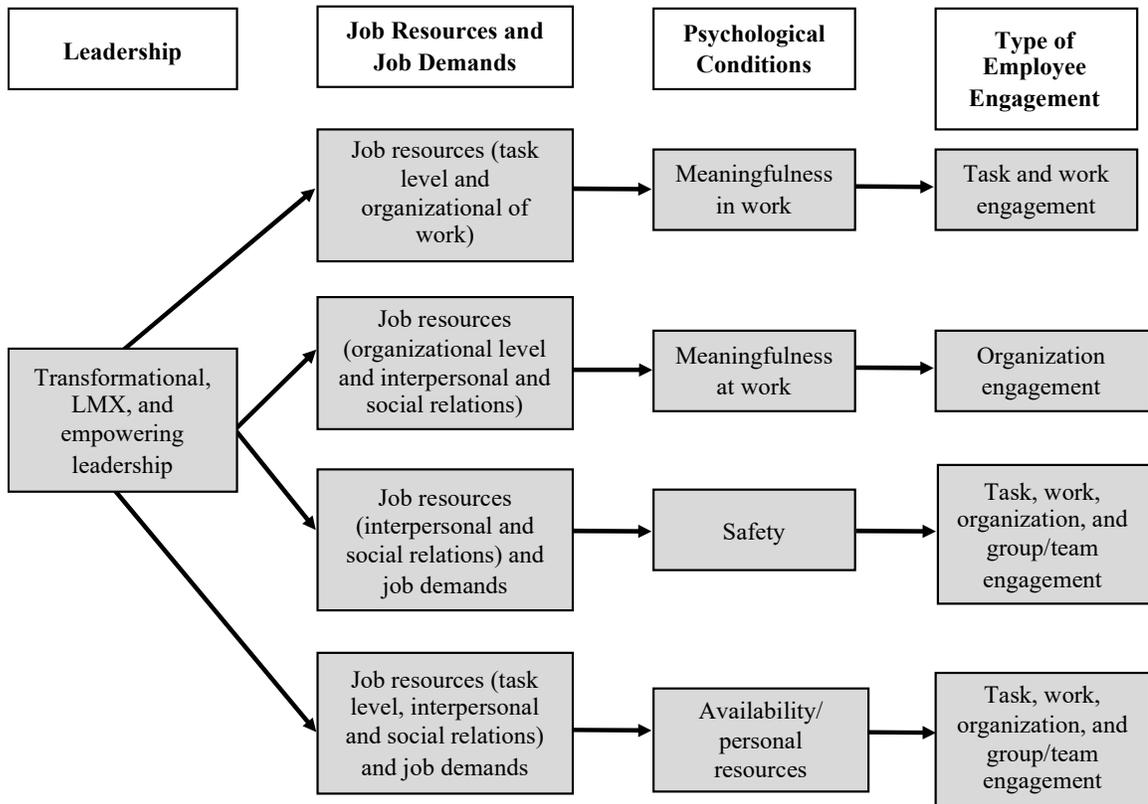


Figure 2. Integrated theory of employee engagement. Reprinted from Saks, A. M., & Gruman, J. A. (2014). What do we really know about employee engagement? *Human Resource Development Quarterly*, 25(2), 155-182. doi:10.1002/hrdq.21187

### Organizational Factors and Employee Engagement

Few studies have investigated the role of organizational factors in facilitating and optimizing employee engagement. However, several scholars acknowledge that employee engagement is dependent on an organization’s ability to foster meaningful relationships with its employees, provide them support and resources to accomplish their work, offer them opportunities to learn and grow, reward and recognize them for their work in a fair and consistent manner, and help them align their personal values with the organization’s values (Kahn, 1990; Maslach et al., 2001; Saks, 2006; Bakker &

Schaufeli, 2008; Wollard & Shuck, 2011). To build on the work of these scholars, this literature review identified six organizational factors that serve as facilitators for and barriers to engagement in the workplace. These factors include: (a) work characteristics and workload, (b) employee perception of organizational support, (c) employee perception of supervisor support, (d) employee perception of work rewards and recognition, (e) procedural justice practices related to rewards and recognition, and (f) employee connection to organizational mission and values. Below is a discussion of the six factors and supporting literature.

### **Work Characteristics and Workload**

The characteristics of employees' work and the workload associated with these characteristics are critical to employees' ability to be engaged in their work and the workplace (Saks, 2006). First, employees need to experience psychological meaningfulness, which means that they think and feel that their work is valued and their contributions to the organization are worthwhile (Kahn, 1990). Psychological meaningfulness is achieved when employees have variety in their job duties, have self-discretion in completing these duties, can use different skills, feel challenged, and have opportunities to contribute (May et al., 2004). Second, it is essential that employees experience a balanced workload when completing their job duties; job demands should not outweigh the personal resources an employee has to contribute (Maslach et al., 2001). When job demands surpass an employee's personal resources, the employee becomes exhausted, and burnout begins to set-in (Schaufeli & Bakker, 2004). Additionally, burnout can occur when employees do not have the skills or predisposition for their job duties. Such a mismatch can often cause employees to experience an imbalanced

workload because they do not have the emotional or intellectual capacity to perform their job duties (Maslach et al., 2001).

Engaged employees also have a certain amount of control over their work (Christian, Garza, & Slaughter, 2011; Maslach et al., 2001). Such control is generally experienced as a sense of empowerment to decide how they perform their work-related duties. In addition, employees experience control and a sense of empowerment when they have the opportunity to participate in decision-making processes that may influence their work duties, resources needed to accomplish these duties, and organizational decision-making in general (Saks, 2006; Shuck et al., 2011). Employees that lack the authority or resources to accomplish their work effectively and efficiently often demonstrate a diminished sense of personal accomplishment and consequently demonstrate inefficacy (Christian et al., 2011e; Crawford et al., 2010).

### **Perception of Organizational Support**

Employees thrive in a community in which they experience positive connections with their colleagues, supervisor(s), and the leaders of the organization (Maslach & Leiter, 1997). Kahn (1990) observed that employees are more likely to be engaged within an organization that promotes an open, supportive, and collaborative environment. Within this environment, employees should be able to share their opinions and concerns, participate in decision-making as it relates to their job, and suggest and even try new ways of doing things without experiencing negative personal or professional consequences (May et al., 2004). Employees are also more likely to be engaged in an organization that fosters multi-directional communication as well as collaboration among employees and the departments they work in (Harter et al., 2002; Mani, 2011). On the

other end of the spectrum, employees that experience unresolved conflict and hostility in the workplace often lack support from colleagues, supervisors, and leadership leading to inefficacy and eventually burn out. Employees that experience job isolation are also more likely to experience burnout because they lack a shared sense of values with other members of the organization (Maslach et al., 2001).

### **Perception of Supervisor Support**

Kahn (1990) found that employees are more likely to be engaged when they receive support from their direct supervisor. Such support is translated into employees' ability to feel psychologically safe where they feel they can invest themselves in their work as well as pursue continued growth within the organization (May et al., 2004). Furthermore, employees often view the support they receive from their supervisor as representative of their organization's support for their role and the work they perform (Saks, 2006).

### **Practices Related to Job Rewards and Recognition**

Employees who receive rewards and recognition for their work are more likely to be engaged in their work and their organization (Wollard & Shuck, 2011). Maslach et al. (2001) found that employees are more likely to invest in their job duties and the organization when they perceive that they will be rewarded and recognized for their contributions and successes. Rewards can either be (a) financial - in which employees receive benefits and pay that are commensurate to their performance or (b) social - in which employees are recognized for their hard work and receive positive, supportive and constructive feedback (Maslach & Leiter, 1997). Mechanisms for rewarding and recognizing employees, such as supervisory feedback, need to be consistent and ongoing

(Harter et al., 2003). Conversely, a lack of either financial or social rewards can facilitate burnout by making employees feel devalued and unappreciated (Shuck et al., 2011).

### **Practices Related to Procedural Justice**

Employees are more likely to be engaged in an environment that rewards, recognizes, disciplines, and even dismisses employees in a fair, equitable, and consistent manner (Kahn, 1990). When employees perceive the work environment to be fair, they feel their contributions are respected and valued and hence are more engaged in their work duties and within the organization (Saks, 2006). However, employees can quickly become disengaged when an organization lacks transparency in how it distributes rewards, disseminates recognition, and resolves grievances and disputes (Mani, 2009). Specifically, unfairness exacerbates burnout because it causes employees to become emotionally and physically exhausted as well as cynical about their work and the organization itself (Maslach et al., 2001).

### **Organizational Mission and Values**

Employees are more likely to be engaged in their work and the organization as a whole when their personal values align with the organization's values (Maslach et al., 2001). Equally, Harter et al. (2003) found that employees' engagement is enhanced when they can see how their job and job duties help the organization fulfill its mission or purpose. Simply stated, employees are most engaged when they believe in their work and what they are doing. Consequently, employees experience burnout when the requirements of their job or the values of the organization conflict with their own personal values. Leiter and Harvie's (1997) study found that employees that experienced misalignment between their personal values and their organization's values demonstrated

less energy, less involvement in work-related and organizational activities, and less professional efficacy.

### **Leadership and Employee Engagement**

Past studies have evidenced that a leader's approach, style, and characteristics affect an employee's ability to be engaged. Many of these studies have examined how leadership approaches, such as transformational leadership, transactional leadership, and authentic leadership influence engagement and have subsequently identified a definitive link between leadership approaches and employee engagement (Ariani, 2014; Breevart et al., 2014; Wang & Hsieh, 2013). Among these studies, leaders with a transformational approach are more effective at improving engagement among their employees because they invest in employees by providing them a shared-vision, working with them to accomplish this vision, and then supporting them as they personally and professionally advance within their job and the organization (Breevart et al., 2014; Tims, Bakker, & Xanthopoulou, 2011; Zhu, Avolio, & Walumbwa, 2009). In the reverse of transformational leadership, other studies have found that leaders with more transactional-oriented approaches are less likely to encourage employees to be engaged in their work and the workplace because they are focused on outputs and do not take the time to understand employee needs, support them in addressing these needs, and inspire them to be an integral part of the organization (Bass, 1999; Breevart et al., 2014). Other studies have examined how the relationship between leaders and employees can either positively or negatively affect engagement depending on the nature of the relationship and the degree to which the leader is communicative, collaborative, compassionate, and considerate of the employee (Ariani, 2014; Burch & Guarana, 2014; Chaurasia & Shukla,

2014; Seo, Nehrgang, Carter, & Hom, 2017). When reviewing this research collectively, these studies indicate that the relationship between the approach used by leaders and the degree to which they use this approach to cultivate positive relationships with employees is foundational to an employee's ability to engage in work and at work.

### **Transformational Leadership and its Influence on Engagement**

According to Bass and Avolio (1994), transformational leaders can have a profound effect on their employees because they integrate four key elements into their leadership approach: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders use idealized influence to serve as effective role models for employees. These leaders also use inspirational motivation to articulate a clear and compelling vision for employees. Finally, transformational leaders use intellectual stimulation to encourage employees to engage in creative problem-solving and then apply individualized consideration to coach, mentor, and support the needs of individual employees.

Building on these four transformational elements, quantitative studies from Breevart et al. (2014) and Zhu et al. (2009) found that leaders with a transformational approach were better at fostering engagement among their employees because they helped employees understand how their job duties contribute to organizational goals and then provided them individualized support and guidance to fulfill these duties. In receiving support and guidance, employees felt safe to apply creativity and innovation within their job as well as within the organization, which provided a sense of autonomy and in turn enhanced their sense of meaningfulness (Breevart et al., 2014; Zhu et al., 2009).

In addition to experiencing an enhanced sense of meaningfulness, another quantitative study by Tims et al. (2011) found that employees that worked under transformational leaders were more likely to be optimistic about their job and demonstrate self-efficacy in completing job duties on a day-to-day basis. This heightened sense of optimism and self-efficacy increased employees' willingness to expend the emotional, intellectual, and physical resources needed to fulfill their daily job duties. The findings from Tims et al.'s (2011) study provides evidence that employees that work under transformational leaders are more likely to be engaged in their job duties on a day-to-day basis and therefore more likely to have higher performance.

### **Leader-Member Exchange (LMX) and its Influence on Engagement**

Leader-member exchange (LMX) theory is focused on the reciprocal relationships that develop between leaders and their employees (Liden & Maslyn, 1998). Under LMX theory, the relationship between a leader and an individual employee is developed through a three-stage process: (a) role-taking, (b) role-making, and (c) routinization (Liden, Bauer, & Erdogan, 2004). The first stage, role-taking, occurs when the employee first becomes a subordinate to the leaders and the leader assesses their competencies and capacities. Role-making, the second stage, occurs when the employee begins to work with or among other employees and the leader observes the employee's actions and abilities to determine if the employee is responsible, reliable, and committed to other employees, the leader, and the organization. During this stage, the leader also determines if the employee is part of the in-group or the out-group. The in-group often consists of employees that the leader trusts and have proven themselves to be trustworthy and loyal (Seo et al., 2018). As a consequence, in-group employees have a high-quality

relationship (or high LMX) with their leader in which the leader provides them more support and guidance, more interesting or challenging work tasks, and more opportunities for personal and professional growth (Bezuijen, Dam, Berg, & Thierry, 2010; Jiang, 2015). The quality of these relationships between the leader and employee is dependent on mutual trust, respect, and support (Liden et al., 2004; Morrow, Suzuki, Crum, Ruben, & Pautsch, 2005). Conversely, the out-group consists of employees that have demonstrated to the leader they are unreliable, irresponsible, or incompetent and therefore do not have the leader's trust (Seo et al., 2018). Out-group employees tend to have fewer interactions with their leader, and the interactions that do occur are low-quality (or low-LMX) and tend to be transactional in nature. Consequently, out-group employees are offered less support and limited opportunities to develop and advance within their position and the organization (Morrow et al., 2005).

Routinization is the third and final stage of the development of the leader-member relationship in which the leader and the employee establish a routine of how they interact with one another (Seo et al., 2018). During routinization, in-group employees continue to develop a positive relationship with their leader by demonstrating they are reliable, responsible, and capable as well as loyal to their leader and other members of their team. Out-group members often continue to demonstrate they are unreliable or untrustworthy causing the leader to disengage with them and offer them fewer opportunities (Matta, Scott, Koopman, & Conlon, 2015; Morrow et al. 2005). As a result, out-group members are mistrustful of their leader because they do not feel supported relative to in-group members.

LMX theory has a great deal of utility and aligns well with theories on employee engagement. Leaders and the relationships they form with employees are foundational to those employees' ability to engage in their work tasks and the work environment. A few studies have examined the relationship between LMX and employee engagement and have found meaningful correlations between high-LMX and engagement in both job tasks and broader organizational tasks.

One quantitative study by Runhaar, Konermann, and Sanders (2013) explored the relationship among LMX, engagement, and autonomy among 211 school teachers in six Dutch schools. Their study found that teachers that had high-quality relationships (otherwise referred to as high-LMX) with their supervisor were more engaged in both day-to-day teaching tasks and broader school-related tasks that contributed to the school environment as a whole. In addition, teachers with high-LMX believed they had more autonomy in their teaching because they had established mutual trust with their supervisor. As a consequence of this autonomy, these teachers were more willing to assume tasks outside of their day-to-day teaching tasks in order to improve their school and the experience of the school children. While the study focused on school teachers, Runhaar et al.'s (2013) study provided some evidence that the quality of a supervisor-employee relationship is essential to facilitating engagement and commitment on the part of the employee.

Another quantitative study by Burch and Guarana (2014) examined 280 full-time employees working in a multi-national corporation and also found that leader-employee relationships were a key antecedent for employee engagement. In short, the more positive the relationship between the leader and the employee, the more likely the

employee was to be engaged in their job tasks. As a result, these employees were committed to their job and therefore less likely to leave the organization. Similar to the findings from Burch and Guarana (2014), Chaurasia and Shukla (2014) found that employees that possessed high-quality relationships with their leader (or experienced high LMX) were more engaged in their job tasks and performed better in the completion of such tasks. In surveying 298 employees working in various sectors, these scholars also found that employees that experienced high-LMX were more optimistic about their job and more resilient in dealing with job-related stressors. Finally, a recent quantitative study from Radstaak and Hennes (2017) surveyed 402 employees working in a private company identified that leaders that established high-quality relationships with their employees were also more likely to create an environment in which their employees were challenged and encouraged to develop new skills. In turn, these employees were more engaged in their job because they believed their job tasks were meaningful and they had the potential to grow both personally and professionally.

The findings from these studies indicate that employees who have high-quality relationships with their leaders are more equipped with the personal and professional support needed to be engaged in their work and the workplace. More importantly, these existing studies provide evidence that the relationships formed between leaders and employees are vital to facilitating and maintaining engagement over the course of an employee's career. Such findings are essential to both practitioners and researchers interested in finding strategies to improve engagement among employees.

### **Effect of Employee Engagement on Employees and Organizations**

In his original writings on engagement, Kahn (1990) claimed that engagement had positive effects on individual employees and the organizations they work for. However, both practitioners and academics continue to debate the effects of employee engagement (Gruman & Saks, 2014). Several studies indicate that employee engagement produces positive outcomes for organizations in both the public and private sector (Harter et al., 2002; Harter et al., 2009; Schaufeli & Bakker, 2004; Sonnentag, 2003). These outcomes include:

- Higher employee satisfaction, motivation, and commitment;
- Reduced use of sick leave and use of leave due to injury or disability;
- Higher employee and unit productivity; and
- Increased unit and organizational profitability.

Gallup has produced the most notable studies on engagement and its effect on individual employees, departmental, and organizational productivity. For example, Harter et al.'s (2002) meta-analysis of 7,939 units from 36 organizations found engagement levels had a significant effect on department-level outcomes, including employee turnover, employee safety, and customer satisfaction, which translated into higher departmental (work units) and organizational profitability. A subsequent Gallup study of 955,000 employees from 24 countries found that organizational units with higher levels of engagement were 94 percent more productive, profitable, and prosperous compared to departments with lower engagement (Harter et al., 2009). Findings from the Gallup studies provide evidence that organizations and their leaders should employ

methods to increase employee engagement as a means to maintain positive unit and organizational performance.

However, few studies have examined the relationship between engagement and organizational outcomes within college and university settings, especially in the United States. Takawira, Coetzee, and Schreuder (2014) examined the relationship between employee engagement, employee attitudes, and organizational outcomes within South African universities. These researchers identified that engaged faculty and staff were more committed to their job and the institution, resulting in higher employee retention. Hanaysha's (2016) study assessed the effect of engagement on employee productivity within the higher education sector in Malaysia, finding that employee engagement significantly influenced an employee's productivity. Moreover, Hanaysha's (2016) research presents an opportunity for higher education organizations to explore the relationship between engagement and productivity.

In summary, numerous studies provide circumstantial evidence that employee engagement is related to organizational performance and success. However, further research is needed to understand how engagement influences positive outcomes at the individual, unit, and organizational level within a college or university setting.

### **Employee Engagement among College and University Faculty**

To date, there is limited research on engagement among college and university faculty. Of the existing research on faculty engagement, the most relevant is a study conducted by Inside Higher Education and the Gallup Organization to examine the state of engagement among college and university faculty (Jaschik & Lederman, 2015). The study surveyed 2,175 faculty members working in private and public institutions across

the United States. The study found that only 34% of college and university faculty members in the United States were engaged in their work. Of the remaining faculty members, 52% were not engaged, and 14% were actively disengaged in their work. As expected, tenure-track faculty members (not yet tenured) were more engaged (45%) than their tenured (32%) or non-tenure track (32%) colleagues. When examining differences among these faculty groups, the study found that tenure-track faculty members were significantly more likely (48%) to have someone who talked to them about their performance as well as someone who encouraged their growth and development, which in turn influenced their level of engagement. In addition to these differences, male faculty members were slightly more likely (36%) to be engaged compared to their female faculty counterparts (32%). Lastly, when examining faculty by field of instruction, faculty working in professional programs such as health science were slightly more engaged (36%) compared to faculty in general (34%). Overall, the study illuminates the need to better understand engagement among faculty members and the organizational factors that improve and impede their engagement.

In researching faculty engagement in international higher education settings (outside the United States), studies have found that faculty members who experience substantial workloads and work-related demands were significantly less likely to be engaged in their work (Barkhuizen, Rothmann, & van de Vijven, 2013; Rothmann & Jordaan, 2006). Furthermore, these studies found that faculty members who had support from colleagues, their supervisor, and the organization itself were significantly more likely to be engaged because they were able to better manage their workload and associated work demands. While these studies do not reflect the experiences of faculty

members in the United States, the work demands placed on academics are similar across all higher education settings. Therefore, these studies help illuminate how factors such as workload, social support, and organizational support influence faculty members' ability to be engaged.

Previous studies indirectly related to engagement have examined faculty member morale, satisfaction with their work, satisfaction with their organization as well as their intention to leave their organization (Ambrose et al., 2005; Bozeman & Gaughan, 2011; Johnsrud, & Rosser, 2002; Lackritz, 2004). For example, Johnsrud and Rosser (2002) surveyed 2,932 faculty members working in ten public institutions within a state university system to examine the relationships among faculty work life balance, morale, and intention to leave their institution. The researchers found that faculty with negative perceptions of their work life (e.g., experienced work overload, experienced lack of support from colleagues and administration) were significantly more likely to have low morale. Furthermore, faculty members with low morale were considerably more likely to want to leave the institution. The study elucidated the direct relationships between the constructs of work-life balance, morale, and intention to quit. Johnsrud and Rosser's (2002) study provided evidence that a "faculty members' perceptions of their professional priorities and rewards, their administrative relations and support, and the quality of their benefits and services contribute to their morale, which has a direct effect on their considerations to leave their institution" (p. 537). Such an understanding lays a foundation for a subsequent study on the relationships among these constructs and related constructs such as engagement.

Similar to Johnsrud and Rosser's (2002) study, Ambrose et al.'s (2005) research was one of the first studies to use a qualitative methodology to examine faculty member morale, satisfaction, and intention to quit. The study identified seven factors that influenced faculty members' satisfaction with their work and the institution itself, their general morale, and their intention to either stay or leave the institution. These factors included: (a) compensation, (b) collegiality among faculty, (c) opportunities for interdisciplinary collaboration with other faculty, (d) opportunities to be mentored, (e) support from department/program leadership, (f) effectiveness of the reappointment, performance, and evaluation process, and (g) geographic location of the institution. While these findings aligned with the existing quantitative research on faculty member morale, satisfaction, and retention, the qualitative nature of this study deepened the understanding of the individual and collective factors that contribute to faculty members' ability to be engaged in their work and the workplace more broadly. Furthermore, Ambrose et al.'s (2005) study provided additional evidence that the factors that shape faculty members' work-related experiences are complex, highly contextual, and interdependent on cultural, structural, and operational factors within the institution.

When examined as a whole, the existing studies related to faculty engagement indicate that engagement is dependent on faculty members' work characteristics and the associated workload, their experience receiving support from their colleagues, supervisor, and the organization, as well as their experience having opportunities to advance and grow professionally. Additional study is needed to better understand engagement among faculty members and to what degree these interdependencies influence their engagement.

### **Employee Engagement among Health Science Faculty**

Similar to traditional faculty, health science faculty members experience multiple demands in the areas of teaching, scholarship, research, and service (van den Berg et al., 2013). In addition to these demands, many health science faculty have instructional and clinical responsibilities in which they assume the role of teacher and practitioner (Chung et al., 2010). As such, it is unclear if the existing studies on faculty engagement are representative of health science faculty, their experiences with their work, and their general experiences as employees.

To date, there is limited research on the construct of engagement among health science faculty. However, a few studies have examined faculty member work-roles and how these roles contribute to work-related motivation, commitment, and engagement (Bunton et al., 2012; Sariemento, Laschinger, & Iwasiw, 2004; van den Berg et al., 2013; van den Berg Verberg, Berkhout, Lombarts, Scherpbier, & Jaarsma, 2015). For example, using survey methodology, van den Berg et al. (2013) examined engagement among 306 faculty members in a university medical center in the Netherlands and how faculty work roles in the areas of teaching, research, and patient care affected their engagement. Overall, the researchers found that health science faculty members were engaged in their work; however, these faculty members were most engaged when performing work roles related to patient care. The researchers found that faculty that consistently performed a combination of all three work roles (teaching, research, and patient care) were less engaged compared to those who only performed one or two work roles. The results of this study provide evidence that the work roles assumed by many health science faculty members affect their motivation, commitment, and overall engagement. This study also

illuminated the need to better understand how organizational factors (e.g., work characteristics and workload, perceived organizational support, perceived supervisor support) contribute to faculty members' ability to perform their various work roles and to be fully engaged when performing these functions.

Subsequently, van den Berg et al. (2015) conducted a qualitative study to examine job demands (e.g., work pressures, emotional demands) among health science faculty and how both job resources (e.g., autonomy, performance feedback) and personal resources (e.g., optimism, resilience) affected these faculty members' ability to be engaged in their work and their wellbeing in the workplace. Using semi-structured interviews, these researchers collected data from 16 health science faculty representing a range of disciplines. Through these interviews, the researchers identified several factors that influenced a faculty member's engagement, because the factor either added additional job demands or reduced job or personal resources. These factors included: (a) relationships with colleagues, (b) interactions with students, (c) opportunities for development and advancement, (d) course design and delivery, (e) academic freedom within the curricula and academic program, and finally (f) institutional and organizational culture. The findings from van den Berg et al.'s (2015) study further explained how organizational factors influenced faculty job demands as well as job and personal resources, which in turn affected their work engagement and their overall wellbeing within the workplace.

When examined collectively, these studies also provided a foundation to better understand how faculty members' work roles and associated work demands significantly affect their ability to be engaged in their work and their workplace. However, these studies are limited, and no study has examined the construct of engagement among health

science faculty in a private university in the United States. Research in this area is timely as many institutions are implementing initiatives to enhance engagement to recruit and retain high-quality health science faculty.

### **Burnout among Health Science Faculty**

Few studies have examined the construct of burnout among health science faculty. These studies are useful because faculty members often start out engaged in their work and then experience burnout over time due to personal and professional stressors as well as other factors within the organization. Shanafelt et al. (2009) surveyed 556 medical faculty members to examine the relationship between career-fit (otherwise referred to as job-fit) and burnout. These scholars found that faculty members experienced the greatest sense of career meaningfulness when they were engaged in patient care and experienced little to no sense of career meaningfulness when they were engaged in administrative duties. Further, faculty members reported moderate levels of career meaningfulness when they were engaged in teaching and scholarship. The degree to which they were engaged in activities that were meaningful directly correlated with their level of burnout. For example, faculty members that were mostly engaged in the delivery of patient care reported lower levels of burnout, while faculty that were mostly engaged in administrative duties reported higher levels of burnout. Shanafelt et al. (2009) provided evidence that job duties, and the degree to which duties align with a faculty member's training and skills, play a critical role in facilitating both engagement and burnout.

Building on Shanafelt et al.'s (2009) findings, Wright, Khetani, and Stephans' (2011) quantitative study examining 210 medical faculty members found that these employees experienced high levels of burnout due to the numerous demands placed on

them to fulfill duties related to patient care, teaching, scholarship, and other administrative functions. The combination of these duties placed tremendous pressure on faculty members, causing them to work long-hours and continuously expend emotional, intellectual, and physical resources. Such a strain resulted in emotional exhaustion and subsequently high levels of burnout.

Tijdink et al.'s (2014) quantitative study also examined burnout among 437 medical faculty members in the Netherlands and found that burnout was reasonably common among faculty due to feelings of emotional exhaustion. Junior faculty were especially susceptible to emotional exhaustion because they were often balancing personal and professional stressors and did not have the job security (e.g., tenure) of senior (tenured) faculty. These junior faculty reported higher levels of burnout compared to their senior counterparts. Such findings are significant when considering how to maximize engagement among junior faculty and minimize the potential for burnout.

The examination of burnout among health science faculty members is important as scholars have observed that high levels of engagement help protect against high levels of burnout (Maslach, 2001; Schaufeli et al., 2002). To that end, engaged faculty members are less likely to burn out because they experience meaningfulness in their job, receive support in performing their job, and possess the emotional, intellectual, and physical resources needed to complete job-related duties (Schaufeli & Bakker, 2004). Conversely, faculty members that feel burnt-out are less likely to be engaged because they do not possess the needed resources to fulfill their job duties and therefore begin to feel their job is not meaningful or fulfilling (Schaufeli et al., 2008). While it is clear that engagement and burnout are separate and distinct constructs, they are interrelated, and it

is important that health science universities consider both concepts when implementing strategies to improve engagement.

### **Summary**

Since the 1990s, the term employee engagement has become increasingly popular among academics, practitioners, and the general public. However, there is no single definition for employee engagement within the literature as well as no unique theoretical framework to explain engagement. While each of these definitions and the theories that support them are slightly different, each approach acknowledges that engagement is a unique construct and therefore is influenced by unique factors within the organization.

Due to variations in both definition and framework, the concept of employee engagement and the factors that influence engagement are interpreted differently from organization to organization (Gruman & Saks, 2014). Furthermore, employee engagement is complex and often dependent on an organization's ability to (a) establish relationships with its employees, (b) ensure they have balanced and achievable workloads, (c) provide them resources and support to accomplish these workloads, (d) reward them for their work-related contributions in a consistent and fair manner, (e) and help them understand how their job aligns with the organization's mission, vision, and values (Maslach et al., 2001; Saks, 2006; Schaufeli, 2017; Wollard & Shuck, 2011). In addition, employee engagement is also highly dependent on an organization's leadership and the extent to which leaders build positive and productive relationships with employees, as well as the extent to which they establish an environment that facilitates engagement (Breevaart et al., 2014; Burch & Guarana, 2014; Tims et al., 2011). Both scholars and practitioners recognize that these complexities are highly contextual and are

interconnected with the organization's culture and the leaders who help promote and reinforce this culture (Saks, 2017).

Given these complexities, few studies have investigated employee engagement among college and university faculty. Most recently, the Gallup Organization and Inside Higher Education conducted a study of college and university faculty members in the United States and found that only 34% of faculty were engaged in their work and 14 % were actively disengaged. While these findings provide an understanding of the level of engagement among American faculty members, the study did not provide detailed information on the factors that improved or impeded their engagement. However, studies conducted outside the United States confirm that faculty members' workload and associated work demands significantly influenced their level of engagement (Barkhuizen et al., 2013; Rothmann & Jordaan, 2006). Within these studies, faculty members who had support from their colleagues, supervisors, and the organization were better able to cope with their workload and therefore were more engaged. Other studies have found that faculty satisfaction is often related to their workload and work-related tasks, the compensation and rewards they receive for these tasks, their ability to grow and advance within their institution, and their relationships with their colleagues, supervisor, and the institution itself.

More specifically, few studies have examined the unique construct of engagement among health science faculty members. However, these few studies have confirmed that like other groups of faculty, health science faculty have multifaceted work roles and therefore are prone to experience excessive work-related demands (Bunton et al., 2012; Sariemento et al., 2004). Similar to faculty members in general, health science faculty

members were more likely to be satisfied, motivated, and committed when they had more control over their work roles, and believed they were supported by their colleagues, supervisors, and the organization when performing these work roles (van den Berg et al., 2015). Findings from these collective studies reinforce the need to better understand engagement among faculty members, specifically health science faculty members, and the organizational factors that both positively and negatively affect their engagement. A deeper understanding of these factors would strengthen the current literature as well as contribute to the development of evidence-based strategies to enhance engagement among health science faculty members.

## CHAPTER THREE: METHODOLOGY

### **Introduction**

Several studies have demonstrated that employee engagement is associated with improved employee outcomes and enhanced organizational success (Harter et al., 2002; Schaufeli, Bakker, & Salanova, 2006; Sonnentag, 2003). However, few studies have examined the relationship between organizational factors and engagement within a university setting. Of the few studies conducted in a college and university setting, very few have investigated engagement among health science faculty.

This chapter outlines the methodology for an exploratory case study aimed at investigating the concept of employee engagement among health science faculty members, to develop an understanding of what organizational factors influence their engagement within a private university in the Midwest. Study participants included 20 faculty members with full-time appointments. This study collected data via (a) one-on-one interviews with health science faculty, (b) formal and informal observations of faculty and the university environment, and (c) university documents and materials. These data were used to build a chain of evidence to support the development of case-based themes, recommendations, and conclusions.

### **Purpose of the Study and Research Questions**

The purpose of this exploratory case study was to examine the concept of employee engagement among faculty members in order to develop an understanding of what organizational factors influence engagement within a private health science university. This study used a single-case design and sought to answer the following

question: What organizational factors affect employee engagement among full-time faculty working within a private health science university in the Midwest?

### **Methodology and Research Design**

The study used an exploratory case study design to examine a single case, a private health science university in the Midwest. A case study is an applicable research design for examining a highly-contextualized concept (Yin, 2018). Furthermore, a case study design provides a framework for a researcher to explore the how or why components of a concept by focusing on existing events occurring within a real-life setting (Creswell, 2012). As the focus of a case study is observing existing events occurring within a bounded time and place, the researcher has little to no control over the study participants and their experiences (Yin, 2018). Instead, the researcher uses several sources of evidence (e.g., interviews, observations, documents, etc.) to better understand a concept and how this concept emerges within this bounded, real-life setting.

Several studies indicate that the organizational factors that influence employee engagement are highly contextual and are therefore dependent on the organization (Maslach et al., 2001; Saks, 2006; Schaufeli & Bakker, 2008). Other studies specific to higher education have demonstrated the organizational factors that shape a faculty member's work-related experiences are circumstantial and contingent on the institution's leadership, administrative structures, organizational culture, departmental climate, as well as the financial state of the institution and the availability of resources (Ambrose et al., 2005; Benisome, Polkinhorne, Bauman, & Vallejo, 2004; Bozeman & Gaughan, 2011; Johnsrud & Rosser, 2002).

Consequently, a case study was a suitable approach to explore the concept of engagement among health science faculty and how this concept occurs within the context of a private university. The use of an exploratory single-case design allowed the researcher to use several sources of evidence to examine how organizational factors affect engagement within the bounded structure of private institution (Creswell, 2012). As such, the exploratory nature of the proposed study elucidated what organizational factors affect engagement among health science faculty.

### **Case Selection: Private Health Science University in the Midwest**

The proposed case is a small, private university in the Midwest offering accredited health science degrees at the bachelor, master, and doctoral level. Although the case was a private institution, the faculty employed within the institution, and the organizational structure in which these faculty members operate, are representative of other health science universities in the United States. The single-case of a private health science university enabled the researcher to examine engagement among faculty members, their conditions of engagement, and the circumstances in which their engagement is optimized within a small, private university environment.

### **Participants and Recruitment**

Study participants included faculty members with full-time appointments within the study site – a private health science university in the Midwest. A letter of agreement was obtained from the president of the university to allow the researcher to recruit faculty for participation in the study. The sample included 20 health science faculty members. Using the contact list provided by the university, faculty members were invited to participate via a generic email. The email outlined the purpose of the study, the study's

requirements, the approximate time commitment, and the researcher's name and contact information. Faculty members interested in participating in the study contacted the researcher via phone or email. Upon contact, the researcher informed interested faculty members of the inclusion criteria and what participation would entail. If faculty members were still interested, they were asked to provide further contact information and availability for a one-on-one interview. Faculty members that did not meet the inclusion criteria (full-time appointments) or expressed an unwillingness to be audio recorded were excluded from the study. The researcher recruited and interviewed participants until saturation occurred (Malterud, Siersma, & Guassora, 2016).

Prior to the scheduled interview, participants were sent a copy of the informed consent letter (see Appendix A) and interview information, which included the date, time, and location of the interview. Such information allowed the participants to review what the study entailed and what they were agreeing to, and if they desired, opt out of the study before the scheduled interview. At the close of the interview, participants received a \$15 coffee card as a token of appreciation for their time and participation.

### **Institutional Review Board Approval**

Prior to beginning the study, the researcher obtained approval from the Creighton University Institutional Review Board (IRB) as well as the study site's IRB. In preparation for IRB approval, the researcher developed a study protocol outlining the study's participants, strategies to recruit participants, practices to protect participant confidentiality and anonymity, procedures for data collection and storage, and methods for data analysis and reporting. The researcher submitted all documents to both IRBs for review, and the study was approved in April 2018 (study #1207823-1).

**Data Collection Tools**

According to Yin (2018), case studies rely on data from a variety of sources of evidence to help the researcher identify themes and draw conclusions about the issue under study. The case study collected data via three sources of evidence: (a) semi-structured interviews with 20 full-time health science faculty members, (b) formal and informal observations of faculty members within the study setting, and (c) university documents and materials. The data collection matrix below outlines how the researcher collected data from these sources of evidence (see table 1).

Table 1

*Data Collection Matrix*

Information Source	Evidence Source		
	Interviews	Observations	Documents
Full-Time Faculty	Yes	Yes	
Physical Workspace/Physical Plant	Yes	Yes	
Organizational Charts			Yes
Organizational Policies			Yes
Employee and Faculty Handbooks			Yes
Faculty Job Descriptions			Yes
Criteria Performance and Evaluation for Health Science Faculty	Yes		Yes

Prior to collecting data, the researcher developed a case study database to organize data from each source and maintain a system of evidence (Yin, 2018). Each of these data collection tools are discussed in detail below.

**Semi-Structured Interviews with Faculty**

In case study research, interviews are one of the most important sources of evidence because they allow the researcher to examine the issue under study through the eyes of participants (Yin, 2018). As such, the researcher conducted interviews using semi-structured, open-ended questions (see Appendix B for a list of interview questions).

The researcher created semi-structured questions before conducting the interviews based on the current literature on employee engagement, including organizational, structural, and managerial drivers of engagement. Topics addressed in the interviews included: (a) perceptions of the organizational and departmental climate and culture, (b) opinions about workload and work-related demands, (c) opportunities for professional growth and development, (d) relationships with colleagues and supervisor, (e) organizational practices related to collaboration, communication, and shared decision-making, and (f) connection to the university's mission and values.

### **Direct Observations of Faculty**

The researcher employed both formal and informal observation strategies to collect additional information on organizational factors that influenced engagement. The researcher conducted and recorded three formal observations using an observation protocol template (see Appendix C). When possible, the researcher conducted informal observations of faculty members during semi-structured interviews and recorded detailed field notes before and after each interview. The researcher maintained these notes in the case study database and MAXQDA (a data analysis software).

### **University Documents and Materials**

In case study research, reviewing documents and materials can help the researcher substantiate as well as supplement data collected from other sources of evidence (Yin, 2018). The researcher reviewed documents and materials, such as: copies of the university's organizational charts, employee and faculty handbooks, faculty performance and evaluation criteria, etc. Such documentation and materials provided the researcher

with information about university policies, procedures, and practices that informed and ultimately affected faculty engagement.

### **Data Collection Procedures**

The researcher collected study data via (a) one-on-one interviews with faculty members, (b) formal and informal observations of faculty, and (c) university documents and materials. The researcher implemented each of the data collection strategies independently; however, the researcher analyzed the sources of evidence collectively to provide comprehensive data about organizational factors that influenced engagement. Below is an outline of the procedures used for each data collection strategy.

#### **University Documents and Materials**

As a first step in the data collection process, the researcher accessed university documents and materials available via the university's web pages. Following an initial review of documents, the researcher contacted the university's leadership to request additional documents and materials (e.g., organizational policies, faculty job descriptions, criteria for faculty performance). After reviewing relevant documents and materials, the researcher took notes and recorded the location of documents and materials within the case study database. The review of documents informed the researcher in the refinement and implementation of semi-structured interview questions as well as the selection of settings to conduct formal observations.

#### **Direct Observations of Faculty**

The researcher immersed herself in the study site for five consecutive days (one work week) in June 2018 in order to develop an understanding of the study site and the context in which it operates (Creswell, 2012). During this time, the researcher conducted

three formal observations within the university. Observation sessions were coordinated with the institution's senior leadership and appropriate department heads to ensure the researcher was not disrupting faculty or the university from conducting regular business. For the first observation, the researcher attended a committee meeting focused on reviewing and revising the university's performance and evaluation process for full-time faculty members. The meeting included a mix of faculty and administrators. The second observation was another faculty/administrative committee meeting focused on the topic of faculty workload and examining the institution's current workload policies and practices. The third and final observation was in a faculty common area in which the researcher observed faculty members coming and going from their work area. Formal observations lasted 60 minutes and informed the researcher of the university's culture and climate, as well as general processes and procedures for making institutional changes. All observation data were recorded on the observation template and then uploaded to MAXQDA.

### **Semi-Structured Interviews with Faculty**

Twenty one-on-one interviews were conducted with faculty members until saturation occurred, meaning that the researcher no longer collected new information from study participants (Malterud et al., 2016). Of the 20 interviews, the researcher conducted 16 in-person while on-campus, two via video-conferencing software, and two by phone because participants did not have access to equipment (e.g. a computer camera) to enable video-conferencing. In cases in which the researcher conducted the interviews via video conference or phone, the researcher mailed coffee cards to participants. During the interview sessions, both the participant and the researcher were in a private, secluded

location. The researcher scheduled interviews at a date and time that was most convenient for the participants. Prior to beginning each of the scheduled interviews, the researcher asked the faculty member if there were any questions or concerns about the study. Once all questions or concerns were addressed, the interview lasted approximately 45 minutes (no more than 60 minutes). Each interview was audio-recorded and saved in a secure, password protected file. The researcher recorded field notes after each interview, and transcribed the interviews verbatim. During the transcription and data analysis process, faculty member names were replaced with identification numbers to protect the identity of the participants.

### **Demographics of Faculty Participating in Semi-Structured Interviews**

As noted above, the researcher conducted semi-structured interviews with 20 full-time faculty members, representing roughly 25% of the university's employees classified as faculty. Of the 20 faculty members interviewed, 55% were female, 45% were male, and the majority (70%) were not tenured. Nearly half (40%) of faculty participants had a primary assignment as a classroom faculty member, 35% had a primary assignment as a clinical faculty member, and the remaining 25% were assigned administrative duties. The average length of service for faculty participants was 11.8 years. Table 2 further details faculty participant demographic data.

Table 2

*Demographics of Interview Participants*

	Number	Percentage
Interviews Completed	20	
Average Yrs. of Service	11.8	
Tenured	6	30%
Not-Tenured	14	70%
Academic Rank		
Instructor	4	20%
Assistant Professor	4	20%
Associate Professor	6	30%
Professor	6	30%
Faculty Type		
Classroom Faculty	8	40%
Clinical Faculty	7	35%
Administrative Faculty	5	25%
Interview Method		
In-Person	16	80%
Video Conference	2	10%
Phone	2	10%
Gender		
Female	11	55%
Male	9	45%

**Ethical Considerations**

The study had several ethical concerns that needed to be addressed by the researcher prior and during the study (Creswell, 2014). Primary concerns included: ensuring participant confidentiality, upholding participant anonymity, and minimizing researcher bias. The efforts employed by the researcher to address these ethical considerations are discussed below.

The researcher developed and implemented protocols that protected participant confidentiality and anonymity throughout the study. First, when recruiting participants

and prior to conducting the interviews, the researcher assured study participants that their confidentiality would be upheld. Each participant received an informed consent letter before participating in the study. Second, the researcher removed identifiers from audio recordings and study documents as well as used pseudonyms for names in the reporting of study data. Third, the researcher kept study data in password protected files that only the researcher could access.

The researcher declared any biases (and potential biases) at the beginning of the study (Creswell, 2014). These biases and their potential effect on the collection, analysis, or reporting of data were discussed and documented before beginning the study.

Throughout the study, the researcher also engaged in bracketing in which she set aside her assumptions when reviewing documents and materials, conducting interviews and observations, analyzing study data, and compiling and reporting study findings (Tufford & Newman, 2010). By engaging in bracketing, the researcher was able to minimize researcher bias and ensure the study's findings reflected the experiences of participants rather than the experience of the researcher (Fischer, 2009). The researcher's dissertation chair and committee members served as external auditors to ensure biases were addressed throughout the various stages of the study.

### **Summary**

This exploratory case study examined employee engagement among health science faculty members in order to develop an understanding of what organizational factors serve as facilitators for and barriers to engagement within a private university. The researcher employed a single-case design and collected data via semi-structured interviews with 20 faculty members, direct observations of faculty members within the

study setting, and university documents and materials. The researcher then stored data from interviews, observations, and university documents and materials in a case study database. The study upheld participant confidentiality and anonymity by first gaining IRB approval and then after approval by removing identifiers, using pseudonyms, and storing data in a secure location. Any researcher biases were declared prior to the study and then addressed in the collection and initial analysis. The researcher also employed bracketing throughout the study as a means to control for bias while collecting, analyzing, and reporting study data.

## CHAPTER FOUR: FINDINGS

### **Introduction**

The purpose of this exploratory case study was to examine the concept of employee engagement among health science faculty members, in order to develop an understanding of what organizational factors influence engagement within a small, private health science university. The researcher administered 20 one-on-one interviews with faculty members, conducted formal and informal observations, and reviewed university documents. This chapter details how study data were analyzed, the study's findings, as well as an evaluation of how findings align with, support, and add to the existing theoretical models related to employee engagement.

### **Data Analysis Procedures**

The study used predetermined steps to analyze data from interviews, observations, and university documents. These steps aligned with best practices in case study research and are discussed in detail below.

### **Preliminary Data Analysis: Identification of Emerging Themes**

The researcher first reviewed university documents and materials to understand more about the university's values, culture, and climate as well as learn more about institutional policies, procedures, and practices that influenced faculty and their ability to be engaged in their work and the workplace. The researcher recorded notes within the case study database. Second, interview data were transcribed verbatim by the researcher using a consistent format to allow the researcher to easily compare transcripts and analyze the transcript text (King & Horrocks, 2010). Transcribing the interviews also allowed the researcher to better understand the transcript text, including individual and

collective responses from study participants (Bailey, 2008; McLellan, MacQueen, & Neidig, 2003). Following transcription, the researcher printed and read the transcripts several times to become more familiar with the data (Willig, 2013). Once familiar with the data, the researcher transferred the data into MAXQDA, a cloud-based data analysis software. Within MAXQDA, the researcher employed emergent coding, using a bottom-up approach to assign descriptive codes to transcript text (Yin, 2018). Using a bottom-up approach, codes emerged directly from the data without the use of pre-determined codes (Willig, 2013; Yin, 2018). Third, the researcher reviewed field notes from formal and informal observations to identify themes in the observation data. The researcher then transferred data to MAXQDA for analysis. Much like the analytic methods employed in analyzing the interview transcripts, the researcher used a bottom-up coding approach to assign descriptive codes within the field notes (Yin, 2018).

Once initial codes were identified from both interviews and observations, the researcher organized data in order to collate codes, and then identified if code categories need to be added, deleted, revised, or expanded. Next, the researcher clustered codes into categories of meaning in order to identify themes (Silverman, 2006). The researcher then organized these themes into preliminary main themes and subordinate themes.

### **Secondary Data Analysis: Triangulation of Sources of Evidence**

Following the preliminary analysis of data from interviews, observations, and university documents, the researcher checked and rechecked each data source to ensure codes, code definitions, and consequent themes were relevant and applicable (Willig, 2013). Next, the researcher collectively examined all data to determine overlapping categories, themes, and subthemes. To organize data from the three data sources, the

researcher created a matrix outlining coinciding and conflicting themes. Subsequently, themes were collapsed, expanded, or removed (see final list of codes, subthemes, and themes in Appendix D). Throughout this process, the researcher triangulated the three data sources (interviews, observations, and documents) to verify and validate themes (see Appendix E). Each theme and subtheme was named, defined, and subsequently paired with indicative quotes.

### **Maintaining and Confirming Validity and Reliability**

Confirming construct, internal, and external validity, as well as reliability can be challenging in case study research (Yin, 2018). To address validity and reliability, the researcher employed several tactics. First, as a method to ensure construct validity, the researcher clearly defined the concept of engagement within the case study and defined the organizational factors that influence this concept. The researcher based these definitions on current and relevant literature on the topic of engagement. Once the researcher created definitions, she collected multiple sources of data (via interviews, observations, and university documents) and then triangulated these data to create a chain of evidence to support the development of themes and subthemes. Second, the researcher addressed external validity by relying on existing theoretical frameworks to shape the study's research question and design, including the strategies used to collect and analyze data (Yin, 2018). Third, internal validity was addressed by (a) using a thick-description to discuss themes and subthemes, (b) presenting contradictory information, (c) spending a prolonged amount of time at the study site, and (d) engaging the researcher's dissertation chair and committee as external auditors (Creswell, 2018). The researcher also maintained a record of steps used to collect, analyze, and verify data. Lastly, tactics to

address the case study's reliability included the development of a case study database, implementation of comprehensive data collection and analysis strategies, and checking and re-checking of transcripts and field notes prior to and during the data analysis phase (Creswell, 2014).

### **Presentation of the Findings**

A thematic analysis of interviews, observations, and university documents revealed five main themes, representing factors that affected engagement among faculty members within the context of a single health science university. These themes include: (a) job characteristics and job demands, (b) leadership, (c) communication, (d) motivation and encouragement, and (e) organizational support. Each main theme included subordinate themes. Appendix F includes an overview of themes, subthemes, and indicative quotes.

#### **Theme One: Job Characteristics and Job Demands**

Job characteristics and job demands emerged as an underlying theme throughout the study. This theme is comprised of a faculty member's (a) roles and responsibilities, (b) the workload associated with the roles, (c) their commitment to the role and the pride they demonstrate in fulfilling the role, and (d) the empowerment and autonomy they experience in accomplishing their role. In summary, this theme speaks to faculty members' job duties and tasks and the extent to which these duties and tasks aligned with their skills, competencies, interests, and values, as well as the extent to which they were personally and professionally fulfilled in completing these duties. In support of this theme, several subthemes were identified and discussed below.

**Job roles and responsibilities.** Throughout this study, faculty member job roles and responsibilities emerged as a central factor that influenced engagement. Specifically, when a faculty member's training, talents, interests, and values aligned with their job responsibilities they were more engaged in their job and the institution. Classroom faculty members viewed their primary role as teaching students in the classroom in order to prepare them for clinical practice, with secondary roles related to producing scholarship and participating in service. One classroom faculty member shared: "My current position is mainly educating the students, preparing them to be good and qualified physicians and that is what I take as my primary goal and primary responsibility." Other indicative comments included: "My role as a professor is to make sure that the students have a foundation of how the body works so that they can make sense of their clinical sciences," and "I always put my lectures first, I always put the students first."

Clinical faculty members viewed themselves as having two primary roles - caring for patients and training students how to care for patients - and expressed that these primary roles were integrated and complimentary to one another. As one clinical faculty member noted: "My job is to help stimulate the students to realize that there's more to being a physician than just treating patients. You [students] need to contribute to the community and you need to contribute back to the profession."

Both classroom and clinical faculty members identified how teaching, instructing, and interacting with students energized them and contributed to their job engagement and job satisfaction. One faculty member commented:

I think that most faculty here teach because they're engaged most when they're with students. They need that student connection in order to fully engage in what

they're doing and that inspires them to work harder, to have better lectures, and better content.

Another faculty member shared: “My students – they’re good learners, they’re good interns, they don’t cause me trouble, they’re excited, they like when I’m teaching them. That really makes or breaks a job right there.” However, both groups of faculty communicated that the “student of today” was different and required more attention, more guidance, more oversight, and a different instructional approach in the classroom and clinic. As one participant observed: “In the classroom, I think the biggest problem many faculty run into is that the students today are different than the students in the past. Nowadays, students are much more tech savvy. They are on their phones, on their device. They’re able to pick up content easier.” Not surprisingly, classroom and clinical faculty members that did not enjoy interacting with students were not as engaged as faculty members that embraced, cultivated, and valued interactions with students. To that end, faculty members that were disenchanted and dissatisfied with students were more likely to express feelings of burnout. This sentiment is highlighted by the following statement by a junior faculty member:

I got hazed by some [student] cohorts. That was just the timing of the classes that I was assigned to teach and the cohorts that they were. But it was tough and I have felt really burnt out about teaching ever since.

Lastly, when a faculty member’s training, talents, interests, and values aligned with their job duties they were more likely to be committed to the university and their profession, which in turn enhanced their engagement in the short and long-term. These faculty members expressed their commitment to the institution and their respective

professions, and were more likely to take ownership of and invest in their courses, the degree program(s) they worked for, and the university's goals and objectives. For this reason, it is important that the university develop opportunities for faculty members to take ownership in the classes they teach, the clinical shifts they work, and the programs they represent in order to promote engagement, foster commitment, and instill pride. To that end, one astute faculty member commented on the importance of creating such opportunities:

I think it's really helpful for faculty to be involved in the institution as a whole.

So, having opportunities to be involved in the programs or the institution as a whole is one of the things that people do to take on that ownership. I think when that's not there, then they hold on to the ownership of their individual class without taking the broader picture.

**Workload.** One of the most prominent subthemes was workload. Nearly every faculty participant discussed how workload affected their engagement in their job duties and associated tasks. Furthermore, numerous faculty members identified that they experienced increased workloads in recent years. For example, one faculty member noted: "When I first started here, this job was much different than it is right now. And it has changed so much even the last couple of years. There are greater demands." Another faculty member observed: "The workload is being just added and added and added to."

In reflecting on this increased workload, faculty members expressed that they believed their time was being spent on data entry into electronic systems, administrative paperwork, and other non-teaching or non-clinical duties. Faculty members also commented that frequent changes in systems, policies, and processes were disruptive

because they added to their current workload and required time away from the classroom or clinic to learn new information, procedures, and tasks. This sentiment is accurately reflected by the following comments: “Faculty are underwater with all the paperwork that they have to do, all the forms that have to be filled out, everything that has to be done. There's not enough space to think, breathe, do something new,” and “The constant, constant change in work duties is hard. Like doing something one way for a period of time, and then having to go ahead and shift that, and then shift that again.”

Overall, faculty believed that these new duties and the constant adjustments to changes were not a good use of their time, training, or talents and further detracted from time with students or patients. One faculty member astutely shared:

I think the changing times and the changing requirements has added faculty responsibilities. If you look back five or ten years ago, these were not things the faculty needed to do and now they [faculty] see themselves having to do them. There's always something else that is added, and they're important things. The issue is how do you incorporate all of those things into your teaching and still be succeeding in what you're doing. I think faculty feel themselves being pulled in many different directions.

The increased focus on performing non-teaching or non-clinical duties caused many faculty members to disengage, as such duties were not in alignment with their core reasons for becoming a faculty member. Furthermore, several faculty participants expressed that the combination of increased workload, intensified demands, and shifting roles and responsibilities has caused them to experience feelings of burnout. One faculty member commented:

I loved working with the interns. I loved what I did. Now, the past few years, things have really changed. They've put a lot of demands on us, and I wake-up with a negative attitude and it just lingers throughout the day.

The interviews and observations with faculty participants identified workload as a key factor that affects faculty members' ability to be engaged in their job and within the institution. Moreover, when workloads become too heavy, faculty are more likely to disengage from their job duties, which contributes to poor job performance, reduced job satisfaction, and diminished commitment to the job and the university. For this reason, it is important that the university closely examine faculty member workloads and account for how organizational and departmental changes as well as changes in systems contribute to workload.

**Job empowerment and autonomy.** Empowerment and autonomy emerged as important factors that influenced faculty members' engagement. First, faculty expressed how job empowerment affected their ability to be engaged in their job duties and in the institution. Classroom faculty appreciated that they had academic freedom and were able to design, develop, and implement their courses in a manner they believed best served the students and the academic program. As one classroom faculty member shared: "I feel like I have a lot of freedom to make small changes in my course. I also have a lot of creative freedom in terms of what I teach and the content." Another faculty member noted:

As faculty, I feel I have a say in the curriculum. Curricular decisions, a lot of times, come from faculty up because they noticed that something is not working

appropriately. It goes to the assistant dean who then looks into it and then it moves up into the curriculum committee through the dean.

Compared to classroom faculty, clinical faculty experienced empowerment differently and described empowerment more as having input into how the clinic was operated, how clinic shifts were scheduled, and how clinical changes were developed and implemented. For clinical faculty, empowerment meant that they had some control over the clinical environment so they could have greater control over how their patients were assessed, managed, and treated in order to ensure they were safe and received patient-centered care. One clinical faculty member commented:

As clinical faculty, we have total responsibility for patients and interns and no authority and it's a very frustrating position. And that's what's going on now versus trusting us with the authority and empowering us to make decisions that directly impact us.

Second, and related to empowerment, both classroom and clinical faculty identified autonomy as an important factor that either positively or negatively influenced their engagement. For example, faculty members expressed that the independence of being a faculty member was a key reason they were engaged in job-related tasks and were satisfied with their job. Conversely, the autonomous nature of the job caused many faculty members to feel isolated, separated, and detached from happenings within their department and within the university more broadly. In addition, faculty job duties are often self-directed, causing faculty members to be self-sufficient and self-motivated. The collective examination of comments from faculty interviews indicated the self-directed work model positively influenced faculty engagement because it afforded flexibility and

autonomy. However, the model also caused faculty to feel isolated which negatively influenced engagement.

In considering engagement in the context of job empowerment and autonomy, the university should consider strategies and scenarios in which faculty members can be empowered to make decisions that directly or indirectly relate to their job duties and then provide them with the freedom, flexibility, and independence to accomplish these duties. Such an approach could influence the extent to which faculty are engaged in their job and engaged with other university activities and functions.

### **Theme Two: Leadership**

This theme speaks to how leadership, and the styles and approaches used by leaders, affect the (a) culture of the institution, (b) climate within a department, and (c) degree of supervisory direction, guidance, and support, which in turn affect faculty members' experience within the institution, their satisfaction with their job, and their engagement in their job duties. Leadership and the facets of leadership captured under this theme are multilayered and interconnected with one another. For example, leaders who are open and accessible set the tone for the organization, which then influences the organizational culture, the departmental climate, and the manner in which supervisors interact and interrelate with their faculty. To further expand on the theme of leadership, the following subthemes are discussed below.

**Open and accessible leadership.** Similar to other colleges and universities, the university under study has a traditional organizational structure in which academic departments are led by department chairs, the chairs report to associate deans or deans, and deans report to executive administration. Throughout the study, participants

communicated that the organizational structure, and specifically the hierarchy of leadership, caused them to feel that their thoughts, ideas, concerns, and questions were not acknowledged or addressed. “There is some sort of administrative hierarchy here, where it’s authoritative. And so, I think that people can have good ideas, but then the hierarchy maybe inhibits those people from actually giving ideas even though their ideas are very good,” noted one faculty participant. In addition, many participants noted that the hierarchy of leadership, by nature, created a disconnect between faculty members and executive leadership because there were limited opportunities for them to voice their concerns directly to those in senior leadership positions. These sentiments are highlighted in the following quote:

The chain of command is followed heavily here. We have to go through the chair, and the dean, and then it goes to the vice president, and then to the president. So, they [administration] take the chain of command very seriously. But, there’s a break in the chain of command in my opinion. Because the people right above us don’t know what’s happening for faculty on a daily basis.

Another faculty participant shared:

I just feel there’s a bit of a disconnect in vice presidents to deans, deans to chairs, and so I don’t think there’s as much cohesiveness as we really need to figure out and solve the problems that we’re facing. So, that creates some distrust, and if anything, that bogs down our ability to come-up with solutions and move on the solutions in a forward direction.

Based on the interviews and observations conducted in the study, it is clear that faculty members perceive the leadership hierarchy as a barrier and such a barrier hinders their

ability to feel that their ideas or concerns are heard and valued by senior leadership. As a consequence, faculty members feel marginalized and disregarded, causing them to disengage from their job duties and from other activities within the university.

While the leadership hierarchy was identified as a barrier to faculty engagement, many participants recognized that a hierarchal leadership structure was standard within universities and acknowledged that the barriers to accessing and communicating with senior leadership were more perceived than real. As one participant commented:

I think most of our administrators are open. If anybody truly wanted to know something, they could just go on and knock on somebody's door and make an appointment or something. But not everybody is willing to do that, or has the time to do that, so they just depend on hearing things faculty to faculty.

Another participant shared:

I think leadership is very open for new ideas and so they're open to have discussions. They [leadership] always ask for advice and discussion in meetings and different forums. And if there are any suggestions, even the president has said, 'Come and see me. I want to have ideas, I want to have solutions, I want to have communication.' So, he's very open.

However, despite these comments, several participants still perceived the leadership hierarchy as a barrier which impeded their satisfaction with their job and their engagement in their job duties. To reduce these perceived barriers, the university should consider creating a clear pathway (or pathways) for faculty members to interact with their associate deans, deans, and members of senior leadership. The creation of such a pathway could allow faculty members to better express their concerns, ask questions, and

share ideas and solutions with members of the institution's leadership team which in turn would allow them to feel heard and valued as key members of the institution and its mission.

**Culture and departmental climate.** The overall culture of the university and climate of a department played a key role in how faculty members interacted with their colleagues, their chair, and other members of the university's leadership team. These interactions, to some degree, affected the extent to which a faculty member was engaged in their job duties as well as the extent to which they engaged professionally and socially within the university. Numerous faculty members identified that each department had a subculture or unique departmental climate which had an unspoken and unwritten set of rules for how faculty members should behave, interact with one another, and interact with their chair and dean. In addition, the departmental culture and climate set a tone of either a positive working environment or a negative working environment. One faculty participant shared:

There are subcultures where certain departments are very, very positive and others are very, very not positive and it's strange that it would group like that. I don't know if it is the leadership of departments causing that type of attitude, or if it's just the type of person who would work in those types of departments.

Another faculty member communicated:

A lot of it [the department climate] is dependent on personality. You will get feedback that's negative from one person and then you'll go to another department and get feedback that is completely positive and they're baffled that you got the negative feedback. It's really not consistent across the board.

In general, faculty participants that perceived the culture and departmental climate as positive, open-minded, friendly, and caring were more likely to be engaged in their work and engaged within the university. Conversely, participants that perceived the culture and departmental climate as negative, close-minded, micromanaging, and toxic were more likely to communicate feelings associated with disengagement and burnout. This divide in faculty member perceptions is highlighted by the following comments. First, one faculty member stated:

I think within my department we have the same interests, or we're teaching the same subject matter, and so we have the same goals. For this reason, I don't feel there's any issues in my department. It's a supportive group to work with.

Conversely, another faculty member commented:

My department, it's such a toxic environment. It's so negative. It's so micromanaging. My philosophy is I do my work and I do it well. Why do you need to breathe down my neck? We're all adults here. We have to have a certain level of trust.

Based on the interviews and observations conducted in the study, there is evidence that faculty members' engagement in their job duties and consequent satisfaction with their job is either positively or negatively affected by the culture and climate within their department. For this reason, the university's leadership, including deans and department chairs, should develop strategies to change overall institutional culture as well as climates within departments to be more open, positive, and productive.

**Supervisor leadership and support.** Similar to departmental culture and climate, the extent to which faculty members were engaged in their job duties was

directly and indirectly related to the direction, guidance, and support they received from their supervisor(s). The majority of faculty interviewed and observed during the study reported directly to the chair of their department, whom they viewed as a superior and a seasoned faculty colleague, but not their *boss*. As such, faculty members communicated sentiments like the following: “I feel like I have multiple bosses.” In some cases, faculty participants reported to associate deans, deans, or other leaders within the university and as such, they believed they had a clear understanding of who their boss was.

The relationship between engagement and supervisor support was especially true for junior (or inexperienced) faculty members as these faculty members required more management, supervision, and assistance from their chair and other supervisors (e.g. associate deans, deans, etc.) to ensure they were meeting expectations in the areas of teaching, service, and scholarship. For this reason, junior faculty members that did not receive ongoing direction, guidance, and support were more likely to be disengaged in their job duties and experience feelings associated with burnout. One junior faculty member commented: “I don’t think [name of supervisor] is supportive, or maybe he/she thinks that I should know how to do everything already.” Another faculty member commented: “[Name of supervisor] doesn't really check in. He/she did my first trimester. He/she was like, ‘How's it going?’ He/she did that once, but it's more if I have questions. I ask her/him and then I get answers.” Conversely, several junior faculty members also reported that they were “very well-supported” and believed their chair was accessible and helpful in facilitating their growth and development. As a consequence, these junior faculty members were more engaged in their job duties and the tasks they need to accomplish to advance as a faculty member.

Senior and experienced faculty members were less likely to require ongoing direction and guidance, but expressed that they believed they still required regular support from and access to their chair or other supervisors. Many expressed that a lack of access to their chair or supervisors affected their ability to feel supported, heard, and valued which in turn affected their engagement in their job and other university activities. As one faculty member pointed out: “If faculty don't feel like they have any one to turn to with their student problems, or classroom problems, or knowledge problems, that causes them to disengage.” Another senior faculty believed that having an open relationship with their chair fostered approachability and accessibility:

My relationship with my department chair is very fluid. He/she has an open-door policy. I have a quick question, I can walk in, and verbalize and [he/she] usually answers right there on the spot. I think it's one of the advantages about being a small university is I'm literally down the hallway and so I just walk in, ask a quick question, and it's answered. So, that relationship is very much fluid.

The interviews and observations conducted during the study indicated that both junior and senior faculty members require ongoing support from their supervisor and such support affects the degree to which they are engaged in their job roles and responsibilities, as well as engaged with the university as a whole. The university should consider developing strategies to ensure the support provided by supervisors that is consistent and the scope of support provided aligns with faculty members' experience as well as their professional and personal development. The development of such strategies will ensure that faculty members receive appropriate and applicable support that allows them to maintain and sustain their engagement as they advance as a faculty member.

**Theme Three: Communication**

This theme reflects how opportunities, or lack of opportunities, for using multi-directional communication, receiving transparent and timely information, providing input and feedback, and participating in shared decision-making affected faculty members' ability to be engaged in their work and be engaged with the organization as a whole. In support of this theme, several subthemes were identified and discussed below.

**Multi-directional communication.** Participants commented a great deal on how communication either improved or impeded their ability to be engaged in their work duties and in activities within the university. Specifically, participants commented that their engagement was affected by communication between administration and faculty as well as communication among university departments. As one participant commented:

Communication between us [faculty] and administration; I feel there's a disconnect there. We need administration that allows for a better line of communication between the faculty and the administration. There needs to be a better line of communication there and more interaction on a day-to-day basis.

Another participant stated: "I think that there is a lack of communication, at times, between departments, and between levels of administration which leads to rumor mills."

Several other participants echoed the importance of multi-directional communication in which there are opportunities for communication up and down the institutional hierarchy, as well as opportunities for communication among departments, specifically other academic departments. For example, one participant noted:

I think more group meetings together between the two groups of faculty [classroom versus clinical] in different departments could be cohesive because

as a classroom instructor, I teach specific things and then I know students go over there [to the clinic] and they do something completely different than what I taught in the classroom.

Furthermore, several participants reported that a lack of multi-directional communication hindered their understanding of institutional or departmental goals, priorities, and changes, which negatively affected their ability to perform their job duties. As one faculty member explained: “I’m not being given communication that affects my daily job. That’s where I get frustrated and I feel I’m not being supported.” Conversely, throughout the interviews, participants reiterated that, when practiced, multi-directional communication positively affected their engagement both in their work and within the institution itself.

**Information-sharing.** Several participants reported how the transparent and timely sharing of information about their job duties, their department, or the institution at large affected their engagement. For example, one participant noted, “I don’t need to know everything 100 percent, but I do need to know some things related to me, related to my [faculty] duties, related to my future, related to my students.” Another participant commented: “I’d like more information about changes in classes, changes with faculty, and where budget deficits are going to hurt faculty or programs.”

Participants reported that the university utilized numerous formats for information-sharing (i.e., emails, television monitors, town halls, etc.). However, many commented that these formats were insufficient and often lacked key information about institutional or departmental changes that affect faculty members and their job duties. One participant noted: “We don’t have one good mode of communication. We don’t have

one place where everybody can look to see what the true information is. We have multiple layers.” However, several participants acknowledged that sharing transparent and timely information was difficult for university leadership and therefore suggested that information be shared in multiple formats and be conveyed in multiple settings. For example, one participant suggested:

Some information can be communicated quickly and efficiently via a simple email. Some require additional explanation which is best delivered in face-to-face meetings, group discussions, or one-on-one meetings with the particular individual where he/she is given a chance to give an explanation because sometimes it is difficult to convey feelings of intent.

In the absence of transparent and timely information, participants reported that they often relied on “word-of-mouth” from other faculty members, their department chair, or in some cases, students to get information regarding departmental or institutional changes. For example, one participant commented: “We sometimes rely on rumors for information. And they [rumors] are very rarely accurate. But, the general idea around the rumor is correct. It's just the details usually aren't.” Several participants acknowledged that relying on rumors for information was inefficient, ineffective, and often caused them to disengage from their job duties and from the institution because they lacked key information. As such, many participants commented that they would prefer to receive transparent and timely information via email and receive follow-up information in-person from their department chair, their dean, or within department meetings.

**Input and participation.** Throughout the interviews, participants commented on how having opportunities to provide input, share ideas, and participate in decision-

making affected their engagement. Several participants shared that they were increasingly disengaged in their work because they did not feel they had sufficient opportunities to offer feedback and suggest solutions regarding departmental or institutional changes that directly or indirectly affected their role as a faculty member. One faculty participant observed: “There is a disconnect between those of us doing the daily work of operations, and those making policy and procedure decisions at an administrative level. And we don’t get adequate input into the decision-making.” Another participant commented that: “Decisions are made top down. With either very little or no input from the faculty that are going to be most influenced by that decision.”

Faculty members suggested several strategies to improve input and participation in decision-making as a means to improve engagement in job duties and increase satisfaction with such duties. As an example, one faculty member suggested:

The biggest thing I think that I could see as improved support would be somebody listening to us and hearing us and actually taking our solutions. And if they don’t work, explaining why so we can rework the solution and come up with a new one. That would help a lot.

While many faculty members expressed a desire for increased input into institutional and departmental decisions, several participants acknowledged that the university had established structures such as faculty senate and university committees which encouraged faculty members to provide input and participate in shared decision-making. One faculty member commented: “There are a lot of ways that faculty play a role in decision-making. For example, search committees, I was just involved with a search committee for helping nominate the next [name of position]. So, that's big. That’s

really weighing in.” However, many participants also acknowledged that effective utilization of these structures was often dependent on leadership within the faculty (e.g., faculty senate leadership, committee chairs, etc.) and leadership within the university’s administration. Overall, the extent to which faculty members had opportunities to provide input and participate in decision-making directly improved or impeded their ability to be engaged in their work and their workplace.

#### **Theme Four: Motivation and Encouragement**

Motivation and engagement emerged as central factors that contributed to engagement among faculty. This theme speaks to how faculty members need to be incentivized, rewarded, recognized, and appreciated for their job performance in order to maintain and sustain their engagement in both their job duties and other activities within the institution. To further elucidate the theme of motivation and encouragement, the following subthemes are discussed below.

**Rewards and incentives.** Throughout the interviews, participants shared how incentives, or a lack of incentives, affected their overall job performance, which in turn affected their engagement in their job duties as well as other activities within the university. Furthermore, participants believed that rewards, when implemented fairly and justly, encouraged superior performance among faculty members and consequently encouraged faculty members to be more engaged in their job duties in the short and long-term. In the absence of incentives and rewards, many faculty members reported feeling marginalized and disregarded for the additional work they performed in either the clinic or the classroom, which in turn discouraged their desire to continue performing beyond

expectations. As noted by one participant: “There's no incentive. There's no motivation to do the extra work.” Another faculty commented:

In my book, if there's not much else for you to do, then you're not going to be driven to do much else. And I think that's one of the things that we see across the board here with faculty is it doesn't matter if they do the same things they were doing now or if they totally revamped everything and they're doing a really great thing that's changing [student] board scores, the money is still the same and there's no way for them to do something different.

This sentiment was echoed by another faculty member who noted the need for incentives or rewards as a means to encourage innovation in teaching, clinical care, or scholarship:

Not to take anything away from the cost of living raises that we get, but those who do perform well with doing an innovation in the classroom, or doing extra activity, I think there should be a little bit more of a performance or activity or reward in that regard.

Several faculty members communicated that the university's current performance and evaluation process and the rating system within the process contributed to faculty not feeling incentivized to go “above and beyond.” The following quote accurately summarizes this issue and how the implementation of the performance and evaluation process affects job performance, satisfaction, and engagement:

The performance evaluation process doesn't motivate us to work any harder because we're just going to get the same score – a three. Now, you have to consider, the good majority of the faculty here are type A personalities. You

know, we're go-getters. We work hard. And it's like, if you are only going give us a three out of a five, what's the point of even working any harder?

In regards to incentives and rewards, several participants acknowledged that the university's rank promotion process and the tenure process were established systems for disseminating and implementing rewards. One participant commented: "Through rank promotion faculty are rewarded and recognized for satisfying those [rank] requirements, and then promoted accordingly. But, as far as rewards for doing a good job, that's about it." While these processes were generally acknowledged as being the primary incentives for superior performance and therefore the primary sources of rewards, some participants stated that they believed the rank and tenure processes were biased and lacked objective performance criteria. Another faculty participant observed:

I see some people who are amazing and who have been here a while and they have never been promoted. And I see people who don't have skills, and they get promoted. I really am baffled. The rank promotion process here is just mind boggling.

Based on participant reports, appropriate incentives and reasonable rewards can affect faculty members' job performance, which in turn affects their level of engagement in their job duties and other activities occurring within the institution. For this reason, it is important that incentives and rewards are guided by reasonable, achievable, and objective criteria and are implemented in a fair and unbiased manner.

**Appreciation and recognition.** Numerous participants communicated how both written and verbal acts of appreciation and recognition affected their job performance, satisfaction, and engagement. As expected, faculty members that received appreciation

and recognition for their efforts reported that they were satisfied with their job, more engaged in their job duties, and more committed to the university. However, the extent of appreciation and recognition seemed to vary greatly from supervisor to supervisor and department to department. Some faculty members reported they were appreciated by their supervisor and therefore received ongoing recognition for their exemplary efforts. However, another faculty member reported: “There’s no appreciation for the work that is actually done and only discipline for the work that is done wrong.” Similar to this comment, another faculty participant shared:

Focus on the negative all the time, never get any positive, never get any accolades. Never get ‘Thank you.’ I mean, I get it, it's your job, it's understood that it's expected, but when all you're hearing is negative feedback, that completely leads to burnout.

While participants reported numerous examples of how supervisors and administrators demonstrated appreciation and recognition, faculty members identified a need to increase appreciation and recognition efforts on campus as a means to promote and support engagement among faculty. One faculty participant commented: “There are email announcements for some things congratulating people, but I'd really like to see there being a lot more of that.” Another participant suggested:

Just like we have an annual state of the university address that handles the business side of things, I think that they should have a separate event that would be a university-wide event for faculty and staff that is in acknowledgement of those individuals who did go above and beyond.

Other faculty members called out the importance of appreciation and recognition for newer faculty and how such acts can help with faculty retention:

I want to see if faculty who have been here for a year, five years, ten years get recognized. I think it's harder when they're newer. The person who's been here a couple years feeling like, 'Is this really the place for me? Does anybody even notice what I do?' I think those are the folks that really need more recognition.

Regardless of the form of appreciation or recognition, it is clear that faculty members that are appreciated and recognized by their supervisor, their department, or the university are more likely to be engaged in and committed to their job. For this reason, it is important that colleges and universities create mechanisms to commend and celebrate faculty members for their performance and contributions.

#### **Theme Five: Organizational Support**

This theme is comprised of a faculty member's ability to (a) establish positive relationships with colleagues, superiors, and students, (b) access resources, guidance, and support to help them fulfill their job duties, (c) develop and advance within their job and as a professional, and (d) receive evaluations and feedback that support their development and advancement. Building on the theme of organizational support, several subthemes were developed and discussed in detail below.

**Positive relationships.** Faculty participants communicated how the formation and continuation of positive colleague relationships was an important factor that affected their engagement in their work and the workplace. Participants identified that having relationships, or even friendships, with colleagues contributed to their ability to feel supported personally and professionally, which in turn contributed to their ability to be

engaged in their work duties as well as in activities occurring within the university (e.g., committees, service activities, social events, etc.). For example, one faculty participant commented: “I need coworkers that I can also turn to and ask the questions that I can’t ask my boss, which I kind of have.” One participant commented on how positive colleague relationships enhanced his/her satisfaction and engagement in job duties:

I find that faculty often go further with their classes and are more successful with their classes when they can share what they’re doing with the other faculty. Then faculty start coordinating what they do, like, ‘Oh, you’re talking about this? I can talk about this from a different perspective.’

Similarly, another faculty participant shared:

I’ve had a lot of opportunities in my teaching where I work with other faculty and I’ve gone and done guest spots in their class or they’ve done guest spots in my class, or we’ve done a co-lecture together on a certain topic. Those collaborations were always, in my experience, one of the most exciting parts of being able to teach.

Data from the interviews and observations conducted in this study indicate that faculty members who had positive relationships with their colleagues were more likely to be satisfied with and engaged in their job duties, because they believed that these duties contributed to the faculty and university communities. To that end, the university should consider strategies to bring faculty members together to establish professional and personal relationships with one another as well as create opportunities for cross-faculty collaboration and communication.

**Resources and technical support.** Faculty participants expressed how access to resources and technical support to assist them in their job duties directly and indirectly affected their engagement. In general, faculty reported that they needed access to policies and procedures that helped them understand their job duties and tasks. For example, one faculty member commented: “There’s a lot of things that they [administration] do to support us as faculty. We have a faculty handbook that helps us understand what we’re supposed to do and when we’re supposed to do it.” In addition to general policies and procedures, faculty members communicated that they needed access to resources and supplies that enabled them to best fulfill their roles in either the classroom or the clinic. When such resources and supplies were missing, faculty members believed that they were not adequately performing their job duties as either an instructor or a clinician, and therefore became increasingly disengaged when performing these under-resourced duties. One faculty member commented: “I definitely think some medical supplies are missing. I teach some of those classes and I have to borrow supplies because there's not a good stock [in the university]. The lack of adequate supplies impacts my teaching and the students.” Another shared: “I feel like better library databases would definitely help me. I love our librarians. I like our library, but we don't have enough databases and library resources.”

Faculty participants also communicated that because the university, and higher education more broadly, was utilizing more advanced technology to help with instruction, student assessment, and program assessment, they needed more support to ensure they were adequately trained on these technologies, and such technologies were appropriately integrated into their courses. One faculty member commented:

I need help with audiovisual stuff, making sure computers and projectors are working when I get to the classroom. That's the most frustrating thing, walking into a classroom that either has a computer that's not connected to the projector or some type of technology failure. It doesn't happen often, but when it does, it's most cumbersome because it wastes my time and it wastes the students' time.

Other faculty members commented how the university (and various university departments) have been helpful in providing resources and support, which has helped maintain their satisfaction and engagement in job-related tasks that require the use of new technology or systems. These sentiments are echoed by the following comments: "Our IT [information technology] department has been fantastic, bringing me up to speed on certain aspects of the [learning management] system and things like that for which I had no knowledge of whatsoever," and "They [administration] just hired a new instructional designer. [Name of person] has been really helpful. We've worked together on integrating my course, more online, and what that looks like."

Data collected throughout this study indicate that access to resources and technical support helps faculty members engage in their job duties because they have assistance to perform these duties and associated tasks to the best of their ability. In turn, faculty members feel that they are being more successful in either the classroom or the clinic, which in turn allows them to feel more satisfied, more engaged, and more committed. To that end, the university should develop strategies to ensure faculty members receive resources, support, and assistance that enable them to meet the needs of students, patients, programmatic and regional accreditors, and the university itself.

**Professional development and advancement.** One of the most prominent factors that affected engagement was opportunities for professional development and advancement. In general, faculty members believed they needed to receive additional training, education, and support from their supervisor and the university in order to stay relevant in their field and area(s) of expertise, and to progress in academic rank and status. One long-term faculty member shared:

I think what's important is they [faculty] need the time and opportunity to develop. For new faculty, in particular, an opportunity to develop expertise in certain areas and find where their interests lie, and not only become well read in that specialty area, but publish in that area as well. They need opportunities to become experts, work on that expertise, and share that expertise.

However, the scope of professional development varied significantly between junior (or inexperienced) and senior (or experienced) faculty members. Junior faculty members required more frequent and focused training, mentorship, and support to help them become better teachers, clinicians, and scholars, as well as help them advance within the academic hierarchy. The notion of training was highlighted throughout the interviews. Several junior faculty members commented on how their education and training did not provide them the skills needed to be an effective faculty member and therefore, they believed they lacked the essential skills in the areas of teaching, research, and scholarship. This sentiment is further illustrated by the following comment:

For new faculty, you get no communication, you get no support, you get no training. You're just thrown into the job, so not only are you trying to

navigate what your new job is, but you're given no skills training on how to be a teacher, or researcher for that matter.

Similar in nature to the comment above, another junior faculty participant shared:

I'm still learning a new skill set to become an effective instructor. As simple as how to write a test question. You know, how to word it in a certain way or the key components - that's been really helpful to learn. Also, how to design my course, how to think about a course development creatively.

In short, junior faculty members believed they needed ongoing professional development to help in their *professionalization* process to become a successful faculty member. Junior faculty members that received ongoing professional development were more likely to be engaged in their job duties and be committed to the journey of becoming a professional faculty member within the university.

Senior faculty members required less training, mentorship, and support because they had acquired the skills and competencies needed to be a professional faculty member and therefore had completed the professionalization process. Rather, senior faculty members communicated that in order to maintain and sustain their engagement they needed support and encouragement to (a) make improvements to existing courses, (b) revise clinical protocols or procedures, (c) explore new subjects and areas of study, and (d) apply creativity and innovation either in the classroom or clinic. As an example, one long-term faculty member commented:

For faculty who have been doing this a while, depending on the discipline, they're supposed to be keeping up on the times and making the appropriate

adjustments in their lectures and if there's not a lot of growth within the field they can maybe change how problem-based or group type activities are done. Senior faculty members that received support and encouragement to learn new subjects, create new courses, or adopt innovative teaching or clinical care strategies were more likely to be engaged in their job duties as well as engaged with other activities occurring in the university.

In summary, faculty members that received professional development that aligned with their experience, background, and professional and personal goals were more likely to be engaged in their job duties, which in turn influenced their commitment to their job, their students, and the university itself. To that end, the university should consider creating professional development opportunities that allow junior faculty members to be continuously mentored, supported, and encouraged as they complete the professionalization process. Moreover, the university should facilitate opportunities for senior faculty members to be supported and encouraged in their efforts to be collaborative, creative, and innovative in the classroom, clinic, and beyond.

**Evaluation and feedback.** Throughout this study, faculty members communicated the need for ongoing feedback about their performance and the need for a performance evaluation process that allowed for personal and professional growth. While faculty members acknowledged that receiving performance evaluations and associated feedback was part of their professionalization process, faculty participants communicated that the act of receiving ongoing, constructive, helpful, and useful information about their performance was instrumental to their growth, development, and advancement. To that end, faculty members that regularly received feedback about their

performance were more likely to be engaged in their job duties because they understood how to maximize their strengths and minimize their weaknesses. Faculty members that did not receive regular feedback, or only received feedback during the performance review process, were more likely to be disengaged and express feelings of burnout because they did not understand if and to what extent they were successful in fulfilling their duties. For example, as one faculty member noted: “The only way that I know that I’m doing my job well enough is that I get a contract. Like here’s your new contract, bye-bye for the next year.” Another faculty member commented: “I get zero feedback. I’ll find out in a year if I get a contract or not. That is a very tenuous position to be put in.”

Despite faculty members acknowledging the need for regular feedback and evaluation, the majority of faculty participants communicated that the university’s current performance evaluation process, the benchmarks within the evaluation, and the evaluation’s rating scale did not accurately reflect performance expectations and therefore did not foster opportunities for personal and professional reflection and growth. One faculty member commented:

The benchmarks that they [administration] have in the performance evaluation are fine, but the overall score associated with it is unrealistic. In other words, your performance of satisfactory, meets expectations, or exceeds expectations should have some relevance to it. And realistically, most of the faculty, all exceed expectations in the benchmarks that were set-up.

Another faculty member shared: “I’ve never been a big fan of our evaluation process. I think its structure is actually a bit detrimental to faculty members as far as their growth or expansion.”

Both classroom and clinical faculty members acknowledged that the current performance evaluation process was oriented towards classroom instruction and therefore did not accurately reflect the roles and responsibilities of clinical faculty members. The following comment reflects the desire to have an evaluation process that is more aligned with faculty roles:

I would like to see it [performance evaluation process] completely up-ended so that it reflects our clinical duties. We don't have the same workforce structure in any shape, way, or form, not even contact hours, as other classroom faculty on this campus. And none of the questions even apply. There's not even the word 'patient' in my review.

In addition, another faculty member suggested:

We need a different evaluation system for the clinical faculty versus the teaching faculty. Because we do completely different jobs. And I don't even see how they can rationalize evaluating us in the same way.

Data collected from the study's interviews and observations indicate that regular feedback and a comprehensive performance evaluation process is essential to a faculty member's engagement in their job and the institution. In general, faculty expressed a desire to receive more feedback in a more consistent and constructive manner. Such a desire sets a foundation for the university to consider the development of a new performance evaluation system that aligns with faculty roles and responsibilities, addresses core faculty skills and competencies, offers feedback from supervisors, peers, and students, as well as promotes faculty member growth and development. As one faculty participant suggested:

I'd like to see behavior-based competencies, where the employee would be evaluated on an ongoing basis, maybe like every quarter, and every so often the manager would sit down the employee and go over a specific area and say, 'Oh, I have observed this, I have observed this, and I have observed this.' And then give them a breakdown of where they should be going, what they're doing, and how they can correct it.

The implementation of such a system would ensure faculty members are more engaged in their job duties and are taking corrective steps to continue their professionalization process to become successful faculty members.

### **Analysis of Findings**

This exploratory case study provided an opportunity to better understand the organizational factors that affect engagement among health science faculty in the context of a small, private university. Due to this being an exploratory case study, there was no formal hypothesis. Rather, the collection of study data through interviews, observations, and document review facilitated the identification of organizational factors that affected engagement. These factors were presented and organized into the following themes: (a) job characteristics and job demands, (b) leadership, (c) communication, (d) motivation and encouragement, and (e) organizational support. The themes (and associated subthemes) that emerged in this study are unique to the context of a small health science university. While unique, many of these themes and subthemes aligned with the current literature on engagement and provided additional information to inform and support existing theoretical frameworks on engagement such as the needs-satisfying model and

the JD-R model. The discussion below details how these models compare and contrast with study themes.

### **Themes and Subthemes Compared to the Needs-Satisfying Model**

This study's themes support the theoretical underpinnings of the needs-satisfying model. Within this model, employees need to experience three key components to be engaged in work and at work: (a) psychological meaningfulness, (b) psychological safety, and (c) psychological availability. In short, to be fully engaged an employee needs to feel that their work is meaningful, they need to feel safe to invest in their work without personal and professional consequences, and they need to feel they have (or easily can access) the emotional, intellectual, and physical resources needed to perform their work. While this case study was not designed to evaluate the needs-satisfying model and its three components, the themes and subthemes that emerged in the study influenced faculty members' ability to experience each of these components, and therefore affected their engagement in their work and the university itself. Figure 3 depicts a visual of the relationship between study themes and the needs-satisfying model.

Themes and Subthemes	Needs-Satisfying Components
<b>Job characteristics and job demands</b> <ul style="list-style-type: none"> <li>• Job roles and responsibilities</li> <li>• Workload</li> <li>• Job empowerment and autonomy</li> </ul>	Psychological meaningfulness Psychological availability
<b>Leadership</b> <ul style="list-style-type: none"> <li>• Open and accessible leadership</li> <li>• Culture and departmental climate</li> <li>• Supervisor and leadership support</li> </ul>	Psychological meaningfulness Psychological safety Psychological availability
<b>Communication</b> <ul style="list-style-type: none"> <li>• Multi-directional communication</li> <li>• Information sharing</li> <li>• Input and participation</li> </ul>	Psychological meaningfulness Psychological safety Psychological availability
<b>Motivation and encouragement</b> <ul style="list-style-type: none"> <li>• Rewards and incentives</li> <li>• Appreciation and recognition</li> </ul>	Psychological meaningfulness Psychological availability
<b>Organizational support</b> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Resources and technical support</li> <li>• Professional development and advancement</li> <li>• Feedback and evaluation</li> </ul>	Psychological meaningfulness Psychological safety Psychological availability

Figure 3. Study themes and subthemes in relationship to the needs-satisfying model.

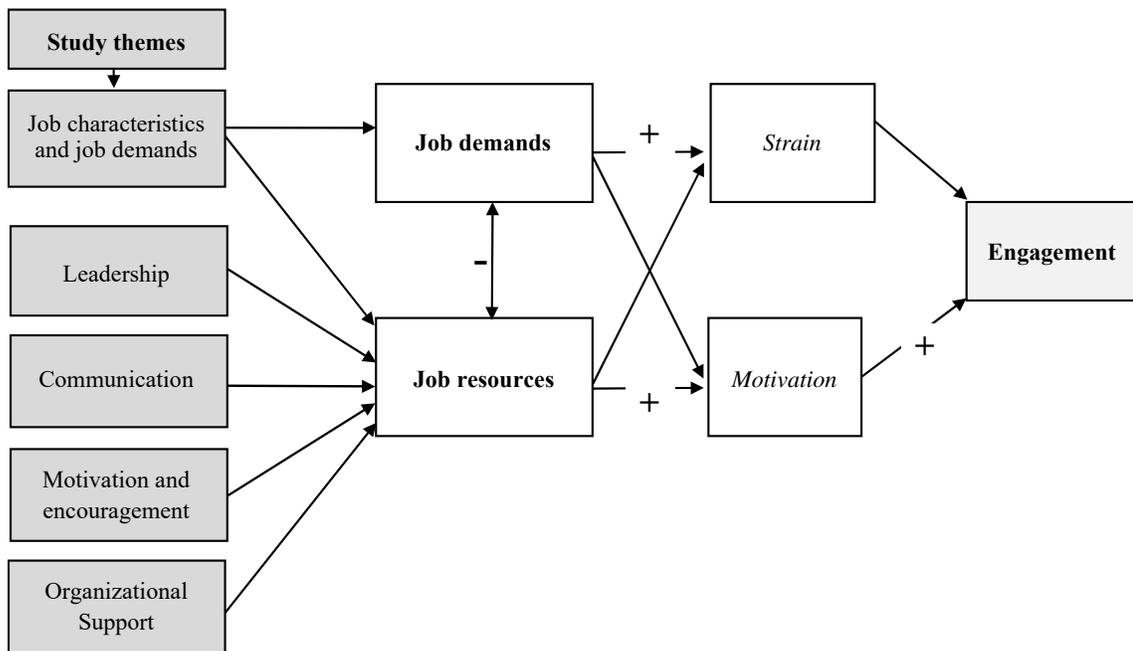
As depicted in figure 3, the theme of job characteristics and job demands influenced faculty members’ ability to experience meaningfulness in their work and at work, as well as influenced their ability to expend emotional, intellectual, and physical resources. As expected, when faculty members experienced increased job demands, they were required to expend more resources, and therefore their ability to experience meaningfulness in their work and enjoy the unique characteristics of their job decreased. The themes of leadership and communications significantly influenced all three components (meaningfulness, safety, and availability). Specifically, these themes represented how organizational factors such as (a) open and accessible leaders and supervisors, (b) a supportive institutional culture and departmental climate, (c) multi-directional communication and collaboration, and (d) transparent and timely information

sharing can affect faculty members' experience within the organization, which in turn influences their engagement in their work and the organization itself. The theme of organizational support influenced all three components, because faculty members that received (a) support from colleagues, (b) constructive feedback, (c) assistance and guidance with professional development and advancement, and (d) technical support were more likely to experience meaningfulness in their job duties, experience safety in performing these duties, and have the capacity and availability to carry out these duties as well as focus on their overall personal and professional growth.

Finally, because faculty members are generally in their roles for the course of their entire career, the theme of motivation and encouragement was essential in facilitating, maintaining, and sustaining a faculty members' ability to experience meaningfulness in work and at work for both the short and long-term. For example, faculty members that experienced ongoing recognition and appreciation for their good work were more likely to experience meaningfulness, and then continue to expend necessary resources to continue growing and advancing in their job. In addition, faculty members that were rewarded for their good work were also more likely to continue to invest emotional, intellectual, and physical resources into their job, their students, and the institution because they believed the university was investing in them as faculty members. Overall, the themes and subthemes in this study complement the needs-satisfying model by elucidating how organizational factors influence the model's three main components, and then how these components affect a faculty member's engagement. However, these themes are unique to the university under study and therefore are not generalizable to other groups of faculty or employees at large.

**Themes and Subthemes Compared to the Job Demands-Resources (JD-R) Model**

Unlike the needs-satisfying model, the JD-R model was designed to explain and expound on the process of engagement and its relationship to burnout. The JD-R model asserts that an employee’s job has both demands and resources. Job resources facilitate motivation in the employee while job demands facilitate strain (Bakker & Demerouti, 2007). In order for engagement to occur, the resources available to an employee need to counterbalance the job demands they experience (Bakker, 2011). The themes identified in this case study complement and expand the JD-R model by explaining how organizational factors such as leadership, communication, and organizational support help facilitate engagement by providing an employee with resources. Figure 4 illustrates possible relationships between themes and the JD-R model.



*Figure 4.* Study themes integrated with job-demands resources (JD-R) model. Adapted from Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3). 309-328. doi:10.1108/ 026839407 10733115

Within this figure, the study themes of leadership, communication, motivation and encouragement, and organizational support serve as resources to help faculty members complete job duties, moderate and manage the demands of the duties, and motivate them to perform well in their job overall. In keeping with the model, the theme of job characteristics (an individual's role and responsibilities) influences both faculty members' job demands and the job resources they have available to them both professionally and personally. The roles and responsibilities performed by faculty members positively influenced job resources because it provided them a sense of pride, autonomy, and personal and professional empowerment, as well as boosted their commitment to the university and their profession. However, when these roles and responsibilities were altered, modified, or increased, faculty members experienced changes in workloads, which influenced job demands by creating additional job stress and strain. The alignment of the study themes and JD-R model is an example of how organizational factors, like those identified in this study, serve as positive or negative antecedents to engagement, and therefore influence the process of engagement for an individual employee. For these reasons, it is important that organizations, including universities, understand these factors and how to influence job demands and job resources in order to ensure these elements are well balanced.

### **Study Themes and Organizational Factors in the Current Literature**

Finally, the literature review conducted in chapter three identified six organizational factors that positively or negatively facilitate engagement among employees. These factors included: (a) work characteristics and workload, (b) employee perception of organizational support, (c) employee perception of supervisor support, (d)

employee perception of work rewards and recognition, (e) procedural justice practices related to rewards and recognition, and (f) employee connection to organizational mission and values. The themes and subthemes identified in this study somewhat overlap with the factors identified in the literature. However, these study themes and subthemes provide a more comprehensive picture of what organizational factors affected engagement among faculty members, and how these factors may be unique to faculty as a group of employees, as well as unique to college and university environments. Table 3 provides an overview of how these factors, as identified in this study, are related to those factors identified in the literature.

Table 3

*Study Themes and Overlap with Literature-Based Organizational Factors related to Engagement*

Study Themes and Subthemes	Observed Overlap with Organizational Factors that Affect Engagement from the Literature
Job characteristics and job demands <ul style="list-style-type: none"> <li>• Job roles and responsibilities</li> <li>• Workload</li> <li>• Job empowerment and autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Work characteristics and workload</li> <li>• Perception of supervisor support</li> <li>• Perception of organizational support</li> <li>• Connection to organizational mission and values</li> </ul>
Leadership <ul style="list-style-type: none"> <li>• Open and accessible leadership</li> <li>• Culture and departmental climate</li> <li>• Supervisor and leadership support</li> </ul>	<ul style="list-style-type: none"> <li>• Perception of supervisor support</li> <li>• Perception of organizational support</li> <li>• Connection to organizational mission and values</li> </ul>
Communication <ul style="list-style-type: none"> <li>• Multi-directional communication</li> <li>• Information sharing</li> <li>• Input and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Work characteristics and workload</li> <li>• Perception of supervisor support</li> <li>• Perception of organizational support</li> <li>• Connection to organizational mission and values</li> <li>• Perception of procedural justice practices related to rewards and recognition</li> </ul>
Motivation and encouragement <ul style="list-style-type: none"> <li>• Rewards and incentives</li> <li>• Appreciation and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Work characteristics and workload</li> <li>• Perception of work rewards and recognition</li> <li>• Perception of procedural justice practices related to rewards and recognition</li> </ul>
Organizational support <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Resources and technical support</li> <li>• Professional development and advancement</li> <li>• Feedback and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Perception of supervisor support</li> <li>• Perception of organizational support</li> <li>• Perception of work rewards and recognition</li> <li>• Perception of procedural justice practices related to rewards and recognition</li> <li>• Connection to organizational mission and values</li> </ul>

As depicted within table 3, the element of job characteristics within theme one aligned with findings in the literature regarding the importance of employees having variety and complexity within their job duties, having autonomy and empowerment when performing these duties, and ensuring duties align with their skills, competencies, and personalities (Crawford et al., 2011; Saks, 2006; Saks & Gruman, 2014). Similarly, the element of theme one associated with job demands aligned with the literature on workload and how increased workload intensified job demands and the emotional, intellectual, and physical strain that accompanied such demands (Baker & Demerouti, 2007; May et al., 2004; Schaufeli & Bakker, 2004).

The theme of organizational support aligned with factors associated with organizational support in the literature, which is primarily focused on support from colleagues and the work community (Harter et al., 2002; Maslach et al., 2001; Saks, 2006). However, within the study, organizational support was expanded to include professional development and advancement via (a) support and mentorship from colleagues, (b) access to resources and technical support, and (c) ongoing feedback and evaluation, as these factors promoted faculty engagement in job duties and other university activities. Like organizational support, the theme of motivation and encouragement had commonalities with factors associated with recognition and rewards, and the procedural justice of these rewards (Mani, 2011; Saks, 2006). However, unlike the literature, the study themes advanced rewards and recognition by acknowledging that faculty members needed systems, policies, and processes that encouraged them, kept them motivated, allowed them to develop into their roles, and then receive rewards that aligned with their development. In addition, within this study, faculty members placed

less emphasis on the procedural justice associated with rewards and recognition and placed much more emphasis on rewards and recognition reflecting the effort they put into advancing their competency and credibility. These differences are relevant given that faculty members often stay in their positions for their entire career, and therefore require different supports to help them maintain and sustain their engagement as they progress through the academic ranks.

In contrast to the literature, the study found that organizational factors associated with leadership, organizational culture and departmental climate, organizational communication and collaboration, and shared governance and shared decision-making significantly influenced faculty members and their ability to be engaged. This contrast does not mean that the organizational factors identified in the literature do not affect engagement among faculty members, but rather that factors identified in this study play a more prominent role in facilitating and promoting engagement among health science faculty members. Also, the factors identified only represent one small university and therefore may be different in other contexts. However, because these organizational factors were identified as influential to faculty member engagement, additional research should be conducted to better understand if these factors are relevant in other health science universities.

### **Summary**

Data were collected via semi-structured interviews with 20 health science faculty members, direct observations of faculty members within the study setting, and university documents and materials. A thematic analysis of these data revealed five main themes, representing factors that affected engagement among health science faculty members.

These themes included: (a) job characteristics and job demands, (b) leadership, (c) communication, (d) motivation and encouragement, and (e) organizational support. To support these themes, study data were stored in a case study database and triangulated throughout the study in order to build a systematic chain of evidence.

While the identified themes did not mirror organizational factors that influence general employees, many of the themes aligned with the current literature on engagement, as well as provided information to support existing theoretical frameworks on engagement. For example, when aligning the themes with the needs-satisfying model and the JD-R model, it appears that organizational factors identified in this study serve as organizational antecedents that either positively or negatively influence engagement. The degree to which these organizational factors positively influenced engagement is dependent on the degree to which faculty members (a) enjoyed the characteristics of the job and the job load was balanced, (b) believed they were supported by the university's leadership, their supervisor, and this support was reinforced by the institutional culture and departmental climate, (c) felt appreciated, recognized, and rewarded for their contributions to their department, the institution, and their profession, and (d) received support, assistance, and guidance in achieving professional development and advancement.

In considering engagement in the context of this case study, it appears that health science faculty members are influenced by many of the same factors compared to general employees (e.g., supervisor support, organizational support, rewards and recognition), but that other factors are distinct to them as an employee group that typically remains in a position and works to advance in their position over a long period of time (Harter et al.,

2002; Maslach et al., 2001; May et al., 2004; Saks, 2006). Nevertheless, further study is needed to determine if the findings from this case study are reliable. It is likely that a larger, more representative sample of health science faculty members would garner different themes. The themes in this study, as well as the methodology to identify these themes, set a foundation for future studies to more thoroughly examine engagement among health science faculty.

## FIVE: CONCLUSIONS AND RECOMMENDATIONS

### **Introduction**

The current literature on employee engagement among health science faculty is limited. The existing literature provides a foundation for researchers and practitioners to examine the concept of engagement among these faculty members. However, further research is needed to understand how organizational factors within the university setting influence engagement among this group of employees, and how then to leverage these factors to improve, maintain, and sustain engagement over the course of a faculty member's career.

This study sought to better understand the organizational factors that affect engagement among full-time faculty members within the context of a health science university. The study findings identified five organizational themes that influenced the engagement of these faculty: (a) job characteristics and job demands, (b) leadership, (c) communication, (d) motivation and encouragement, and (e) organizational support. Building on these themes, this chapter presents five case-based recommendations aimed at enhancing engagement by modifying institutional structures, systems, policies, and practices, as well as adapting leadership approaches and styles. This chapter details these recommendations along with possible strategies to overcome institutional barriers to implementation. In addition to these recommendations, this chapter shares implications for practice and future research for consideration by other health science colleges and universities.

### **Purpose of the Study**

The purpose of this exploratory case study was to examine the concept of employee engagement among health science faculty in order to develop an understanding of what organizational factors influence engagement within a private health science university.

### **Aim of the Study**

The aim of this study was to determine what organizational factors influence employee engagement among health science faculty within a private university, in order to create evidence-based strategies to optimize engagement. The researcher used study findings to develop recommendations to help the institution under study consider changes in policies and practices to improve engagement.

### **Proposed Recommendations and Solutions**

The themes that emerged from this case study include (a) job characteristics and job demands, (b) leadership, (c) communication, (d) motivation and encouragement, and (e) organizational support. To address these themes, the researcher created five recommendations to help the institution under study develop and implement meaningful strategies that improve faculty engagement. These recommendations are as follows:

- Ensure faculty workload is balanced and job duties align with faculty member skill sets.
- Appoint and support leaders and department heads that are approachable, open, communicative, and collaborative.
- Implement strategies to improve multi-directional communication, enhance information sharing, and facilitate opportunities for input and feedback.

- Develop a holistic faculty performance and evaluation system that aligns with various job duties, provides continuous feedback on job performance, fosters growth and development, promotes innovation and creativity, and rewards and recognizes faculty members for their accomplishments.
- Facilitate opportunities for faculty members to connect with one another, including opportunities for cross-departmental and cross-program communication and collaboration.

**Recommendation One: Ensure faculty workload is balanced and job duties align with faculty member skill sets.**

Engagement is directly affected by an employee's work duties, how much these duties align with their skills, and the degree to which they have time and the physical, mental, and emotional capacity to fulfill these duties (Kahn, 1990; Maslach et al., 2001; Saks, 2006). As engagement is interconnected with employees' work roles and the work demands associated with these roles, it is important that organizations develop strategies to ensure employees are in positions that align their skills with a balanced workload (Shuck et al., 2011). For these reasons, the researcher recommends that the university under study develop and implement strategies to ensure faculty workload is more balanced and work duties more closely align with each faculty member's skill sets. Such strategies will help the university further foster engagement among faculty, as well as encourage their short and long-term commitment to their jobs and the institution itself.

**Align job duties with skills sets.** This study confirmed that faculty, like other groups of employees, need to experience psychological meaningfulness when completing their job duties in order to become, stay, and continue to be engaged in their job (Kahn,

1990; May et al., 2004). In the context of this study, psychological meaningfulness for faculty members meant that they can apply a variety of skills when executing their job duties, they have self-discretion in how to complete these duties, and they have opportunities to contribute to their department, the university at large, and their respective profession. Psychological meaningfulness was also connected to faculty members' sense of how much their job duties aligned with their skill sets. Overall, faculty members experienced a great deal of psychological meaningfulness from their duties as either a classroom faculty member or a clinical faculty member. However, as faculty members experienced increased administrative duties such as completing paperwork, entering data into multiple systems, and learning how to manage multiple technologies, their level of psychological meaningfulness was diminished as faculty members believed that such duties were not in alignment with their skill sets and detracted from their ability to interact with students or patients. Such a decline in psychological meaningfulness affected a faculty member's engagement in their work, as well as their willingness to engage in other activities within the institution.

Given these findings, the researcher recommends that the university further develop and implement faculty job roles and responsibilities in a manner that best aligns with faculty member skill sets. The university may want to consider other, more cost-effective methods to fulfill clerical administrative duties, such as hiring data entry clerks in the clinics to manage data entry into both student assessment systems and electronic health record systems. While this method may require additional personnel and financial resources, it will ensure faculty are more engaged in their primary roles related to

teaching or clinical care, as well as allow them to be more engaged in university activities such as strategic planning, operational planning, and accreditation efforts.

**Balance faculty workload.** Throughout the study, faculty members commented on how their current workloads adversely affected their ability to engage in their job duties, and in many cases faculty members commented that a continuously heavy workload contributed to their feelings of burnout. For classroom faculty members, increased workload was often attributed to an increase in work demands associated with clerical administrative duties (as mentioned above). Similar to classroom faculty, clinical faculty members experienced increased work demands due to clerical administrative duties, but also believed that there was an expectation to see more patients and manage more clinical interns, which significantly increased their workload. Overall, both classroom and clinical faculty members were committed to fulfilling their job duties, but believed that the continued increase in their workloads was negatively affecting their ability to be (a) engaged in their job, (b) committed to the university, and (c) supportive of their profession as a health science faculty member.

The experiences reported by faculty members regarding workload align with the current literature on employee engagement. Specifically, the continued increase in work demands for faculty members will likely contribute to burnout, because these faculty members do not have the personal or professional resources available to manage these demands. With an increase in the number of faculty members experiencing burnout, the university may in turn experience lower faculty productivity and higher faculty turnover (Hanashaya, 2016; Johnsrud & Rosser 2002; Tjldink et al., 2014).

At the time this study was conducted, the university was revising its faculty load policies and associated practices to create opportunities for faculty to have more balanced workloads. Given the findings of this study, the researcher recommends that the university continue its efforts to revise policies and practices associated with faculty workload to ensure faculty job duties are more balanced, manageable, and sustainable. Such efforts will ensure that faculty members are more engaged in their primary duties, more willing to participate in university activities, and more committed to the institution in the short and long-term.

**Recommendation Two: Appoint and support leaders and department heads that are approachable, open, communicative, and collaborative.**

Several studies have identified a link between an organization's leadership and the level of engagement of the organization's employees (Ariani, 2014; Breevart et al., 2014; Carasco-Saul et al., 2014; Tims et al., 2011). This is somewhat expected because leaders set the tone for the organization and its culture. In turn, leaders of the organization set the tone of how the supervisors under them will behave, which influences the individual climates within departments (Grojean, Resick, Dickson, & Smith, 2004). When employees work in a supportive culture and climate, they are more likely to engage because they feel supported and safe to physically, mentally, and emotionally invest themselves in their work and their workplace (Burch & Guarana, 2014). For this reason, organizations have a responsibility to recruit, select, and appoint leaders that listen to employees, understand their needs, and then work with them to create solutions that will better ensure these employees are more engaged in their individual roles and within the organization (Ciulla, 2004; Johnson, 2015).

Similar to the existing research, findings from this case study indicate that faculty members were more engaged when they believed they were supported by their supervisor and the institution's leadership (e.g. deans, vice presidents, and presidents). Furthermore, faculty members were more engaged when their supervisor and other institutional leaders (e.g. their dean) were open, accessible, approachable, responsive to faculty questions and concerns, and communicative about institutional changes, challenges, and opportunities. The more open, accessible, and communicative a leader, the more faculty members were encouraged and empowered to perform their job duties, which in turn increased their engagement, because they believed they could turn to their leaders for information, guidance, and support. However, despite this positive link between open and accessible leadership and faculty engagement, the organizational structure within the university was perceived by faculty to be very hierarchical, which contributed to faculty members feeling that leadership was unapproachable, unavailable, unwilling to hear faculty concerns and answer questions, and unable to collaborate with faculty to identify solutions.

While this study did not focus on identifying specific leadership traits or characteristics that foster engagement, findings from the study indicate that faculty were more engaged when they believed they were supported by leaders with a more transformational-oriented approach rather than a transactional approach. Faculty members expressed that transformational-oriented leaders seemed to better understand the needs of faculty members, work with them to address these needs, and serve as mentors or support-systems to help faculty members develop and grow. Conversely, faculty members expressed that leaders with more transactional approaches or

orientations were less supportive, less communicative and less collaborative due to their overt focus on completing operational tasks.

With these findings in mind, the researcher recommends that the university appoint leaders and department heads that are more approachable, open, communicative, and collaborative. To accomplish this recommendation, the university should consider establishing practices specifically designed to attract and recruit supportive leaders for management positions at all levels within the institution. The university should also revise its promotion and training practices to further support and develop employees with demonstrated leadership skills. Lastly, because the majority of senior leaders at the university have many years of experience, the university should consider implementing additional training programs to assist these long-term leaders in continuing to hone their leadership skills to ensure they set a positive tone and foster a supportive culture (Kirkbride, 2006). The implementation of these additional practices would ensure both the current and next generations of leaders within the university are equipped with the skills to help improve, maintain, and sustain faculty engagement.

**Recommendation Three: Implement strategies to improve multi-directional communication, enhance information sharing, and facilitate opportunities for input and feedback.**

Engagement is complex and often dependent on an organization's ability to foster meaningful relationships with its employees, offer them emotional and intellectual support, and provide them with the resources they need to succeed (Saks, 2006; Schaufeli & Bakker, 2004). According to Welch and Jackson (2007), within an organization, internal communication is the primary mechanism used to build these relationships,

facilitate support, and disseminate resources. As such, internal communication and its effectiveness is central to an organization's ability to promote and optimize engagement.

Findings from this study indicate that internal communication directly affected faculty members' engagement in their job duties, as well as their engagement in activities occurring within the university. In the absence of transparent and timely communication, faculty members were more likely to disengage and subsequently experience feelings of isolation, which when compounded, contributed to feelings of burnout. Moreover, in the absence of internal communication about institutional or departmental changes, faculty members were likely to operate under misinformation, false pretenses, or even rumors which contributed to their skepticism and cynicism about such changes.

Based on these findings, the researcher recommends that the university implement additional strategies that promote multi-directional communication, enhance information sharing, and facilitate opportunities for input and feedback. The implementation of such additional strategies will ensure faculty have key information about strategic and operational goals, process and procedure changes, as well as have occasions to receive information and provide feedback. Recommended strategies include:

**Promoting and facilitating multi-directional communication between university leadership, department chairs, and faculty.** Karanges, Beatson, Johnson, and Lings (2014) identified multi-directional communication as a key driver in promoting, supporting, and sustaining employee engagement. These authors advocated that multi-directional communication between leaders and employees from all levels was an essential component to fostering engagement. Similarly, Garber (2007) suggested that effective and consistent internal communications also cultivates trust between leaders and

employees, which in turn builds an organizational culture in which engagement can thrive. By better promoting and facilitating multi-directional communication, the university can establish a foundation for faculty engagement to occur because these faculty members will (a) understand what is happening in the institution, (b) have opportunities to participate in multi-directional communication with leadership to share their ideas and concerns, and (c) sense that their leaders are committed to them and the institution. To best accomplish this strategy, university leadership may consider regularly attending faculty senate meetings (by invitation of the senate leadership) and establish recurring meetings with each academic department as a means to engage in multi-directional communication, including: sharing information, exchanging ideas, and answering questions.

**Sharing information about institutional and departmental goals, activities, changes, and other issues that directly or indirectly affect faculty.** Throughout the study, faculty members identified a need for additional information about institutional and departmental activities, changes, and other types of key information to be disseminated regularly. Faculty members acknowledged that they received some information via email; however, the level of detail provided in email correspondence and the reoccurrence of email communications varied significantly depending on the nature of the information and individual leaders or departments. For this reason, the researcher recommends that the university consider creating an internal communication plan that specifically identifies key information to be shared with faculty on a regular basis, as well as considers how information can be shared via multiple communication modes (in-person, via email, via an internal portal, etc.) (Jo & Shim, 2005). The development of a

more robust internal communication plan will help formalize and operationalize strategies to ensure faculty members have timely information delivered in a dependable fashion (Torppa & Smith, 2011). As a possible strategy, the institution may consider adopting an intranet or internal communication portal in which key information about changes in policies, procedures, staffing, schedules, or other information can be posted and therefore widely accessible to faculty.

**Creating and facilitating opportunities for faculty to provide input, share concerns, and ask questions.** In implementing opportunities for multi-direction communication, the university should also create specific opportunities for faculty members to regularly provide input, give feedback, share concerns, and ask questions about matters for which they have reasonable interest. Creating and facilitating such opportunities will positively influence faculty engagement by allowing faculty members to feel heard, providing them with a sense of empowerment by supporting and reinforcing their relationships with their supervisors, as well as their relationships with the university's leadership (Rees, Alfes, & Gatenby, 2013). These opportunities will allow faculty members to feel a greater sense of ownership in regards to the decisions that directly and indirectly affect their jobs, which in turn will influence their level of engagement in and commitment to their job duties (Rees et al., 2013).

To successfully create and facilitate these opportunities, the researcher recommends that the university utilize existing governance structures, such as faculty senate and university committees, to more fully allow faculty members to provide feedback and participate in shared decision-making. Faculty senate and university committees are effective mechanisms for exchanging ideas, creating solutions, and

cultivating shared decisions that are mutually agreed upon by faculty and institutional leaders (Babbitt, Franke, & Lee, 2015; D'Souza et al., 2011).

**Using communication to improve faculty engagement and promote institutional success.** Several studies indicate that effective and efficient communication within an institution has a positive impact on employees and the organization itself (Hunt & Ebeling, 1983; King, Lahiff, & Hatfield, 1988; Mahajan, Bishop, & Scott, 2012; Yates, 2006). These studies demonstrate that multi-directional communication, information sharing, and shared decision-making influences employee:

- Satisfaction and commitment,
- Support for unit and organizational change,
- Retention, and
- Motivation and productivity.

While these studies have not examined how communication within the organization affected the organization's performance, one can assume that improved employee engagement results in improved employee outcomes (i.e. increased satisfaction, motivation, productivity, and commitment), which in turn enhances the organization's performance. Improving multi-directional communication, information sharing, and shared decision-making within the university under study will allow the institution's faculty members to (a) be informed of the university's activities, operations, strategies, goals, and values, (b) establish trust and support for their supervisors and leaders, and (c) engage in decisions that influence their job and the experience of the students and patients they serve. As the university under study is focused on delivering high-quality education, improving internal communication will influence the outcomes of

the institution by enhancing the engagement and commitment of faculty, which in turn will influence outcomes related to student success.

**Recommendation Four: Develop a holistic faculty performance and evaluation system that aligns with various job duties, provides continuous feedback on job performance, fosters growth and development, promotes innovation and creativity, and rewards and recognizes faculty for their accomplishments.**

Evaluation of faculty performance is a complex and multifaceted process due to the varied roles and responsibilities that faculty perform, as well as the experience of the faculty member in performing these roles and responsibilities (Oller, Mai, Ledford, & O'Brien, 2017). An effective performance and evaluation system should provide applicable, useful, and helpful information to both the faculty members and their institutional leaders, as well as provide faculty members with information and opportunities to advance, develop, and grow (Bland, Wersal, Vanloy, & Jacott, 2002; Dienemann & Shaffer, 1992). Throughout the study, faculty members communicated the need for a performance and evaluation (P&E) system that better (a) aligned with their faculty role (classroom versus clinical), (b) facilitated ongoing feedback from students, peers, and supervisors, (c) supported growth and development opportunities that aligned with academic rank and tenure status, and (d) rewarded and recognized achievements, accomplishments, and undertakings that are outside of the faculty contract. At the time of the study, the university had formed a workgroup of faculty and administrators to review and revise the performance and evaluation process. To address these needs identified in the study, the researcher recommends that the university continue to revise

the P&E process for faculty and consider integrating and addressing the following elements:

**Align with faculty job duties, domains, and dimensions.** The researcher recommends that a new P&E system better align performance criteria and expectations with faculty job duties, the domains of these duties, and the dimensions in which they perform these duties within the institution. For example, clinical faculty should be evaluated based on their clinical teaching and clinical practice duties, as these are the duties they are expected to perform, whereas classroom faculty members have designated courses they are responsible for developing and delivering. In addition, the P&E system should include performance criteria and expectations for faculty with administrative duties (e.g., department chairs), as these duties are unique and require different competencies, and therefore may require different professional development and support.

These recommendations are supported by the literature, which confirms that P&E processes for health science faculty should align with the duties and domains associated with classroom teaching, clinical teaching, clinical practice, research, scholarship, professional service, community service, and mentoring and advising (Bland et al., 2002; Dienemann & Shaffer, 1992; Garand et al., 2010; Jones & Norton, 1999; Shulman, 2005). Scholars have found that better aligning faculty job duties with P&E criteria and associated assessments led to a more meaningful evaluation process that provided a more accurate picture of how faculty members are performing in their duties, what they need to progress in performing these duties, and when they need assistance in the specific areas of teaching, scholarship, or service (Dienemann & Shaffer, 1992; Kiely, 2002; Steinert,

2000). To that end, the recommendation to better align the P&E process with faculty job duties and domains may result in a more meaningful process for faculty.

**Provide faculty members continuous feedback on job performance.**

According to Knesek (2015), feedback is the action of sharing specific information with an individual to help them modify, correct, or improve their behavior or actions, as well as information that helps an individual continue to engage in appropriate behaviors or actions. The researcher recommends that a revised P&E system include opportunities for faculty members to receive continuous feedback from peers (when appropriate) and supervisors. Specifically, supervisors have a responsibility to provide timely and appropriate feedback to faculty members in order to enhance their performance and facilitate their development (Xavier, 2002). For faculty members, feedback from supervisors can be a powerful tool for addressing areas of development, motivating them to learn new skills and competencies, and encouraging their growth and success in the institution (Gregory & Levy, 2010; Shulte, 2008). Furthermore, in light of the growing job demands experienced by faculty, feedback is a low-cost, low-stakes way for supervisors to provide reinforcing communication that acknowledges and congratulates good performance.

However, many supervisors find providing feedback difficult and deploy feedback incorrectly, creating a negative experience for the faculty member and diminishing the likelihood that the faculty member will seek out feedback in the future (Gregory & Levy, 2010). Feedback is a difficult communication skill to master, and consequently coaching and training is often needed to ensure feedback is appropriately and considerately deployed (Brown, Kulik, & Lim, 2016; Harms & Roebuck, 2010

Romano, 1993). For these reasons, the university may want to consider implementing formal training on feedback communication to provide supervisors with a greater understanding of why feedback is valued and how it supports faculty members in understanding how they can meet performance expectations and how they can improve and grow within their role, their profession, and the institution at large (Knesek, 2015; Xavier, 2002). Developing and implementing opportunities for faculty members to receive continuous feedback from their supervisors will help the institution establish a culture that fosters personal and professional learning and growth (Knesek, 2015). By providing faculty members with continuous feedback, they are more likely to be engaged in their job duties, because they are receiving support from the institution in regards to how they need to improve in their job performance and advance within the university (Saks, 2006; Xanthopoulou et al., 2009).

**Foster faculty growth and development.** The researcher recommends that the revised P&E system identify and facilitate opportunities for faculty growth and development. These opportunities should be tailored to a faculty member's role, their academic rank, their years of experience, and their unique strengths and weaknesses (Farley, Casaletto, Ankel, Young, & Hockberger, 2008; Oller et al., 2017). Specifically, the study identified that junior faculty members need more assistance, guidance, and mentorship in being a *professional* faculty member. Such support could be more oriented to specific job duties, such as developing valid student assessments, or more oriented to professional goals, such as designing a research study. Regardless of the type of assistance and guidance needed, the P&E system should help identify a faculty member's

areas of need and outline strategies to ensure the faculty member is more adequately supported and mentored (Farley et al., 2008; Jackevicius et al., 2014).

As an adjunct to the P&E system, the university may want to consider developing and implementing a faculty mentorship program. Many studies have found mentorship programs to be successful at supporting health science faculty to become professional teachers and scholars (Feldman, Aream, Marshall, Lovett, & O'Sullivan, 2010; Jackevicius et al., 2014; Pololi, Knight, Dennis, & Frankel, 2002; Savage, Karp, & Logue, 2004; Taylor, Lynn, Moore, McDaniel, & Walker, 2008; Thorndyke, Gusic, George, Quillen, & Milner, 2006). Because health science faculty often do not receive formal training in teaching, scholarship, and research, faculty mentorship is especially important to ensure junior faculty understand the expectations of the position, the standards of academia, including best practices in instruction and student assessment, and departmental and institutional processes for achieving these standards (Burgess, Van Diggele, & Craig, 2018a; Jackevicius et al., 2014).

A mentorship program would provide an opportunity for junior faculty members to receive support and guidance from another senior faculty member, and in turn an opportunity for senior faculty members to engage in service back to their institution and their profession. For junior faculty members, they are more likely to be engaged in their job duties because they are receiving direct support from a peer and therefore feel more empowered to perform job duties and more committed to seeing these duties through (Burgess, et al., 2018b; Garand et al., 2010; Thorndyke et al., 2006). In contrast, senior faculty members are more likely to be engaged in their job duties because they are helping a peer and therefore need to uphold a good example of a productive and

successful faculty member (Pololi et al., 2002; Savage et al., 2004). The combination of having junior and senior faculty members work together also encourages lasting relationships between faculty members, which in turn engenders a deeper sense of commitment to the health science education profession and the institution.

**Promote faculty innovation and creativity.** The researcher recommends that a future P&E system promote additional opportunities for both junior and senior faculty members to apply innovation and creativity in the areas of classroom teaching, clinical teaching, clinical care, and scholarship. Faculty members in this study acknowledged that the university provided them with training on how to become effective teachers, lecturers, assessors, and scholars. However, faculty members believed that the P&E system itself discouraged them from changing their courses or practices in a manner that allowed them to apply what they learned through these trainings. In essence, both junior and senior faculty members believed that the P&E system should encourage faculty to try innovative approaches, and then allow them to assess and learn from these experiences, even if the experience was a failure. Furthermore, senior faculty members believed that they were at a time in their careers in which they could be more innovative, inventive, and creative in how they taught courses or delivered patient care, but also thought that such innovation was not encouraged or supported through the P&E system.

By better integrating opportunities for innovation and creativity into the P&E process, the university would be able to further encourage faculty to *think outside the box* in regards to how they perform their duties, and what they could do as professionals that would excite and inspire them. This is especially important for senior faculty members that have established and ingrained practices and need to be stimulated to make changes

and encouraged to try new approaches (Furco & Moely, 2012). Overall, the promotion of innovation and creativity among faculty will in turn improve engagement, because faculty members will experience greater psychological meaningfulness in regards to their work, as well as greater psychological safety in their ability to take risks in applying innovation (Berzujin et al., 2010; Jiang & Yang, 2015).

**Reward and recognize faculty for their accomplishments.** Finally, the researcher recommends that a future P&E system include additional opportunities for faculty members to be rewarded and recognized for their contributions and achievements. To date, the university's primary mechanism for rewarding and recognizing faculty members is through the rank promotion process, in which faculty members compile a portfolio of their accomplishments in alignment with criteria for each academic rank. While this process has many elements of a pay-for-performance system, faculty members believed that the process did not reward and recognize faculty members for superior performance in completing day-to-day duties. As such, several faculty members communicated that they lacked incentives to take-on additional daily duties, as well as lacked motivation to apply innovation in the classroom or in the clinic because it did not result in any type of tangible reward or recognition.

Numerous studies have identified that pay-for-performance systems are effective at incentivizing employees to perform well in their job duties and in some cases, go above and beyond their typical duties (Gerhart, Rynes, & Fulmer, 2009; Lowery, Petty, & Thompson, 1996; Park & Sturman, 2016; Rynes, Gerhart, & Parks, 2005). Pay-for-performance systems are varied and can include monetary rewards such as merit-increases to base salaries or a one-time bonus, as well as non-monetary rewards such as a

physical award or plaque, or preferred office, schedule, or parking space, etc. (Park & Sturman, 2016). While faculty have somewhat different work duties compared to other employee groups, scholars have recognized for decades that faculty require incentives, inspiration, and motivation to maintain and sustain exceptional performance in performing these duties (Jabker & Halinski, 1978; Kasten, 1984; Katz, 1973). To that end, the researcher recommends that the university expand its pay-for-performance practices to include monetary and non-monetary rewards for supervisor performance in the completion of daily activities. An example of expanded practices may include a step-structure that allows faculty to progress in salary within their respective academic rank, rather than limiting opportunities for salary increases to promotion of rank. Each step within an academic rank may have specific criteria that merits an advancement of step in recognition of superior performance in the areas of classroom teaching, clinical teaching, service, or scholarship. Overall, findings from this study provide evidence that implementing pay-for-performance practices that better reward and recognize faculty members will in turn foster an environment in which these faculty members will be more engaged in their job duties and other activities within the university.

**Recommendation Five: Facilitate opportunities for faculty to connect with one another, including opportunities for cross-departmental and cross-program communication and collaboration.**

Employees are more likely to be engaged when they work in a community in which they have positive connections with their colleagues, supervisor(s), and the leaders of the organization (Maslach & Leiter, 1997). Furthermore, employees are more likely to be engaged in their job duties, satisfied with these duties, and committed to seeing them

through when they have opportunities to communicate to and collaborate with other individuals that perform similar duties within the organization (Mani, 2011). Although many of the job duties faculty perform are autonomous and are performed in isolation, some studies have found that faculty members who have opportunities to collaborate with faculty member in their department or other departments are more engaged, more satisfied, and more likely to stay with the institution in the long-term (Ambrose et al., 2005; Furco & Moely, 2012). Employees, like faculty members, that experience isolation when performing their job duties are more likely to experience burnout because they lack connections with others, and therefore lack a shared understanding of how their job helps further the institution's mission and goals (Maslach et al., 2001). The absence of a shared understanding contributes to faculty members being disengaged in their work and generally dissatisfied with their job and the institution itself, because they do not feel their contributions are needed, appreciated, or valued (Ambrose et al., 2005).

Findings from this study indicate that connections with colleagues and opportunities for participation in collaborative experiences with colleagues positively affected faculty member engagement. These connections provided faculty members with opportunities to better understand how their roles (e.g. courses they taught) affected other faculty colleagues in their department or program. Having such an understanding provided faculty members with a renewed sense of connection to their colleagues, their program, and the university, as well as provided them a holistic picture of how they fit into the program(s) in which they teach, and thus how they contribute to student outcomes. The researcher recommends that the university facilitate additional

opportunities for faculty members to connect with one another including opportunities for cross-departmental and cross-program communication and collaboration.

These types of opportunities could be formal or informal; however, should be aimed at fostering connections, communication, creativity, and innovation among and between faculty members and academic programs in which they work (Furco & Moely, 2012). Lane (2007) recommended that such connections and opportunities be ongoing and integrated into the university's culture and departmental climate. Such integration will ensure that faculty members build connections based on a common set of values, and develop a shared vision for how they want their program to be and how they want it to be perceived by the outside world (Fisher, 2007; Lane, 2007). By improving connections, communication, and collaboration among faculty, the faculty members will feel more supported and feel they are part of a community. In turn, these faculty members will be more engaged in their work and other university activities.

### **Summary of Recommendations**

The aforementioned recommendations were created to help the institution under study expand, further develop, and implement meaningful strategies that improve faculty engagement. These recommendations align with the study's findings, which indicated that faculty member engagement is affected by (a) the characteristics and demands of their job, (b) their relationships with their supervisor and the university's leadership, (c) their ability to receive timely and transparent communication and provide input, (d) their ability to be motivated and encouraged to develop and advance, and (e) the technical, professional, and personal support they received from the organization. Each of the five recommendations are complex, and therefore the implementation of these

recommendations will require thoughtful planning and execution. To that end, these recommendations will likely require modification to best meet the unique needs of the institution and its faculty.

### **Implementation, Evaluation, and Continuation of Recommendations**

#### **Implementation of Recommendations**

The successful implementation of the proposed recommendations will require the university to (a) modify systems, policies and practices, (b) allocate financial resources, (c) assign institutional leaders to lead these changes and ensure they are operationalized and socialized across the university. In addition to these factors, the university's leadership should invest time and energy into shifting the culture to be more open, and to allow communication and information to more effectively flow up-and-down the institutional hierarchy. The effective flow of communication and information will ensure that changes are more readily accepted by faculty members and other university stakeholders, as well as help build a more open and supportive culture. These changes are complex, and hence will require leaders to reflect on their own leadership approaches, consider changes in how they communicate with stakeholders along with the format of such communication, and determine the context in which they bring stakeholders together to collaborate.

**Modification of systems, policies, and practices.** All of the proposed recommendations will require the university to review and revise institutional systems, policies, and practices. For example, to successfully implement recommendation one, the university will need to continue to examine policies related to faculty workload, to ensure faculty job duties are balanced, appropriate, and align with faculty member experience

and skill sets. The implementation of recommendation three will require the institution to adapt existing communication practices and establish systems that centralize information sharing to ensure communication is more multidirectional, transparent, timely and consistent. Recommendation four will require the university to continue efforts to revamp its performance and evaluation system for faculty members to ensure the system more effectively aligns with individual faculty roles, their rank and experience, and their professional development needs. In addition, the new system will require changes in policies and practices to ensure faculty members are rewarded and recognized for their contributions in a manner that is fair and equitable.

**Allocate financial resources.** The proposed recommendations to enhance faculty engagement will have budget implications for the institution under study. First, the successful implementation of recommendation one may require the institution to alter faculty contact hours to ensure faculty workload is more balanced and appropriate. This change may result in some direct or indirect costs for the institution because it may alter the availability of faculty members to teach specific courses or to provide clinical care. Second, adopting a new faculty performance and evaluation system that includes a merit-reward component will require the university to allocate financial resources towards either one-time bonuses or increases in faculty base salaries. Of all the recommendations, the implementation of a merit-reward component is most likely to have both short and long-term effects on the university's budget. Third, several of the recommendations encouraged the university to consider implementing additional support, training, and coaching for supervisors and leaders to help them hone skills in building trust, providing open communication, and establishing productive collaborations. The

implementation of these additional supports will require the institution to dedicate financial resources, especially in the beginning, as individuals participate in foundational trainings, coaching sessions, or other experiences (Avolio, Avey, & Quisenberry, 2010; Heiney, 2014).

Fourth, improving and centralizing communication and information-sharing may require the institution to dedicate personnel to prepare and organize communications, as well as possibly invest in a new electronic system that better houses, shares, and archives information and news. Such a system may be an expensive investment on the front end, but will likely yield a solid return in employee engagement, because these employees will be more informed about matters that influence their work duties and their work life (Karanges et al., 2014). Fifth and finally, building and establishing opportunities for faculty members to come together, connect, and collaborate may require some modest financial resources to support catering for meetings/events, and release time for faculty to participate. While each of the proposed recommendations has budget components, these costs may be worth the investment to further establish systems, reinforce policies, and promote additional practices that improve, maintain, and sustain the engagement of faculty members, as well as university employees more broadly. By improving engagement, the university may experience other tangible outcomes, such as improved productivity, retention, and resilience among employees.

**Assign institutional leaders to lead changes.** To successfully operationalize and socialize the proposed recommendations, the institution will need to identify and assign institutional leaders to lead changes, communicate how changes will affect stakeholders, collaborate with stakeholders to develop implementation plans and timelines, and allocate

needed resources to support implementation. Appointing institutional leaders to facilitate, oversee, and lead these changes will also ensure that the organizational and departmental changes occur in a holistic and integrated manner (Penava & Sehic, 2014). However, for these changes to be successful, it is imperative that these leaders are invested in needed changes, are able to communicate a vision of these changes to stakeholders, and can engage stakeholders in helping bring this vision to fruition (Carter, Armenakis, Feild, & Mossholder, 2013; Howarth & Rafferty, 2009).

**Foster a more open and supportive culture.** The proposed recommendations are somewhat dependent on the institution's ability to shift its culture to be more supportive, and to allow for more open dialogue between faculty members and institutional leadership. Nevertheless, shifting a culture takes time and requires ongoing dedication from the institution's leaders to cultivate a culture in which the values of mutual trust, reciprocal support, multi-directional communication, and collegial collaboration are the cultural norms (Dull, 2010; Schein, 2010). In addition, shifting a culture often requires leaders to work with institutional stakeholders to establish a new set of shared-values, as well as guiding principles regarding how these values will be operationalized and socialized. The development of guiding principles may be an opportunity for the university to establish expectations and associated protocols for how it expects its stakeholders, including leaders, employees, and students, to behave in a manner that will ensure the institution's shared values are truly realized and personified. Efforts to shift the culture need to be led by the institution's leadership, but also be collaboratively and collectively owned by the organization's stakeholders (Schein, 2010).

### **Application of a Change Model to Implement Recommendations**

Building on the factors outlined above, the university may want to consider using a change model as a foundation for how it plans for, communicates about, and implements departmental and institutional changes. Given that the recommendations include numerous changes, the institution may want to consider Lewin's (1947) three-step model to facilitate the successful implementation of recommendations and the associated changes that accompany these recommendations as the model is easy to implement and is applicable to a wide range of change scenarios (Burke, 2014).

Under the Lewin's (1947) model, an effective change process follows three stages: (a) unfreezing, (b) moving, and (c) refreezing. During the unfreezing stage, the university will focus on preparing the institution for the changes outlined in the recommendations by reviewing current systems, policies, and practices to better understand how they affect the changes that need to be made (Burke, 2014). The unfreezing stage is also an opportunity to communicate and share information with stakeholders about why the institution's current systems, policies, and practices do not necessarily promote engagement among faculty members, and how proposed changes will build a better foundation for engagement to occur.

Following the unfreezing stage, the moving stage is aimed at formalizing the development and implementation of the identified changes, including designing work plans, designating timelines, and assigning resources (Burnes, 2004). To accomplish this stage, institutional leaders may want to utilize the faculty senate, university committees, or other established decision-making or recommending bodies to ensure changes are

supported by institutional structures, processes, and resources, as well as ensure various stakeholders understand the changes and how and when they will be implemented.

Finally, the refreezing stage is aimed at operationalizing and socializing the changes that occurred during the moving stage by infusing and integrating these changes into the institutional culture and departmental climate (Burke, 2014). Such infusion and integration is more successful when an institution establishes policies, practices, and other mechanisms to reward and recognize the stakeholders that supported and helped operationalize and socialize changes (Burnes, 2004). By utilizing Lewin's (1947) three-stage model, the university under study will have a useful framework to implement institutional changes. The successful execution of the model, guided by supportive and dedicated leadership, will ensure the university transforms its culture to one that more fully fosters engagement, satisfaction, and short and long-term commitment among its faculty members.

### **Evaluation of the Implementation of Recommendations**

The implementation of the proposed recommendations should be evaluated to assess their success and evaluate the need for additional changes. To that end, the researcher recommends that the university administer an annual faculty survey that includes a validated engagement instrument, such as the Utrecht Work Engagement Scale, to measure engagement, or a related instrument such as the Maslach Burnout Inventory. In addition, a survey should also include items that capture faculty members' perceptions about (a) the institution's culture and departmental climate, (b) the institution's practices related to communication and information sharing, (c) their workload, (d) their experience with the performance and evaluation system, (e) their

opportunities for professional development including opportunities for innovation and creativity, (f) their experience participating in shared decision-making and shared governance, and (g) their perception of the university's leadership and their comfort approaching said leadership.

The administration of an annual survey is an effective mechanism to measure, monitor, and then act on employee perceptions about their work, the degree to which they feel supported in their work, and the degree to which the organization's structure, culture, and leadership contribute to their positive or negative experience in the workplace (Agnvall, 2007; Wiley, 2014). To that end, administering a survey will provide the university with baseline data regarding key areas that influence faculty members, and their engagement in their job and within the institution. The survey should then be administered annually at the same time of year to ensure consistency. Data from the survey should be assessed annually to determine the effectiveness of the recommendations, as well as identify institutional, departmental, or system-related barriers that affect the success of these recommendations and the associated changes. Furthermore, data from a survey will serve as an ongoing mechanism for the university to monitor and measure the key factors that affect the engagement of its faculty members. From this data, the university can continue to formulate evidence-based strategies to improve engagement among faculty members and foster their short and long-term commitment.

## **Study Implications**

### **Practical Implications**

The findings from this study present several practical implications. Most immediately, the university under study can use these findings to develop and implement evidence-based recommendations to improve engagement among their full-time faculty members. While these findings may be somewhat unique to this university, health science universities have similar structures, systems, policies, and practices, and therefore these institutions may be able to apply these findings within their own settings. Likewise, this study provides several recommendations for other health science colleges and universities to consider including changes related to leadership, organizational culture and departmental climate, organizational structure, and operational policies and practices, all of which may be applicable within the context of another institution.

In addition to the applicability of these findings within other health science institutions, this study provided evidence that health science faculty members may be affected by somewhat different organizational factors as compared to general employees. Specifically, because health science faculty members are somewhat self-directed and self-governed, these faculty members require more opportunities for communicating and sharing information with leadership and their colleagues, providing input and feedback on matters that affect them, and participating in decision-making regarding organizational and departmental changes in order to be engaged in and committed to their jobs. Such a finding has practical implications for leaders of health science institutions and their efforts to improve the engagement of faculty members, as well as foster their short and long-term commitment. Examples of efforts may include improving mechanisms to

share information with faculty members, inviting them to provide input and feedback, and supporting their desires to participate in shared decision-making and shared governance. Regardless of the exact efforts, it is important for these leaders to understand how factors within their institutions affect faculty members and their ability to be engaged in their job and then employ efforts to create culture and a climate that facilitates engagement.

### **Implications for Future Research**

This exploratory case study expanded the engagement literature by identifying organizational factors that affect engagement among health science faculty members within a private institution. Findings related to these organizational factors provide a foundation for a multi-case study to compare and contrast the organizational factors that affect engagement among multiple institutions with health science faculty. Furthermore, the identification of organizational factors informs the development and subsequent evaluation of a theoretical framework that explains the process of engagement among health science faculty. Building on the potential development of a theoretical framework, the findings of this study may inform the modification of existing instruments or the development of a new instrument to measure engagement among faculty members, in order to better understand how their engagement is positively or negatively affected by their unique work duties and context.

### **Implications for Leadership Theory and Practice**

Based on the findings of this study, it is clear that leadership directly and indirectly influences the engagement of health science faculty. These findings align with the current literature on employee engagement and provide implications for leadership

theory and practice. First, findings indicate that leaders set the tone for the culture of the institution, which in turn sets expectations for how faculty members behave as well as how they interact with one another, their supervisor, and other institutional leaders.

Faculty members are more likely to be engaged in a culture in which they feel (a) their development and advancement is supported, (b) their opinions are heard and valued, and (c) they can openly communicate and collaborate with other faculty members, other departments, and institutional leaders. To that end, leaders of health science institutions need to be mindful of their institution's culture and how this culture positively or negatively affects faculty engagement. Second, findings from this study provided evidence that faculty members are more engaged when they believe their leaders are open, accessible, and available to provide timely and transparent information about matters that affect faculty. Third and finally, findings indicated that faculty members are more engaged when their supervisors and other institutional leaders provide them substantive feedback on their performance, and then provide them with guidance, mentorship, and resources to enhance their performance.

These collective findings align with leader-member exchange (LMX) theory, in which the openness of leaders (and their willingness to communicate and collaborate) facilitates a positive and trusting relationship between the leader and the employees they serve (Burch & Guarana, 2014). This positive relationship between leaders and employees sets a foundation for positive exchanges in regards to assigning and assessing work duties (Seo et al., 2018). These positive exchanges allow employees to better understand what is expected of them, how to access resources to accomplish these expectations, how to develop and advance in their role, and how their role contributes to

the organization (Jiang & Yang, 2015). Building on LMX theory, findings from this study support the notion that positive relationships between leaders and employees facilitate positive exchanges regarding job expectations, job performance, and job growth, which in turn positively influences the employees' engagement in their job duties and their engagement within the organization.

In considering the findings and implications for leadership theory, there is also a need to better understand how transformational leadership and transactional leadership influence engagement among health science faculty. The current literature indicates leaders with transformational approaches invest in employees by understanding their strengths and weakness, and then assisting them to leverage these strengths and overcome weaknesses in order to grow within their role and advance within the organization (Bass, 1999; Bass & Avolio, 1994; Breevaart et al., 2014; Walumbwa et al., 2005). Based on the findings of this study, leaders with transformational-like qualities are better at establishing positive relationships with faculty, facilitating positive exchanges, and ensuring that faculty members understand they are part of a collective team and are essential assets to the institution. However, in the absence of research on the relationship between transformational leadership approaches and health science faculty engagement, no definitive conclusions can be made.

Lastly, in considering the study's findings and implications for practice, leaders of health science institutions need to better understand that the leadership practices they employ are foundational to faculty members' ability to be engaged, and to continue being engaged over the course of their career with the institution. These leaders have a responsibility to establish positive relationships with their faculty, and continue to work

on these relationships to maintain mutual trust and continuously ensure faculty members have the information and resources they need to succeed. To uphold this responsibility, these leaders should engage in ongoing training and coaching to become more transformational and less transactional in their leadership approach. The transition to a more transformational-oriented leadership approach will facilitate engagement among faculty members, because they will feel more supported, more connected to their job and the institution, and will receive the assistance and guidance they need to succeed (Breevaart et al., 2014; Tims et al., 2011).

### **Summary of the Study**

The purpose of this exploratory case study was to examine the concept of employee engagement among health science faculty, in order to develop an understanding of what organizational factors influence engagement within a small, private health science university. Study data were collected via 20 one-on-one interviews with full-time faculty members, formal and informal observations, and university documents. Data were coded and analyzed using a bottom-up approach and stored in a password protected database. Coded data were organized into five themes and several supporting subthemes. The five organizational themes that influenced the engagement of faculty members included: (a) job characteristics and job demands, (b) leadership, (c) communication, (d) motivation and encouragement, and (e) organizational support. Many of the identified themes aligned with organizational factors that influence engagement among general employees (i.e., work characteristics, supervisor support, organizational support, etc.), and therefore supported existing theoretical frameworks on engagement such as the needs-satisfying model and the JD-R model. However, other

identified themes were unique to health science faculty members and indicate that faculty as a group of employees require more communication, opportunities for shared decision-making and shared governance, as well as more support to develop and advance as academic professionals. The uniqueness of these themes indicate that the organizational context of a university is somewhat different in comparison to other organizations.

To address these themes, the researcher outlined recommendations to help the university under study develop and implement additional meaningful strategies to improve faculty member engagement in both job duties and the institution itself. These recommendations include:

- Ensuring faculty workload is more balanced and work duties more closely align with faculty member skill sets.
- Appointing and supporting leaders and department heads that are more approachable, open, communicative, and collaborative.
- Implementing strategies to improve multi-directional communication, enhance information sharing, and facilitate additional opportunities for input and feedback.
- Developing a holistic faculty performance and evaluation system that aligns with various job duties, provides continuous feedback on job performance, fosters growth and development, promotes innovation and creativity, and rewards and recognizes faculty for their accomplishments.
- Facilitating additional opportunities for faculty to connect with one another, including opportunities for cross-departmental and cross-program communication and collaboration.

The implementation of these five recommendations will require the university to (a) modify systems, policies, and practices, (b) allocate financial resources, and (c) assign institutional leaders to lead these changes to ensure they are operationalized and socialized across the university. However, as a foundational step, the researcher recommends that the university's leaders set a vision for the university's future, including a vision of an institutional culture that promotes engagement, satisfaction, and commitment among faculty. This vision should be shared with faculty in order to cultivate their buy-in and garner their participation in the institutional changes that will accompany the five recommendations.

The findings from this case study have applications in both research and practice. For practitioners, namely leaders of health science colleges and universities, this study provided evidence that faculty engagement is either negatively or positively affected by a wide range of organizational factors. Specifically, faculty require more opportunities for communicating and sharing information with leadership and their colleagues, providing input and feedback on matters that affect them, and participating in decision-making regarding organizational and departmental changes in order to be engaged in and committed to their job. As health science colleges and universities experience increased pressure to improve student outcomes, it is important that the leaders of these institutions understand how factors within their institutions affect faculty members and their ability to be engaged in their job and then cultivate an environment that facilitates engagement.

For researchers, the findings from this exploratory case study expanded the existing literature by elucidating the organizational factors that affect engagement among health science faculty. Such findings may be informative to future studies aimed at

examining the relationship between engagement and leadership, as well as structural, cultural, or operational factors within the organization and how these factors influence faculty members' engagement. In addition, findings from this study shed light on the need for further research on the degree to which LMX theory affects the process of engagement among health science faculty members. Future research should also explore how specific leadership approaches (i.e., transformational leadership) influences LMX, and how such leadership approaches then influences the process of engagement.

This exploratory case study enhanced the current literature on engagement by further explaining how organizational factors serve as facilitators for and barriers to engagement within a private health science university in the Midwest. The study also provided further evidence that the organizational factors that influence engagement within a university are highly contextual and are dependent on cultural, structural, and operational elements within the institution. To that end, the study provided evidence-based recommendations for how these cultural, structural, and operational elements could be leveraged to better promote engagement among faculty in the short and long-term. Leaders from other health science colleges and universities could use these recommendations as a foundation to make meaningful changes within their own institutions to enhance the engagement of their faculty members.

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## Appendix A

## Participant Information Letter

Dear Participant,

The purpose of this interview is to better understand more about your experience as a faculty member and how cultural, structural, operational, and environmental factors within the university affect your experience and your ability to be engaged in your work. This study is being conducted as an independent project from National University of Health Sciences and therefore not required as a condition of employment.

Your participation will help me gather information on how organizational factors affect engagement among health science faculty. In addition, your participation will help guide the development of key recommendations aimed at improving engagement among faculty working in private health science universities. In appreciation for your participation, you will receive a \$15 coffee card.

Your participation will include one 45-minute interview (no more than 60 minutes) at a time that is convenient for you. The interview will take place either in-person or via Zoom (a conferencing software). The conversation will be audiotaped so if you do not wish to be recorded, you should not participate in this study. This discussion is voluntary - you do not have to take part if you do not want to. If any questions make you feel uncomfortable, you do not have to answer them. You may end the interview at any time for any reason. Refusal to participate will involve no penalty or loss of benefits to you.

As the researcher, I will do everything I can to keep your information confidential. The information I collect identifying you as a participant will be maintained and stored in a secure location and viewed only by the myself and my dissertation chair. The potential social and psychological risks associated with accidental disclosure of confidential information from the data collected throughout this study may be a possible risk associated of participation.

If you have questions about this research study, please contact:

Rosalia Messina  
(503) 388-8779  
[rosaliamessina@creighton.edu](mailto:rosaliamessina@creighton.edu)

If you have questions about your rights as a research participant, please contact the Creighton University Institutional Review Board at 402-280-2126.

Sincerely,

Rosalia Messina  
Doctoral Student in Interdisciplinary Leadership  
[rosaliamessina@creighton.edu](mailto:rosaliamessina@creighton.edu)

### **Bill of Rights for Research Participants**

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.
2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.
3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.
4. To be told about the reasonably foreseeable risks of being in the study.
5. To be told about the possible benefits of being in the study.
6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.
7. To be told who will have access to information collected about you and how your confidentiality will be protected.
8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research participant.
9. If the study involves treatment or therapy:
  - a. To be told about the other non-research treatment choices you have.

## Appendix B

## Interview Protocol and Questions

**Introduction:**

Thank you for agreeing to be interviewed for this research project aimed at better understanding engagement among health science faculty and what elements of the work environment affect engagement. All of your comments will be kept completely confidential. The interview will last about an hour in which I will ask you a series of questions about your work and your experience working at the university. Please feel free to ask me questions anytime throughout interview. We can take a break at any time.

**Questions:**

1. When you wake up in the morning, what are the first thoughts you typically have about work?
2. Describe an average day as a full-time faculty member in the university.
  - Throughout the day, what about your job gives you the most energy?
  - What makes you feel drained?
3. In thinking about your role, what organizational support do you need to do your job well?
  - Describe the resources you need to fulfill your role as a faculty member?
4. Explain your perception of communication within the institution?
  - How do you find out what is going on within the university?
  - In your experience, what are the best mechanisms for sharing information within your department (or within university)?
5. In general, how are decisions made within the university?
  - Provide me some examples of how you participate in decisions that affect your role as a faculty member? Affect the university at large?
  - How often are you involved in making these decisions?
6. Tell me about a time you when shared your opinion about something related to your job or the university in general? What was that experience like?
7. How would you describe your relationship with your direct supervisor?
  - How does your supervisor support your growth and development?
8. In general, how do you and your supervisor connect and communicate with one another?
9. In general, how do you receive feedback about your performance as a faculty member?
10. Explain a time when you received recognition for something you did well on the job?
11. In general, how does the university reward and recognize faculty for their contributions?
12. What is your experience with the faculty performance and evaluation process?
  - What about this process would you like to see improved? Why?
13. In your view, how does your job help further the university's mission?
  - Describe how your personal values align with the university's values?

Appendix C

Observation Protocol Template

<p><b>Time of the observation:</b></p> <p><b>Date:</b></p> <p><b>Location:</b></p> <p><b>Population(s):</b></p> <p><b>Observer:</b> Rosalia Messina, Ed.D. student, Creighton University</p> <p><b>Duration of observation:</b></p>	
Descriptive Notes	Reflective Notes

Appendix D

Study Codes, Subthemes, and Main Themes

Codes	Subthemes	Main Themes
Academic Freedom Advancement/promotion of profession Alignment of skills with job duties Alignment of values Difficult students Enthusiasm for the clinical care Enthusiasm for teaching Helping patients and their families Job fit Performing Scholarship/Research Student growth and advancement Work roles	<b>Job roles and responsibilities</b>	<b>Job characteristics and job demands</b>
Attitude/outlook Balance of clinical and teaching duties Burnout from work duties Change avoidance Changes in work duties Lack of time Work demands Work-life balance	<b>Workload</b>	
Faculty empowerment Isolation Independence	<b>Job empowerment and autonomy</b>	

Codes	Subthemes	Main Themes
Ownership		
Pride		
Approachable leadership	<b>Open and accessible leadership</b>	<b>Leadership</b>
Common/shared vision		
Managing/facilitating organizational change		
Support from Executive/Senior Leadership		
Culture	<b>Culture and departmental climate</b>	
Fear		
Hierarchy		
Marginalization		
Micromanagement		
Negative environment		
Solutions oriented		
Subcultures and department climate		
Mentorship	<b>Supervisor leadership and support</b>	
Supervisor direction		
Supervisor support		
Cross unit/department communication	<b>Multi-directional communication</b>	<b>Communication</b>
Gossip/hearsay		
Open dialogue		
Information sharing related to work duties	<b>Information sharing</b>	
Information sharing related to university goals		

Codes	Subthemes	Main Themes
Collaborative problem solving Faculty voice Shared-decision making Shared-governance Solutions oriented	<b>Input and participation</b>	
Fairness Merit/incentives Procedural justice	<b>Rewards and incentives</b>	<b>Motivation and encouragement</b>
Appreciation for job performance Celebration of faculty colleagues Recognition for job performance Rewards for job performance	<b>Appreciation and recognition</b>	
Colleague relationships Faculty colleague collaboration Student relationships	<b>Positive relationships</b>	<b>Organizational support</b>
Access to resources and supplies Support with scholarship/research Assistance/support with stress reduction Technical support (with technology) Training and education	<b>Resources and technical support</b>	
Advancement/promotion of profession Professionalization (Becoming a professional faculty) Lack of confidence in teaching	<b>Professional development and advancement</b>	

Codes	Subthemes	Main Themes
Lack of confidence in scholarship		
Professional development		
Rank promotion		
Stagnation in professional development/advancement		
Training and education		
Using/applying innovation		
Annual evaluation	<b>Feedback and evaluation</b>	
Clear job expectations		
Evaluation criteria		
Feedback on job performance		

Appendix E

Triangulation of Evidence: Main Theme and Subthemes

<b>Main Themes</b>	<b>Subthemes</b>	<b>Triangulation: Sources of Evidence</b>
Job characteristics and job demands	Job roles and responsibilities	Primary source: Interviews Secondary source(s): Observations (2 & 3); Documents to include faculty job descriptions and faculty handbook
	Workload	Primary source: Interviews Secondary source(s): Observations (1, 2, & 3); Documents to include faculty workload policy and faculty handbook
	Job empowerment and autonomy	Primary source: Interviews Secondary source(s): Observations (1 & 2)
Leadership	Open and accessible leadership	Primary source: Interviews Secondary source(s): Observations (1 & 2)
	Culture and departmental climate	Primary source: Interviews Secondary source(s): Observations (1, 2, & 3); Documents to include faculty handbook, employee handbook, organizational chart
	Supervisor leadership and support	Primary source: Interviews Secondary source(s): Observations (1 & 3); Documents to include faculty handbook, employee handbook, and employee performance and discipline policy
Communication	Multi-directional communication	Primary source: Interviews Secondary source(s): Observations (1, 2, & 3); Documents to include faculty handbook and employee handbook
	Information sharing	Primary source: Interviews Secondary source(s): Observations (1, 2, & 3)
	Input and participation	Primary source: Interviews Secondary source(s): Observations (1 & 2); Documents to include handbooks

Main Themes	Subthemes	Triangulation: Sources of Evidence
Motivation and encouragement	Rewards and incentives	Primary source: Interviews Secondary source(s): Observations (1); Documents to include faculty handbook
	Appreciation and recognition	Primary source: Interviews Secondary source(s): Observations (1)
Organizational support	Positive relationships	Primary source: Interviews Secondary source(s): Observations (3)
	Resources and technical support	Primary source: Interviews No secondary source
	Professional development and advancement	Primary source: Interviews Secondary source(s): Observations (1); Documents to include faculty handbook and faculty development policy
	Feedback and evaluation	Primary source: Interviews Secondary source(s): Observations (1); Documents to include faculty handbook

Appendix F

Main Themes, Subthemes, and Indicative Quotes

Main Themes	Subthemes	Indicative Quotes
<p><b>Job characteristics and job demands</b></p>	<p><b>Job roles and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• “My current position is mainly educating the students, preparing them to be good and qualified physicians and that is what I take as my primary goal and primary responsibility.”</li> <li>• “I always put my lectures first, I always put the students first.”</li> <li>• “My job is to help stimulate the students to realize that there’s more to being a physician than just treating patient. You [students] need to contribute to the community and you need to contribute back to the profession.”</li> <li>• “I think that most faculty here teach because they’re engaged most when they’re with students. They need that student connection in order to fully engage in what they're doing and that inspires them to work harder, to have better lectures, and better content.”</li> <li>• “My role as a professor is to make sure that the students have a foundation of how the body works so that they can make sense of their clinical sciences.”</li> <li>• I got hazed by some [student] cohorts. That was just the timing of the classes that I was assigned to teach and the cohorts that they were. It was tough. I have believed really burnt out about teaching ever since.</li> <li>• “In the classroom, I think the biggest problem many faculty run into is that the students today are different than the students in the past. Nowadays, students are much more tech savvy. They are on their phones, on their device. They’re able to pick up content easier.”</li> <li>• “What I heard from my colleagues who have been here for twenty years is the ‘student’ has changed.”</li> <li>• “We are being asked to change how we teach, because the student has changed, and how they learn has changed. And a lot of faculty are very resistant to that.</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>I'm actually quite open to that. However, I would rather it be more of reciprocal relationship instead of the faculty is the one that has to change.”</p> <ul style="list-style-type: none"> <li>● “I guess what currently keeps me coming back is there is not really anybody else to do my job. It just kind of sounds bad, but like I don’t want to leave other people hanging in the dust.”</li> <li>● “The thrill is to convey information that helps to form a young doctor and in a way that they actually understand it and are able to utilize it, and it begins to be part of who they are. So, to me, that's the most thrilling part of my job.”</li> <li>● “I have to really motivate, you know, get myself motivated to get administrative duties and administrative paperwork complete. Which it isn't a lot, but when it happens I find that that’s the most burdensome thing about my job. If I have a lecture, something I want to change, or write, or grade an exam – I’m more motivated to do that, and so I leave the administrative stuff until I’m finally like ‘I better get this done.’”</li> <li>● “I'm excited to come to work 95 percent of the time. It’s the increase in paperwork that makes me not excited the other 5 percent of the time.”</li> <li>● “I love the surreal feeling of positive interactions with students.”</li> <li>● “I have a great group of interns that really try so they actually make me happier to come in on my heavier workload days because they're such a pleasure to work with.”</li> <li>● “My students – they’re good learners, they’re good interns, they don’t cause me trouble, they’re excited, they like when I’m teaching them. That really makes or breaks a job right there.”</li> <li>● “I think it's really helpful for faculty to be involved in the institution as a whole. So, having opportunities to be involved in the programs or the institution as a whole is one of the things that people do to take on that ownership. I think when that’s not there, then they hold on to the ownership of their individual class without taking the broader picture.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
	<p><b>Workload</b></p>	<ul style="list-style-type: none"> <li>• “I think that burnout comes from not being able to step back. Teaching repeatedly the courses without any break. I think it comes from increasing demands that you have no ownership in. I think you have to worry about load in burnout, because there are always challenges to being in the classroom and managing the classroom and students.”</li> <li>• “When I first started here, this job was much different than it is right now. And it has changed so much even the last couple of years. There are greater demands.”</li> <li>• “There's so many like little facets of what's going on in this position. You're dealing with trying to educate, you're dealing with personalities of students, you're dealing with personalities of patients, you're trying to sit there and figure out what's going on with administration, and your colleagues. There's so many facets.”</li> <li>• “They just want us to wear multiple hats and not give us any help, and they expect top performance.”</li> <li>• “The workload is being just added and added and added to.”</li> <li>• “I loved working with the interns. I loved what I did. Now, the past few years, things have really changed. They’ve put a lot of demands on us, and I wake up with a negative attitude and it just lingers throughout the day.”</li> <li>• “I think that the whole environment and the whole expectations of the clinical setting has changed over the past, I would say, three to five years. Not necessarily in a good way. There's a lot more expectations put on us, a lot more micromanaging, and not allowing us to do our work as a clinical faculty to teach the interns and interact with the patients.”</li> <li>• “They just really milk you. They really drain you, and I think that's why I'm so exhausted right now. I'm so burnt out.”</li> <li>• “Faculty are underwater with all the paperwork that they have to do, all the forms that have to be filled out, everything that has to be done. There’s not enough space to think, breathe, do something new.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I feel like in the last six months to a year, I'm the most over qualified data entry clerk that's every existed because a large part of our job is uploading pieces of paper into patient's files, tracking down medical records from other providers, faxing requested documents to other providers. Once we get those documents, they have to be entered into the system. Once they're in the system, we have to decide where do they want to be put into the patient’s chart.”</li> <li>• “I think the changing times and the changing requirements have added faculty responsibilities. If you look back five or ten years ago, these were not things the faculty needed to do and now they [faculty] see themselves having to do them. There’s always something else that is added, and they’re important things. The issue is how do you incorporate all of those things into your teaching and still be succeeding in what you’re doing. I think faculty feel themselves being pulled in many different directions.”</li> <li>• “Whether it’s advising, or tutoring, or a curricular review processes, or a dozen other things. It’s just, there’s more and more that’s being asked of faculty.”</li> <li>• “I think in the traditional academic setting, you’re doing your two semesters and you have a break from being in the trenches. In our institution, there is no break from being in the trenches. You are there year-round and I think that leads to burnout.”</li> <li>• “We have changed our [name of a program] curriculum numerous times over the past 15 years, and that has left faculty very fatigue because when the new program comes in or is adopted, they still have to teach the old class and the new class until all students are done with the old class.”</li> <li>• “I think faculty get frustrated with the tasks. There's always these new tasks or things we have to do differently.”</li> <li>• “The constant, constant change in work duties is hard. Like doing something one way for a period of time, and then having to go ahead and shift that, and then shift that again.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
	<p><b>Job empowerment and autonomy</b></p>	<ul style="list-style-type: none"> <li>• “I think some faculty either build up these specific walls where they can't do certain things and they say, ‘Oh no. We have to stop. We have to stop. We can't think too much outside the box.’ And then they put a damper on themselves, when the university really allows them a lot of flexibility and creatively.”</li> <li>• “I think a lot of our faculty make the assumption, ‘Well, nothing's going to be done about it so I'm not going to say anything.’ Instead of coming forward with the problem and the solution.”</li> <li>• “As clinical faculty, we have total responsibility and no authority and it’s a very frustrating position. And that’s what’s going on now versus trusting us with the authority and empowering us to make decisions that directly impact us.”</li> <li>• “We [faculty] have tried really hard to make a lot of noise this year to change things. But, this is how I would describe what’s going on, how we’re feeling - The people who make the decisions don’t talk to us. They put us on a cruise ship and threw us overboard with no instruction to swim. And then sometimes, they’ll actually drive by and tell us we’re drowning wrong.”</li> <li>• “I feel like I have a lot of freedom to make small changes in my course. I have a lot of like creative freedom in terms of my what I teach and the content.”</li> <li>• “We [faculty] have a new strategy in place whereby they [administration] will be going through and asking us to list a lesson plan for every class meeting. That’s very frustrating for faculty because we feel like we’re being over managed.”</li> <li>• “As faculty, I feel I have a say in the curriculum. Curricular decisions, a lot of times, come from faculty up because they noticed that something is not working appropriately. It goes to the assistant dean who then looks into it and then it moves up into the curriculum committee through the dean.”</li> <li>•</li> </ul>

Main Themes	Subthemes	Indicative Quotes
<p><b>Leadership</b></p>	<p><b>Open and accessible leadership</b></p>	<ul style="list-style-type: none"> <li>• “I don't think there's been enough care by administration to ask a simple question, ‘Are you guys satisfied with...’ What I mean, at the end of the day, we're here as faculty members to instruct the students, give them the information, make sure that they own this information to move on to the next level, be prepared for boards. I don't think the question has been asked ‘How are you guys doing and is there anything we can do to help you do your job better?’ That has never come up.”</li> <li>• “I think most of our administrators are open. If anybody truly wanted to know something, they could just go on and knock on somebody's door and make an appointment or something. But not everybody is willing to do that, or has the time to do that, so they just depend on hearing things faculty to faculty.”</li> <li>• “I see them [administration] just taking advantage of us, to the point where it just drains me. I'd like to be treated the way that I treat people. I'll give you the shirt off my back if needed. I will stay extra to help you if you need it, but you give me that sense of appreciation and gratification at the end. Don't walk all over me, and don't take advantage of me.”</li> <li>• “There is some sort of administrative hierarchy here, where it's authoritative. And so, I think that people can have good ideas, but then the hierarchy maybe inhibits those people from actually giving ideas even though their ideas are very good.”</li> <li>• “I think in the past there was a lot of this is ‘administration’ and this is ‘faculty’ and you will do exactly what we say, and this is how it should be done. I don't think that's there anymore, but I think that it's perceived they [administration] are still like that.”</li> <li>• “Some of our deans really want to make sure that you know that you need to respond to them first and foremost. I don't feel that way at all about the executives, if I have a problem I can go directly to them.”</li> <li>• “I know a lot of younger faculty who are very cautious about the stepping stones, and perhaps wouldn't go directly to the leadership.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “At the top, we have Dr. [name of president] who has this large plan and it really is understanding and wanting to satisfy all the programs that the university has to offer. The problem is the breakdown of responsibility. I feel either, there is a breakdown in communication, or a breakdown in equity in standards in terms following through with what the present deans feel is appropriate and what faculty need in order to be supported. So, for example, each department has a department chair. When the faculty report to their department chair, I've noticed personally, department chairs in the clinic side versus department chair in clinical sciences and the way they go about their position are completely different.”</li> <li>• “The chain of command is followed heavily here. We have to go through the chair, and the dean, and then it goes to the vice president, and then to the president. So, they [administration] take the chain of command very seriously. But, there’s a break in the chain of command in my opinion. Because the people right above us don’t know what’s happening for faculty on a daily basis.”</li> <li>• “We have a hierarchy of leadership that I think for far too long the information that was coming top down and the information coming bottom up was getting stuck in the middle. And not for lack of trying, but maybe for lack of being able to articulate clearly. That has been changing significantly since Dr. [redacted] become president. The faculty senate has a much more direct voice to him and he is actually providing his voice directly back to the faculty.”</li> <li>• “There is a disconnect between those of us doing the daily work of operations, and those making policy and procedure decisions at an administrative level. And we don't get adequate input into the decision making.”</li> <li>• “If I was an administrator, I would think the people who are using these systems everyday should be involved in the selection and implementation process in some way. That's what is most frustrating about my job - we're the end users of these policies, procedures, and technologies and we don't have any say in their implementation.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I think they [administration] hear everybody out, but sometimes the broader decisions are for the broader good and may not necessarily align with individuals. But I think they're [administration] at least open to listen to what is being requested or discussed.”</li> <li>• “I think most of our administrators, well, most of our administrators are open. So, if anybody truly wanted to know something, they could just go and knock on somebody's door and make an appointment or something. But, not everybody is willing to do that, or has the time to do that, so they just depend on hearing things faculty to faculty.”</li> <li>• “I think leadership is very open for new ideas and so they're open to have discussions. They [leadership] always ask for advice and discussion in meetings and different forums. And if there are any suggestions, even the president has said, ‘Come and see me. I want to have ideas, I want to have solutions, I want to have communication.’ So, he's very open.”</li> <li>• “I just feel there's a bit of a disconnect in vice presidents to deans, deans to chairs, and so I don't think there's as much cohesiveness as we really need to figure out and solve the problems that we're facing. So, that creates some distrust, and if anything, that bogs down our ability to come-up with solutions and move on the solutions in a forward direction.”</li> <li>• “I don't have any issues with our administration at all filling stuff in for us. I think they give us all the tools that we need. The communication is excellent. I don't think they could give us much more than they do. I think they're very clear on what their expectations are of us, in our roles.”</li> <li>• “I think our president is very, very open.”</li> <li>• “The people who have skills that are leadership skills do a great job in a leadership position, but those people who don't are not excelling in those positions. Which makes my job as a faculty member harder because I don't have adequate support”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
	<p><b>Culture and departmental climate</b></p>	<ul style="list-style-type: none"> <li>• “Other than just talking to peers, we’re afraid that other people are going to hear about what we’re talking about and then we’re going to get fired or reprimanded.”</li> <li>• “My department, it's such a toxic environment. It's so negative. It's so micromanaging. My philosophy is I do my work and I do it well. Why do you need to breathe down my neck? We’re all adults here. We have to have a certain level of trust.”</li> <li>• “A lot of it [the department climate] is dependent on personality. You will get feedback that's negative from one person and then you'll go to another department and get feedback that is completely positive and they're baffled that you got the negative feedback. It’s really not consistent across the board.”</li> <li>• “I wish that the culture was a little bit more open minded.”</li> <li>• “I think we have a very open culture. I don't think we're very restrictive at all.”</li> <li>• “I think a negative attitude is like a wildfire. In certain departments where we have a lot of the senior faculty, who haven't seemed to be able to get rid of that particular attitude, they see anything given to them as a challenge.”</li> <li>• “I think within departments we have the same interests, or we're teaching the same subject matter, and so we have the same goals. For this reason, I don't feel there's any communication issues in my department.”</li> <li>• “I can go into the different departments and each department has their own feel to it. But I'd say it’s friendly culture, overall.”</li> <li>• “I think we have several subcultures.”</li> <li>• “There are subcultures where certain departments are very, very positive and others are very, very not positive and it's strange that it would group like that. I don't know if it is the leadership of departments causing that type of attitude, or if it's just the type of person who would work in those types of departments.”</li> <li>• “There’s not a lot mindfulness for stress reduction for the employees.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I think if one faculty is very negative then it just spreads through the department.”</li> <li>• “In our department’s hallway, we have a little culture, and that’s the one I’m most familiar with.”</li> <li>• “Sometimes the longer people [faculty] have been around - I think they put a lot on the current administration that’s from the past administration and so they keep that ‘negativity’ about things not being clear, or not knowing what their expectations are.”</li> <li>• “We are small relatively small university. I try to use the word ‘family.’ Mostly everybody feels comfortable around each other, that they have the freedom to interact with one another, they can cross boundaries of disciplines freely, and don’t take any friction.”</li> <li>• “My perception is the culture is mainly hierarchal, authoritative.”</li> <li>• “The culture is not cut throat. I think there are some rumors people say about each other, but I do see a culture of helping people out when they need it.”</li> <li>• “I hear a lot of complaints among our faculty, in our department meetings, or in the hallway.”</li> </ul>
	<p><b>Supervisor leadership and support</b></p>	<ul style="list-style-type: none"> <li>• “For our new faculty members, [name of supervisor] is definitely involved, making sure that they’re learning from their mistakes and trying to correct things. I know for one of our new faculty members, the chair has definitely been involved in making her move in the right direction and move along and grow. When I came in the department, my chair at that time was very interested in making sure that we had our courses developed, and we’re moving forward, but also making sure that we kept an interest in continuing education, and making sure that we are involved in some committees.”</li> <li>• “I would say that [name of supervisor] been a good advocate for us, for a long time. And just recently he/she has also become very frustrated with the lack of progress regarding some key issues. So, that advocacy has kind of stopped, or at least diminished significantly.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “If faculty don't feel like they have anyone to turn to with their student problems, or classroom problems, or knowledge problems, that causes them to disengage.”</li> <li>• “I think [name of supervisor] been really good with helping us build our knowledge base as clinicians, and therefore he/she is very supportive of us attending continuing education. And, instead of taking a vacation day or a sick day, he/she gives us release time to attend a conference or training.”</li> <li>• “[Name of supervisor] is one that does make the effort to call us in and say, ‘You won’t hear this from anybody. You won’t see it in your pay check or on your evaluation, but what you did was awesome.’”</li> <li>• “My relationship with my department chair is very fluid. He/she has an open-door policy. I have a quick question, I can walk in, and verbalize and [he/she] usually answers right there on the spot. I think it's one of the advantages about being a small university is I’m literally down the hallway and so I just walk in, ask a quick question, and it's answered. So, that relationship is very much fluid.”</li> <li>• “I don’t think [name of supervisor] is supportive, or maybe he/she thinks that I should know how to do everything already.”</li> <li>• “If I do go to [name of supervisor] with questions, he/she will try to answer it the best he/she can, but other than that I don’t really think he does anything.”</li> <li>• “From my supervisor, I need understanding that I am putting forth every ounce of effort that I can, or letting me know where things are going wrong before it gets to the disciplinary level.”</li> <li>• “I need a boss I can turn to with any question.”</li> <li>• “We have similar personalities, and similar likes and dislikes. We both like the rules. We like the ‘checklist.’ We like the spreadsheets, and so it's like we understand each other and where we're going to and coming from. I feel I could ask him nearly anything or tell him nearly anything, although I don't always.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I feel very well-supported. The chair of our department, he/she is always accessible, or mostly accessible.”</li> <li>• “[Name of supervisor] doesn't really check in. He/she did my first trimester. He/she was like, ‘How's it going?’ He/she did that once, but it's more if I have questions. I ask her/him and then I get answers.”</li> <li>• “I feel like I have multiple bosses.”</li> <li>• “One thing I've been doing is trying to give verbal feedback to my department supervisor about what happens in the classroom and he/she gives me feedback on some of the things like grading rubrics and things like that.”</li> <li>• “I think [name of supervisor] sat in my one class, one time. But no one’s really observed me or looked at my tests. He/she will glance at my syllabus and then say, ‘Yeah, that looks fine.’ It's probably nice in many ways because I don't have anyone breathing down my neck, but I'm someone who really thrives off of frequent check-ins and constructive feedback.”</li> <li>• “I think it's all up to our chair to make sure that he/she is getting the right information from administration because he/she is our leader and we expect him/her to have good information. But when he/she is throwing his hands up say ‘I don't know!’ - that's a problem for the whole department.</li> <li>• “My chair. If any issues come-up, her/his door is open. Being able to express opinions, I don't feel threatened by her/him in the sense of retaliation. Because, sometimes opinions do get expressed in the heat of the moment, but after a few minutes of settling down, you rethink and come-up with a more objective solution. So, I enjoy that ability to speak our mind to my chair and he/she is a good supervisor in the sense of not adding fuel to the fire. He/she will carefully play devil's advocate. Again, a benefit for us as faculty members to have somebody that we can express our opinions to and he/she is not going to berate us, but of course not go along with it too, so he/she is not stoking the fire.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
<p><b>Communication</b></p>	<p><b>Multi-directional communication</b></p>	<ul style="list-style-type: none"> <li>• “I understand that it's a very stressful time for the administrators, but I don't feel that the communication is there to allow us, whether it involves us to help fix the problem, but there's no communication and we know there's problems. It just creates too much gossip and too much speculation, and that's a stressor in itself. So, everybody is trying to play the conspiracy theory to find out what's going on. When it's like, ‘You know what, yes, there's problems.’ We know there's problems, so just be upfront.”</li> <li>• “On a more global scale, we need administration that allows for a better line of communication between the faculty and the administration. There needs to be a better line of communication there and more interaction on a day-to-day basis.”</li> <li>• “The [faculty] senate sometimes has to filter things through the senators to the faculty, but not all of the senators do that either, and there is some faculty who are left wondering, ‘What's happening? What's going on?’ So, of course, there's a lot of faculty that share information, like ‘Hey, did you know? Or here, I'm going to forward this. Or, my department found out about this. Do you know about that?’ But it's not as effective, because sometimes it leads to rumors, or misinterpretations, or misinformation because what happens in one department may not be what's happening in another department. So, I think it's very difficult to make sure that all the right people get the information that they need.”</li> <li>• “There seems to be some kind of breakdown of communication in the middle [of the hierarchy]. So, there's that buildup of frustration on my part where I hear both sides. One side angry at the other, and it's really the middle that needs to be fixed.”</li> <li>• “I’m not being given communication that affects my daily job. That’s where I get frustrated and I feel I’m not being supported.”</li> <li>• “I think that there is a lack of communication, at times, between departments, and between levels of administration which leads to rumor mills.”</li> <li>• “I think for a small institution that our communication really sucks.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “We always say across the pond. We've got a big pond in the middle of campus, so the academic side is over there. Clinic side is over here. And the other thing that contributes to poor communication is like the pond represents some sort of wall or something, where there's not interaction between the academic and clinical side. So, that's another communication problem.”</li> <li>• “There's not as much communication between departments. You got clinical sciences and basic sciences, and the fact that we're separated by two hallways, and on opposite sides of the buildings. Just from a physical point of view, that already sets up a disconnect.”</li> <li>• “Communication between us [faculty] and administration; I feel there's a disconnect there. We need administration that allows for a better line of communication between the faculty and the administration. There needs to be a better line of communication there and more interaction on a day-to-day basis.”</li> <li>• “Chairs meetings where our representative, our boss, is getting information from his chair's meetings. And, making sure that faculty senate is definitely getting our concerns up to the president and hearing back from the faculty senate president. What's being said, what's being discussed. I think those are two important avenues of communication because, in the past, I've seen both of those work very effectively.”</li> <li>• “I think more group meetings together between the two groups of faculty [classroom versus clinical] in different departments could be cohesive because as a classroom instructor, I teach specific things and then I know students go over there [to the clinic] and they do something completely different than what I taught in the classroom.”</li> <li>• “I think communication means that you got the other side of it too, that there's a value placed on listening and reflection. I think we do better job of that compared to most places in the country nowadays. I think that's always the challenge - having opportunities for sharing ideas, and think about those ideas,</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>and taking the time to let ideas percolate, and then come-up with decisions about the path.”</p> <ul style="list-style-type: none"> <li>• “The best way for sharing information and getting feedback is getting a small enough group so people feel safe to get their feedback. If you have a really large group, nobody likes to have that kind of sniping thing going on. So, rather than do that, they're just going to remain silent and come back to the department after a large meeting and then feel unheard. So, you need to have a small group, and it has to be a group that has enough connection so that everybody feels safe in the group.”</li> <li>• “We now have three professions that all go together in the clinical sciences department, and because we have meetings together it’s starting to improve communication across these programs.”</li> <li>• “If they [administration] could just get enough support and get enough head space and start saying, ‘Hey... basic science, clinical science, clinical practice. Let's meet together and let's talk about...’ That would really improve interdepartmental communication.”</li> <li>• “There's sometimes really good communication and then it drops, and it maybe is because whoever is the faculty senate president. Prior presidents of the faculty senate have been very active making sure they were meeting with Dr. [name of president] and making sure that, they were hearing what was coming out of our meetings, and I know that communication was coming back. I'm going make, just based on what I hear from our representative, I don't know if there is anything going on, I'm sure there is, but I'm not getting information.”</li> <li>• “Each department is treated as its own entity, I think it would be beneficial if there was more fluidity in communication of understanding what's happening in basic sciences and what's happening in the clinical internship.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
	<p><b>Information sharing</b></p>	<ul style="list-style-type: none"> <li>• “I think the communication is good. I think we have, obviously, have TV's all over campus for small events, and [name of staff member] is right on top of things emailing us about everything that's going on around here. And we often hold in large group staff meetings that are available for anybody to come into, and people choose not to sometimes, they get their information somewhere else. But I think it [communication] is very good around here.”</li> <li>• I'm very sympathetic to bad communication because I've realized it's very difficult to do well.”</li> <li>• “We get a lot of emails. That's the primary form of communication.”</li> <li>• “They've [administration] done a very good job of keep having university-wide meetings for updates. Dr. [name of president] called for university wide meetings twice in the last month. Just in terms of this is what's happening and this is what we're doing about it.”</li> <li>• “We don't have one good mode of communication. We don't have one place where everybody can look to see what the true information is. We have multiple layers.”</li> <li>• “I would like to see something centralized for communication, whether it be a private closed website for us, regular emails with updates, like a ListServe or something like that.”</li> <li>• “What's working is that when I go to committee meetings, I hear the information. Then share that with my fellow faculty.”</li> <li>• “I would venture to say that probably 80 to 90% of the time, very important changes or problems, or issues, or whatever you want to call them that are occurring within the university, I hear about them from the students.”</li> <li>• “The administration rarely - well, I shouldn't say rarely - sometimes will send out group emails to all faculty and administrators saying, ‘Here's what's happening.’ More frequently, things will be discussed at committees, such as the university council, and then it is assumed that information is filtered to the appropriate faculty and staff. But, it's not.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “We sometimes rely on rumors for information. And they [rumors] are very rarely accurate. But, the general idea around the rumor is correct. It's just the details usually aren't.”</li> <li>• “I don't need to know everything 100%, but I do need to know some things related to me, related to my [faculty] duties, related to my future, related to my students.”</li> <li>• “I get to sit in on faculty senate and university council, and those two in particular seem to deal with a lot of the broad issues that are going on, either with faculty or students within the university. So, those are actually very effective methods of communicating, and hearing about issues within the university.”</li> <li>• “Some information can be communicated quickly and efficiently via a simple email. Some require additional explanation which is best delivered in face-to-face meetings, group discussions, or one-on-one meetings with the particular individual where he/she is given a chance to give an explanation because sometimes it is difficult to convey feelings of intent.”</li> <li>• “So, I used to think that having that kind of public forum first was best; however, having that communication first in a bullet form would be best. I think having it maybe in another media and then letting it sit for a little bit. Then having people calm down and having them organize their thoughts, and then they come to some sort of meeting or discussion with those thoughts.”</li> <li>• “I think our emails are best source [of information], we're always on our computers. I think the TV's help reinforce things, but all of us have access to a computer.”</li> <li>• “If you miss a meeting, you only get what's in that meeting, you rarely get the minutes until the next meeting, which is by far too late to get that information and if it's not presented in the meeting, we're just not told. There's been several times I've been like, ‘That would be very nice information to have had yesterday.’ Or ‘Why didn't anybody tell me that this change was taking place?’</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>or ‘Why didn't anybody tell me that this might be happening?’ Because I look like an idiot because I'm like, ‘No, that's not going to happen.’ And then I find out, that yeah, that is going to happen, nobody told me.”</p> <ul style="list-style-type: none"> <li>• “Email is a great way to communicate information. A lot of times you might ignore it, but it’s your choice to read that or not. At least it's there for you to have that information, and it's in a written form that you can go back to.”</li> <li>• “My chair does a great job disseminating information and so we [faculty] are kept in the loop. Over in the [name of another department], not at all. And, not at all because they don't have consistent meetings. However, the chair feels like it's a mandated task, and so again, those meetings aren't necessarily constructive.”</li> <li>• “[Name of department] for me is almost like a gold standard in regards to communication and dissemination of information. Department meetings are held on a consistent basis so faculty are unaware of either problems/concerns, or the successes of the students.”</li> <li>• “I’d like more information about changes in classes, changes with faculty, and where budget deficits are going to hurt faculty or programs.”</li> </ul>
	<p><b>Input and participation</b></p>	<ul style="list-style-type: none"> <li>• “When it comes to decision making, it is assumed that those in leadership positions have taken into account constituent information, their sentiments, their issues, their concerns and what seems to be working for them. However, decision-making happens within the leadership role, and within the leadership settings, so faculty aren’t necessarily an active part of the decision-making, though they technically do have a voice.”</li> <li>• “Decisions are made very much top down with either very little or no input from the faculty that are going to be most influenced by that decision.”</li> <li>• “If they [administration] sat down and they explained to us and they trained us properly what we have to do, what is expected of us, instead of just jamming things down our throat and saying, ‘You have to do this.’ A little bit more of asking us our opinions, ‘Is this feasible?’ Yes, maybe theoretically their</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>approach is appropriate, but once you put it into practice, it doesn't work. As a result, you have hiccups and bumps along the way.”</p> <ul style="list-style-type: none"> <li>• “I think they [administration] hear everybody out, but sometimes the broader decisions are for the broader good and may not necessarily align with individuals. But I think they're [administration] at least open to listen to what is being requested or discussed.”</li> <li>• “A leader, let’s say a department chair, or even assistant dean, will say ‘This is what we want to do going forward. This is the action step that we want to take.’ Which is maybe more reflective of their individual assessment and doesn’t actually taking into account his or her constituents.”</li> <li>• “I feel like decisions are made without consulting faculty.”</li> <li>• “There are a lot of ways that faculty play a role in decision-making. For example, search committees, I was just involved with a search committee for helping nominate the next [name of position]. So, that's big. That's really weighing in.”</li> <li>• “I think decisions come from the higher-ups. I feel like I have no input.”</li> <li>• “From the small to big decisions, I think we have lots and lots of committees so I think stuff is done that way.”</li> <li>• “We do have a lot of, ‘This is the way that it's going to be done.’”</li> <li>• “There is a disconnect between those of us doing the daily work of operations, and those making policy and procedure decisions at an administrative level. And we don’t get adequate input into the decision-making.”</li> <li>• “Decisions are made top down. With either very little or no input from the faculty that are going to be most influenced by that decision. And the best example I can think of is the electronic health records [EHR] system. The EHR influences every single thing we do in this clinic. From billing, to scheduling, to patient care. All of it. And not one discussion was had with us. before this system was purchased. Not even, take a look at this, there's a training site for this system, take a look at this site and let us know what you think. Could this</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>work in our clinic? Nothing. Not a single discussion. So, that's a prime example of the top-down decision making.”</p> <ul style="list-style-type: none"> <li>• “We, as faculty, get to be part of committees. The selection committees, you know, for important roles like a vice president. So, faculty do get involved in making decisions for helping decide on leadership selections.”</li> <li>• “A lot of the times they [administration] try to get a diverse group together to come up with a solution.”</li> <li>• “Do they [administration] listen to us? Probably not. They don't. They don't listen to us. They just think of us as being complainers, because when we do offer solutions, they don't take into consideration our solutions.</li> <li>• “The biggest thing I think that I could see as improved support would be somebody listening to us and hearing us and actually taking our solutions. And if they don't work, explaining why so we can rework the solution and come up with a new one. That would help a lot.”</li> </ul>
<p><b>Motivation and encouragement</b></p>	<p><b>Rewards and incentives</b></p>	<ul style="list-style-type: none"> <li>• “I see some people who are amazing and who have been here a while and they have never been promoted. And I see people who don't have skills, and they get promoted. I really am baffled. The rank promotion process here is just mind boggling.”</li> <li>• “We [faculty] have made a suggestion. [Another university name] gives bonuses to clinical faculty who publish and do scholarly work. And because it is 24/7 in the clinic. I have total contact hours. I come to work and I'm focused on patients' interest until the time I leave. So, we [clinical faculty] don't have time to do it [publish]. On our own time, we do it. So, publishing is a big thing.”</li> <li>• “Not to take anything away from the cost of living raises that we get, but those who do perform well with doing an innovation in the classroom, or doing extra activity, I think there should be a little bit more of a performance or activity or reward in that regard.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “If someone [a faculty member] has done a poster or a presentation at two or three conferences obviously, the university has been really great covering the cost of that. But then it would be nice if they [the university] also gave some sort of reward for that.”</li> <li>• “I guess eventually you get promoted as a faculty member, but there’s not really a way to apply for a raise based off merit. I think it’s written somewhere, but I don’t think anybody ever does it. When I’ve asked about it, people are like, ‘Oh, you would never get that. It’s only if they give a raise to everyone.’”</li> <li>• “Last year everybody got a three percent raise and a three percent cost of living, which was great. But that's the same for everybody across the board. So even just looking at my level, there are individuals who have not had as much on their plate. They've been doing their job, but nothing additional above and beyond. Whereas others have been creating lots of things and doing all these other things. And there's nothing in the university that allows for any sort of reward.”</li> <li>• “The performance evaluation process doesn’t motivate us to work any harder because if we’re just going to get the same score – a three. Now, you have to consider, the good majority of the faculty here are type A personalities. You know, we’re go-getters. We work hard. And it’s like, if you are only going give us a three out of a five, what’s the point of even working any harder.”</li> <li>• “In my book, if there's not much else for you to do, then you're not going to be driven to do much else. And I think that's one of the things that we see across the board here with faculty is it doesn't matter if they do the same things they were doing now or if they totally revamped everything and they're doing really great thing that's changing [student] board scores, the money is still the same and there's no way for them to do something different.”</li> <li>• “There's no incentive. There's no motivation to do the extra work.”</li> <li>• “Raises were hard to come by here. And so, without any type of external motivation, it was hard for faculty to maintain a high level of engagement.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “Through rank promotion faculty are rewarded and recognized for satisfying those [rank] requirements, and then promoted accordingly. But, as far as rewards for doing a good job, that’s about it.”</li> <li>• “There's no difference between you did your job really well and you didn't do your job very well because we don't really necessarily evaluate that way. So, there is no merit or reward for anything like that. Time served, that's what we get here.”</li> </ul>
	<p><b>Appreciation and recognition</b></p>	<ul style="list-style-type: none"> <li>• “If we can start to identify some faculty members who are doing that above and beyond, and call them out and tell everybody what a wonderful job that they've done. At least that's a start.”</li> <li>• “The lack of appreciation has contributed to the poor morale around here. We don't get recognized for doing a good job anymore, because that [performance] evaluation has been basically eliminated. Why are we even doing an evaluation if everyone gets the same score?”</li> <li>• “Just like we have annual state of the university address that handles the business side of things, I think that they should have a separate event that would be a university-wide event for faculty and staff that is in acknowledgement of those individuals who did go above and beyond.”</li> <li>• “Dr. [name of president] has done a really nice job the last two years at homecoming at identifying one faculty member and one staff member whose efforts for the year have been going above and beyond. They were, obviously, honored at homecoming and get a plaque of some kind.”</li> <li>• “We used to have a monthly email that came out to communicate length of service. Like, so and so is celebrating their 11th year here. So, we could encourage each other and say, ‘Congrats on being here that long.’ It stopped and it was maybe five years ago.”</li> <li>• “There are email announcements for some things congratulating people, but I'd really like to see there being a lot more of that.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I want to see if faculty who have been here for a year, five years, ten years get recognized. I think it's harder when they're newer. The person who's been here a couple years feeling like, ‘Is this really the place for me? Does anybody even notice what I do?’ I think those are the folks that really need more recognition.”</li> <li>• “We have so many committees around here that maybe there could be a committee that their job is to meet every month and have one representative from each department and that representative goes around and speaks to their constituents, and says, ‘Tell me what's going on in your life over the last month. Did you have a baby? Did you get promoted? Did you publish a paper? Did you write a chapter in a book? Tell me what you did.’ And we gather that information, and we bring it to the committee every month. And maybe a newsletter can get put out, or an email, or something simple where every month there's a recognition, like an employee recognition newsletter.”</li> <li>• “I think emails from the president to all the faculty would be a good idea, but I think there should be also a responsibility from the deans up to the president, especially if they hear someone is doing a conference, or if they are doing a research project. I think the department chairs and the deans should be really on the lookout for that and really tell that the vice president and the president about that so that can be recognized.”</li> <li>• “Whether it's helping with patient care, helping with assessing, or helping with the other colleagues in the clinic. We don't get much thanks and appreciation there. Literally, we give our heart and soul, but it's almost like it's expected of us and it gets very frustrating after a while.”</li> <li>• “I don't think it would hurt and it wouldn't cost anything to, maybe at homecoming, give some words out for each department. Just a warm fuzzy.”</li> <li>• “I'd like to see more faculty and staff luncheons. Not even that they [administration] have to pay for any. It could even be a potluck where the president talks and just informally says, ‘Hey, doctor so-and-so did a great job.’”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>I just wanted you all to know about this, and this other person did something else that was exceptional. Did you know so-and-so went to this conference?" Or something like that where people are called out and appreciated."</p> <ul style="list-style-type: none"> <li>• "There's no appreciation for the work that is actually done and only discipline for the work that is done wrong."</li> <li>• "Focus on the negative all the time, never get any positive, never get any accolades. Never get 'Thank you.' I mean, I get it, it's your job, it's understood that it's expected, but when all you're hearing is negative feedback, that completely leads to burnout."</li> </ul>
<p><b>Organizational support</b></p>	<p><b>Positive relationships</b></p>	<ul style="list-style-type: none"> <li>• "I need involvement from all areas of the organization, be it IT [information technology] or be it faculties, to help us [faculty] create good learning opportunities for the students."</li> <li>• "One of the benefits, they're definitely many cons, but one of the pros with this being a smaller institution is that ability to run into a faculty member who's going to have the relevant information to the question I've asked and not have to go through this kind of redundant hierarchy or chain of command to get a question answered."</li> <li>• "We [faculty] are all in close proximity. We see most each other every day. There's a good open-door aspect that if we have a question we'll go right to another faculty member and talk with them. The chair is also close by."</li> <li>• "It comes down mainly to the individual instructors taking the responsibility to reach out to each other. And so, from that standpoint, it's probably not as good as it could or should be. But I think in the classes that are truly important, faculty do talk with each other."</li> <li>• "What I like here is it's like 'family.' For example, I can talk with the dean in an open manner, and he can ask me, 'How's your family?' And, 'Do you need something?' They help me a lot when I started here."</li> <li>• "I find that faculty often go further with their classes and are more successful with their classes when they can share what they're doing with the other</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>faculty. Then faculty start coordinating what they do, like, ‘Oh, you’re taking about this? I can talk about this from a different perspective.’”</p> <ul style="list-style-type: none"> <li>● “One of the most important things I've seen over the years is people informally talking to each other, they actually engage in a conversation. It is an important conversation and whether that's a faculty going-up and knocking on the president’s door and having a conversation, or one faculty walking over to another one’s office and having a conversation. I've watched those conversations over the [redacted] years, and I've watched a number of amazing things come out of them.”</li> <li>● “I’ve had a lot of opportunities in my teaching where I work with other faculty and I’ve gone and done guest spots in their class or they’ve done guest spots in my class, or we’ve done a co-lecture together on a certain topic. Those collaborations were always, in my experience, one of the most exciting parts of being able to teach.”</li> <li>● “Interacting with colleagues, I think that brings the most satisfaction, personal interactions give the most satisfaction.”</li> <li>● “For me, satisfaction comes from interacting with people - discussion, sharing ideas, listening to and help solving problems, attending meetings, interacting in those meetings, contributing to those meetings.”</li> <li>● “I think that it’s really satisfying to bring people together. To listen to what they have to say, and take seriously what they have to say. Bring multiple minds to the table, and then try to craft the solution from those conversations and discussions.”</li> <li>● “There might be a better perceived work environment, if there was some more regular interaction with other members of the university community. We have a holiday party, Christmas, which is a potluck type thing. And we have graduations when we all have to be there, but that's not really a social thing. You sit there and listen. So, from a social perspective, we really only have the holiday party. So, I think morale in general could be boosted if we had more</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>interaction with other members of the faculty and administration on a more social and less formal level.”</p> <ul style="list-style-type: none"> <li>● “I need coworkers that I can also turn to and ask the questions that I can’t ask my boss, which I kind of have.”</li> <li>● “If we work together, we can come to good solutions and get good support for students in their learning.”</li> </ul>
	<p><b>Resources and technical support</b></p>	<ul style="list-style-type: none"> <li>● “There's a lot of things that they [administration] do support us as faculty. We have a faculty handbook that helps us understand what we’re supposed to do and when we’re supposed to do it.”</li> <li>● “We [faculty] definitely need help with computers, and the other systems here. We need assistance learning how to use certain platforms and systems.”</li> <li>● “I feel like better library databases would definitely help me. I love our librarians. I like our library, but we don't have enough databases and library resources.”</li> <li>● “It would be nice to have great access to online references and databases for the medical practitioner.”</li> <li>● “I definitely think some supplies are missing. I teach some of those classes and I have to borrow supplies because there's not a good stock [in the university]. The lack of adequate supplies impacts my teaching and the students.”</li> <li>● “The library doesn't have a huge budget. It would be nice to have access to more journals. Some of them are online, some of them are not. So, to get one [a journal] in paper is thousands of dollars, I've been told, and it makes me sad and frustrated. I think it would be supportive to learning for the students.”</li> <li>● “In a lot of my classes, I teach how do you make a clinical decision. What’s the clinical reasoning? And we don't have, a database that we can access for updated clinical reasoning algorithms. Like dynamite plus, which is great.”</li> <li>● “I need help with audiovisual stuff, making sure computers and projectors are working when I get to the classroom. That's the most frustrating thing, walking into a classroom that either has a computer that's not connected to the projector</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<p>or some type of technology failure. It doesn't happen often, but when it does, it's most cumbersome because it wastes my time and it wastes the student's time.”</p> <ul style="list-style-type: none"> <li>● “I think there's been a growing disconnect between what we need to get done in the classroom and the pressure on the other ancillary services to make sure that those parts of the classroom are ready for us to go in and do our job.”</li> <li>● “I think one of the things we need, especially with the changes we've done over time, is trying to figure out if we're going to do X, we need to provide something to support X. So, like we got a new LMS [learning management system] and we actually hired a new person to be the person who oversees the LMS. This person is a great support to the faculty.”</li> <li>● “Our IT [information technology] department has been fantastic, bringing me up to speed on certain aspects of the [learning management] system and things like that for which I had no knowledge of whatsoever,”</li> <li>● “It would be nice if we could have somebody to help with our data entry. Somebody who can upload all these paper documents into the EHR [electronic health record] or somebody who can enter the grades into the system. That would take a lot of the burden off of the clinicians and allow us to interact more with interns, and with patients.”</li> <li>● “The electronics need to work and the infrastructures to support it needs to be there. In today’s world, we’ve become so reliant on that, that if that one goes down, it’s a problem.”</li> <li>● “They [administration] just hired a new instructional designer. [Name of person] has been really helpful. We've worked together on integrating my course, more online, and what that looks like.”</li> <li>● “I’ve actually suggested creating a clinician manual, like they have for interns, with all the rules and policies in it. But, they don’t have one for clinicians.”</li> <li>● “There’s no training process when people get hired on here. It’s just you get thrown to the wind.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
	<p><b>Professional development and advancement</b></p>	<ul style="list-style-type: none"> <li>• “I think what’s important is they [faculty] need the time and opportunity to develop. For new faculty, in particular, an opportunity to develop expertise in certain areas and find where their interests lie, and not only become well read in that specialty area, but publish in that area as well. They need opportunities to become experts, work on that expertise, and share that expertise.”</li> <li>• “Faculty development starts from asking questions about where the faculty wants to go. ‘Where does the institution want them to go? What are the hopes and expectations there? What kind of initiative will the faculty take, and how can the institution support that?’ If we can make that work, then I think the evaluation process can support and promote the growth and development of the faculty. Then, we got something that's really useful.”</li> <li>• “I think the process of rank is a little bit of a burnout for some people.”</li> <li>• “As you develop, you [faculty] are thinking of where you are going. You’re thinking about the next ten years. What are you doing? How are you progressing as a faculty? And, so how do we make sure that’s the ongoing conversation in the faculty? That we’re doing things all we can for promotion and advancement. But, it’s hard for faculty to keep that in mind when they are caught up in the daily routine of all their classes and all their exams and everything else. It’s like when you are teaching year-round, how do you come up for air, and take the long-term view.”</li> <li>• “The most important part [of the professional development process] is, ‘Where are you going as a faculty? How are you trying to develop? What are you trying to create? How are you trying to become more accomplished for yourself and providing more to the university?’ And that’s all formative, and so should be treated as such.”</li> <li>• “For faculty who have been doing this a while, depending on the discipline, they’re supposed to be keeping up on the times and making the appropriate adjustments in their lectures and if there’s not a lot of growth within the field they can maybe change how problem-based or group type activities are done.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I know the university really promotes furthering education for the rest of your life and I think that’s something that aligns personally with me.”</li> <li>• “I think for faculty members, especially for junior faculty, I think that’s where evaluation really needs to shine because that directs them out of bad habits and into a role of becoming a proficient faculty member. You grow into this role.”</li> <li>• “For new faculty members, they’re just honing in their skills. I think that’s where the evaluation becomes very important. Question is, you know, how do we measure that? Do we do it through students or do we do it through peers? Maybe a combination of both. Something we can add in. Yeah, maybe like a peer evaluation for junior faculty and once the faculty member becomes an associate professor or even a full professor, I think at that time hopefully they’re doing what they’re supposed to be doing.”</li> <li>• “I’m still learning a new skill set to become an effective instructor. As simple as how to write a test question. You know, how to word it in a certain way or the key components - that's been really helpful to learn. Also, how to design my course, how to think about a course development creatively.”</li> <li>• “This is the first trimester I don't wake-up with debilitating anxiety. Because I did that first year. Prior to this trimester, I would wake-up extremely anxious, and nervous, and uncomfortable. I’d be thinking about what am I teaching, what lectures am I responsible for, what if I give the wrong information, what if the students don't think I’m expert enough. I feel like a lot of my insecurities about being new to the faculty role have to do with being ‘enough.’”</li> <li>• “For new faculty, you get no communication, you get no support, you get no training. You’re just thrown into the job, so not only are you trying to navigate what your new job is, but you're given no skills training on how to be a teacher, or researcher for that matter,”</li> <li>• “I'm unprepared for the amount of interpersonal relationships with these students.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
	<p><b>Feedback and evaluation</b></p>	<ul style="list-style-type: none"> <li>• I’ve never been a big fan of our evaluation process. I think its structure is actually a bit detrimental to a faculty member as far as their growth or expansion.”</li> <li>• “You can change how you teach, but there’s no formal assessments for those of us who do it, those of us who don’t.”</li> <li>• “I’d like to see behavior-based competencies, where the employee would be evaluated on an ongoing basis, maybe like every quarter, and every so often the manager would sit down the employee and go over a specific area and say, ‘Oh, I have observed this, I have observed this, and I have observed this.’ And then give them a breakdown of where they should be going, what they’re doing, and how they can correct it.”</li> <li>• “We need a different evaluation system for the clinical faculty versus the teaching faculty. Because we do completely different jobs. And I don't even see how they can rationalize evaluating us in the same way.”</li> <li>• “The benchmarks that they [administration] have in the performance evaluation are fine, but the overall score associated with it is unrealistic. In other words, your performance of satisfactory, meets expectations, or exceeds expectations should have some relevance to it. And realistically, most of the faculty, all exceed expectations in the benchmarks that were set-up.”</li> <li>• “I should never be surprised with my annual evaluation because throughout conversations, we [supervisor and faculty member] have essentially a weekly meeting. I should really have some gauge of whether or not I'm achieving the things he/she is looking for out of me or not.”</li> <li>• “I don’t care very much for it [performance evaluation process]. I don't think it leaves a lot for self-reflection, but also not a lot for what your supervisor really thinks and how things are going.”</li> <li>• “I think it [performance evaluation process] has not been as effective as I would hope it would, because I would say that any evaluation process that happens once a year is already missing the boat because it's little too infrequent.”</li> </ul>

Main Themes	Subthemes	Indicative Quotes
		<ul style="list-style-type: none"> <li>• “I think, historically, we would have evaluation tools on how good did you do at your teaching, at your scholarly activity, at your service. Those are the three big categories typically in the faculty evaluation.”</li> <li>• “The only way that I know that I'm doing my job well enough is that I get a contract. Like here’s your new contract, bye-bye for the next year.”</li> <li>• “I would like a trimester review because with each class it's very different. Let me know what I'm doing well, what I'm doing poorly, what could use work on. We do the same thing for students.”</li> <li>• “I would like to see it [performance evaluation process] completely up-ended so that it reflects our clinical duties. We don’t have the same workforce structure in any shape, way, or form, not even contact hours, as other classroom faculty on this campus. And none of the questions even apply. There’s not even the word ‘patient’ in my review.”</li> <li>• “You can change how you teach, but there’s no formal assessments for those of us who do it, those of us who don’t.”</li> <li>• “I am one who responses really well to feedback. I actually seek feedback. Probably because I'm constantly worried I'm not doing enough, or good enough, especially in the classroom. But having more constructive feedback from somebody like other instructors would be good.”</li> <li>• “I think that more feedback would be extremely helpful for me, especially new to this position. How am I supposed to know if I'm doing a good job?”</li> <li>• “I get zero feedback. I'll find out in a year if I get a contract or not. That is a very tenuous position to be put in.”</li> <li>• “I don't always get it [feedback] at the time of whatever it is that's going on. Though I've discussed with my direct supervisor - if there's a problem you need to tell me at the time so I don’t sit there continuing to make the same mistake, or continue to do the same of whatever it is that you guys don’t like and not find out about it until I'm sitting down with you once a year.”</li> </ul>