FACULTY PERCEPTIONS OF ORGANIZATIONAL CULTURE IN SAUDI ARABIAN SCHOOLS OF NURSING: A MIXED METHODS STUDY

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ABSTRACT

Sanaa Awwad Alsulami: Faculty Perceptions of Organizational Culture in Saudi Arabian Schools of Nursing: A Mixed Methods Study
(Under the direction of Gwen Sherwood)

Schools of nursing worldwide are confronting a growing faculty shortage. As many middle eastern countries, Saudi Arabia is relying on large numbers of mostly expatriate faculty working in nursing schools. Evidence shows that individual from different cultural backgrounds bring with them their own behaviors, expectations, values, and preferences to the workplace. Thus, they have various descriptions and preferences of their current work experience. In Saudi literature, organizational culture of nursing schools and leadership strategies used to manage largely non-Saudi academic environments have not been examined yet. This dissertation hence aimed to examine the perceptions of deans/ directors and multicultural faculty of Saudi nursing schools regarding the organizational culture and leadership strategies used to manage the diverse academic environments, and the influence of faculty diversity on schools' outcomes. The Competing Values Framework (CVF) was used to guide this dissertation.

Three papers were produced to reach the overall purpose of this dissertation. The dissertation begins by conducting a multi-country scoping review (first paper) to examine current literature that describes work experiences of faculty representing diverse cultural backgrounds and working in academia across the world and to target effective recruitment and retention leadership strategies to enhance faculty diversity, thereby minimizing the international faculty shortage and improving the organizational culture of academic workplaces. Then, the second was a qualitative study conducted to examine deans/ directors' perceptions of their leadership

strategies used currently to manage the diverse academic environments and the influence of faculty diversity on schools' outcomes. The third paper focused on examining the perceptions of multicultural faculty regarding the existing and preferred organizational culture for Saudi nursing schools and leadership strategies used by deans/ directors. Overall findings of the three papers were that deans/ directors and faculty of Saudi schools of nursing experienced both challenges from working in a multicultural workforce and benefits from its positive impacts on themselves, their students, and the school's outcomes. The commitment of school leaders toward diversity and using mixed and effective leadership strategies are substantial for creating an inclusive work culture for all faculty through open-communication, institutional involvement, respectful engagement, academic freedom, and professional growth.

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LIST OF ABBREVIATIONS

AACN	American Association of Colleges of Nursing
ANOVA	Analysis of Variance
BSN	Bachelor of Science in Nursing
CDF	Culturally Diverse Faculty
CVF	Competing Values Framework
FOC	Faculty of Color
GPA	Grade Point Average
KSA	Kingdom of Saudi Arabia
MSN	Master of Science in Nursing
NLN	National League for Nursing
OCAI	Organizational Cultural Assessment Instrument
Ph.D.	Doctor of Philosophy
PT	Physical Therapy
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
SON	School of Nursing
UAE	United Arab Emirates
URM	Under-Represented Minority
U.S.	United States

CHAPTER 1: INTRODUCTION

Faculty members in the schools of nursing in Saudi Arabia are primarily expatriates recruited from other countries. They represent different nationalities, ethnicities, ages, languages, educational backgrounds, academic ranks, and years of experience. The complex diversity represents both challenges and enrichment opportunities. This dissertation proposes to examine perceptions of deans/ directors and faculty for the organizational culture and leadership in their schools of nursing in order to address the shortage of Saudi faculty in Saudi schools of nursing and gain understandings for the organizational culture and the impacts of faculty diversity on school outcomes.

Complex History of Nursing Education in Saudi Arabia

The Ministry of Higher Education in Saudi Arabia officially introduced nursing education when it established the first Bachelor of Science in Nursing (BSN) program in 1976 at King Saud University in Riyadh, the capital city. Next, two BSN programs were initiated at King Abdulaziz University in Jeddah in 1977 and at King Faisal University in Dammam in 1987 (Aldossary, While, & Barriball, 2008). The first Master of Science in Nursing (MSN) program was introduced in 1987 at King Saud University, the first Saudi graduates with an MSN were in 1989. Education in Saudi Arabia is segregated by gender; therefore, all of the early BSN programs were offered only for women. The first BSN program for men was started in 2006 with 307 male students registered in a four-year nursing program at King Saud University (Felemban, O'Connor, & McKenna, 2014). As of 2015, Saudi Arabia had 25 government-supported nursing schools (Aldawsari, Babenko-Mould, & Andrusyszyn, 2015). However, none of these offers

doctorate degree in nursing.

Since 1976, the number of nursing schools in Saudi Arabia has expanded to 25 public schools in 2015 which, in turn, has placed a strain on faculty recruitment (F. Aldhofairi, personal communication, June 2, 2017). While many Saudi nurses are studying abroad for graduate degrees considered essential for qualified faculty to meet education standards, schools now rely on recruitment among expatriates willing to move to Saudi Arabia to teach. Nursing education in Saudi Arabia is in English, which is a primary requirement for recruitment. As many as 62.5% of faculty in the top three schools of nursing in Saudi Arabia are from countries other than Saudi Arabia (Zakari, 2012).

Deans and Directors of Saudi Nursing Schools

Deans and directors of nursing schools also represent diversity, including age, gender, academic background, and nationality. A number of Saudi nursing schools are classified as a department within a College of Applied Health Sciences. In 2017, nine of public and private nursing deans/ directors are female (F. Aldhofairi, personal communication, June 2, 2017). The majority of deans who lead Saudi nursing schools have non-nursing undergraduate degrees (A. Aboshaiqah, personal communication, April 2017). To achieve an educational standard that deans should have earned a Ph.D. in nursing, some director positions are held by non-Saudi nursing academicians with a Ph.D. degree.

Saudi Nursing Social Environment

Nursing is not yet considered to be desirable or respected in Saudi Arabia compared to other professions. Saudi women often hesitate to choose nursing as a career based on its poor community image and family disagreements that may ensue over the choice. Nurses typically work in a mixed-gender environment for long hours and during night shifts, which are culturally

challenging prospects, contributing to a poor image of nurses in the country (Lamadah & Sayed, 2014; Aboshaiqah, 2016). Saudi nurses often worry that they may not be able to get married because they might not have time for the obligations of their family members (Al-Omar, 2004).

Additionally, 98% of Saudi female nurses who participated in the study conducted by El-Gilany and Al-Wehady (2001) stated that they preferred not to care for male patients, which is a cultural obstacle to the nursing profession in Saudi Arabia. Traditionally, some have perceived the role of a nurse as an extension of a "physician's role", with little or no role in guiding and coordinating care (Jackson & Gary, 1991), as attitude is slow to change. Thus, Miller-Rosser et al. (2009) reported that nursing in Saudi Arabia is viewed as less important than being a physician.

Recruitment into nursing remains a challenge resulting in low numbers of students graduating from Saudi schools of nursing (Lamadah & Sayed, 2014). In 2013, only 221 nursing students graduated from nursing schools across different regions of the Kingdom (Aldawsari et al., 2015). Therefore, the nursing workforce in Saudi Arabia, like many other Arabic countries, relies primarily on expatriates who move to Saudi Arabia to work as nurses (Hasan & Gupta, 2013). It is estimated that only 29.1% of the nursing workforce in Saudi Arabia are Saudi nationals (Lamadah & Sayed, 2014). With low graduation rates, there is a small pool for recruiting nurses to study for graduate degrees.

Saudization Program to Improve Nursing Education

Aldawsari et al. (2015) described the role of Saudi government in improving nursing education across the Kingdom. The actions of the Saudi government are helping to motivate and encourage Saudi students to enter nursing schools and succeed as nurses. First, the Saudi government developed a "Saudization" program that restricts the number of foreign employees

in all occupations, including nursing. The "Saudization" program focuses on offering job options to all qualified Saudi nationals, which was particularly important after many non-Saudi nurses left Saudi Arabia without prior notice during the Gulf War in 1990 (Alshehry, 2014).

The "Saudization" program also aims to enhance the skills and competence level of Saudis before they join the higher education labor force; thus, a Ph.D. scholarship program was started in 1996 to allow Saudi leaders and educators in nursing to study overseas (Aldossary et al., 2008). The most recent international nursing scholarship programs also incorporate opportunities to earn bachelor's, master's, and Ph.D. degrees. According to Alamri (2011), these scholarship programs aim to minimize the shortage of educationally prepared Saudi faculty members. However, according to Alshehry (2014), the process of replacing non-Saudi employees with competent Saudi workers has been slow, growing by only 5% each year.

The process is particularly slow if Saudi nurses face barriers in pursuing a doctoral degree. Alshehry (2014) studied the barriers that face Saudi nurses who want to pursue a doctorate degree and found the following barriers: discouragement by a significant other, parent(s), or employer; family commitments; lack of grants or funding; and concern over returning to work having had little, if any, involvement in any changes that may have occurred during the students' absence. Third, admission to Saudi nursing programs is currently competitive and based on the preparatory year GPA, high school GPA, and other achievement test scores (King Saud University, 2015). Most Saudi universities use a preparatory year to prepare first-year college students for the college learning environment and increase their retention. One year is required to be finished with a GPA of no less than 3 out of 5 in order to enter one of the following tracks: Medical track, including nursing; Engineering and Scientific track; and Humanities track (King Saud University, 2015). These three government and school

actions are intended to improve nursing students' recruitment and retention (Alshehry, 2014; Alharbi, 2015).

Nursing in Saudi Higher Education

The shortage of Saudi faculty members enhances the competition for Saudi graduates in both clinical and academic settings to continue their education to become faculty in schools of nursing. The goal to introduce more graduate nursing programs in Saudi Arabia, including a Ph.D. program, also increases the pressure to have more faculty members with graduate degrees. Therefore, the current environment of culturally diverse faculty in schools of nursing is expected to continue. Understanding a leader's role in developing an effective organizational culture is important to be able to recruit and retain adequate faculty, particularly the integration of faculty with diverse backgrounds, education, experience, and perspectives.

Significance of Organizational Culture

With the increase in the number of schools of nursing in the rapidly developing country of Saudi Arabia, the nursing faculty shortage will only increase (Aldawsari et al., 2015). The shortage of faculty in nursing schools is a significant problem that may affect the quality and number of future nurses (Fox, 2015). Currently, most of the faculty members in Saudi schools of nursing come from countries that neighbor Saudi Arabia, as well as Asian, African, Western, and European countries. These faculty members work in Saudi nursing schools as lecturers, associate professors, assistant professors, and professors, yet the nursing students are all Saudi with instructions in English.

Few publications report studies on the organizational culture of nursing schools. Some studies used the terms culture and climate as interchangeable concepts; however, others argued that culture and climate are different organizational concepts (Bellot, 2011). One way to

distinguish the two concepts is to understand culture as invisible and climate as a visible aspect of an organization (Gershon, Stone, Bakken, & Larson, 2004; Springer, Clark, Strohfus, & Belcheir, 2012). Springer et al. (2012) described the organizational culture as being invisible, intangible, and the reflection of members' attitudes and perceptions. In contrast, the organizational climate was described as visible, including working conditions and interpersonal relationships (Springer et al., 2012).

One of the few studies that focused on the organizational climate of nursing schools in Saudi Arabia found that 62.5% of the nursing faculty who work in the three oldest and largest universities under the Ministry of Higher Education are non-Saudi (Zakari, 2012). The faculty members who participated in Zakari's study represented different nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience. They bring unique cultural values, beliefs, and ideas to the workplace that may differ from their students, co-workers, and/or employers.

Therefore, the organizational culture of nursing schools in Saudi Arabia differs because each dean/director must manage a diverse faculty. According to Sabri (2004), the values, beliefs, various work styles, and experiences that employees bring to work could influence the way the organizational culture develops. Cameron and Quinn (2006) found that differences among faculty members could fragment an organizational culture, foster conflict, and make it impossible for high levels of effectiveness to be achieved. On the other hand, Cejda and Murray (2010) pointed out that numerous studies have found that multiculturalism among faculty and students improves the quality of education. Deans/directors then must acknowledge and gain an in-depth understanding of the differences among their faculty members who represent various nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience

in order to create an effective organizational culture that can define their nursing schools and distinguish them from other schools. Bellot (2011) asserted that leaders of higher-education institutions play a substantial role in building their own organizational culture, which in turn, presents its own perspectives, sets of values, work styles, and relationships.

Study Aims

The organizational culture of nursing schools, which are comprised of faculty with diverse cultural backgrounds, has received little or no attention in Saudi literature. Therefore, this study focuses on the deans/ directors; and faculty members' perspectives of organizational culture and leadership strategies of the schools where they work. This ground-breaking dissertation will first examine the current literature examining multi-country perspectives of faculty diversity in higher education institutions in multiple countries. The study will also examine the perspectives of deans/ directors and faculty members about the overall organizational culture of schools of nursing in Saudi Arabia and the leadership strategies used by deans/directors of Saudi schools of nursing in leading a largely diverse faculty environment. The study also examines how the leadership strategies influence and shape the organizational culture.

Definition of Terms

This study uses the terms *organizational culture* and *leadership strategies*, defined as follows.

Organizational culture. Organizational culture has become an increasingly visible component of academics since the 1980s (Sabri, 2004). Schein (1987) defined organizational culture as "a pattern of basic assumptions invented, discovered, or developed by a given group, as it learns to cope with its problems of external adaptation and internal integration, which has worked well enough to be considered valid and therefore, to be taught to new members as the

correct way to perceive, think, and feel in relation to those problems." Other researchers have described organizational culture as a system of shared values, norms, and behaviors that guide members' attitudes, hold them together, and influence organizational decision-making, strategies, and performance (Tsai, 2011; Zachariadou, Zannetos, & Pavlakis, 2013; Scammon et al., 2014). This second definition will be the leadership styles, language and symbols, procedures and routines, and definitions of success are also factors that contribute to shaping an organizational culture (Cameron & Quinn, 2006). Organizational culture is relevant to this study because it will help guide examination the perceptions of deans/ directors and faculty members regarding the organizational culture in nursing schools in Saudi Arabia and the effects of a multicultural environment.

Leadership strategies. According to Swenson (1998), a leadership strategy is a strategy utilized to manage, motivate, empower, and persuade employees within the lines of authority for a shared vision and is an important tool for implementing change or creating an organizational culture. Leadership strategies are the skills, behaviors, capabilities, and knowledge of the leader to help create the desired organizational culture (Pasmore, 2014; Menaker, 2016). In order to achieve a positive organizational culture, leadership strategies should include: having a vision, setting priorities, being organized, collaborating across boundaries, engaging employees, solving problems, taking initiative, being responsible for outcomes, and managing change (Pasmore, 2014; Menaker, 2016). The relevance of this term to the study includes perceived ways that nursing school leaders in Saudi Arabia manage teams of diverse faculty members and ways that they implement strategies that can help or hurt the organizational culture in their schools.

Theoretical Framework

The study was guided by the Competing Values Framework (CVF). Cameron and Quinn (1981) proposed the CVF based on their previous research into the major indicators of effective organizations (Cameron & Quinn, 2006). This framework is a useful model for understanding a variety of organizational and individual phenomena, such as organizational success, organizational culture, organizational design, leadership roles, information processing, approaches to organizational quality, and management skills (Cameron & Quinn, 2006). The CVF was selected to guide this study because it can be used to examine the existing and preferred organizational cultures of nursing schools in Saudi Arabia from the perspectives of the culturally diverse faculty members who work in the schools. The framework was also selected to help examining the leadership strategies currently used by the deans/directors of schools of nursing and the leadership strategies that Saudi and non-Saudi faculty prefer.

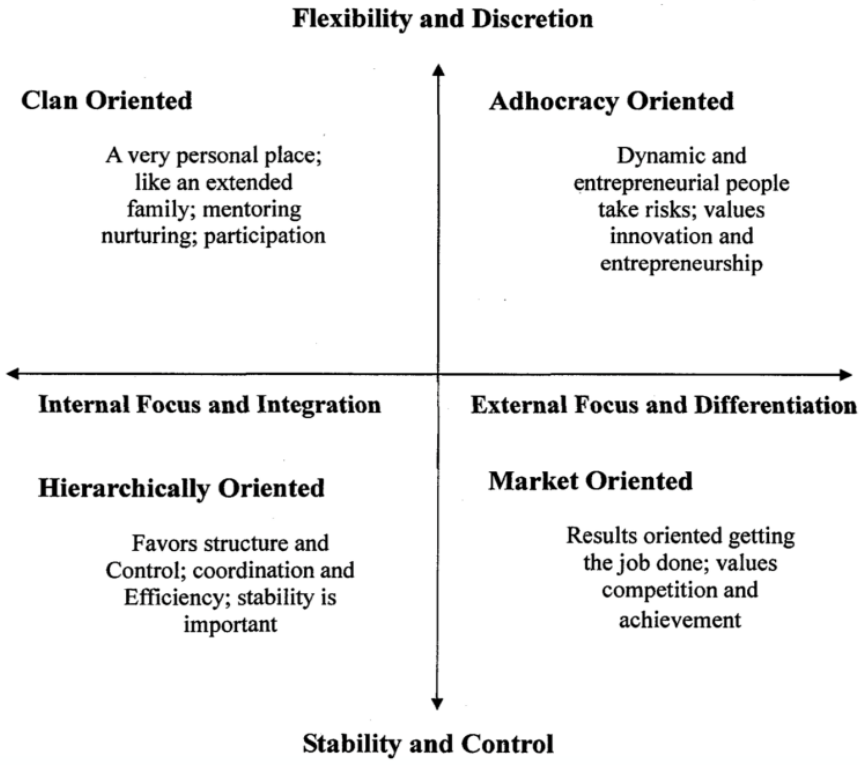
The CVF includes two dimensions: horizontal and vertical axes (see Figure 1.1). The horizontal axis focuses on the internal and external environments, with emphasis on the well-being and development of the organization. The vertical axis focuses on the distinction between the stability and control values versus the flexibility and discretion values, which are related to the organizational structure (Saame, Reino, & Vadi, 2011). Linking these two dimensions generates four major culture types: clan, adhocracy, hierarchy, and market cultures. Each quadrant in Figure 1.1 characterizes one organizational culture. These quadrants were not randomly selected – each one of them represents distinguishable notable characteristics (Cameron & Quinn, 2006).

Daft (2012) provided some explanations for these four culture types. People working in the clan culture have much in common, including commitment, communication, and

development. Some of the leadership strategies used in this type of culture are empowerment, team building, and employee involvement. The adhocracy culture focuses on innovation, creativity, and transformation; its leadership strategies are designed to surprise and delight, create new standards, anticipate employees' needs, provide continuous quality improvements, and find creative solutions. The third type of culture, the hierarchical culture, focuses on efficiency and following formal rules and policy to keep the organization together and guarantee the work. Leaders in a hierarchy culture typically concentrate on coordination, monitoring, and organizing. Lastly, the market (rational) culture focuses on the external environment and competition. Its leaders are considered hard drivers and competitors at the same time.

The CVF guided this study via the gathering of faculty insights regarding their nursing schools' current culture and what they think their schools' culture should be in the future, and each of the four quadrants of the organizational culture will be weighed. According to Cameron and Quinn (2006), the CVF is a strategy for examining the current and desired characteristics of the organizational culture that might influence the organization's effectiveness and success. Thus, the dominant culture among Saudi nursing schools is the quadrant of the CVF that will have the highest cumulative score, indicating that faculty members feel that quadrant most accurately reflects the structure of their schools' culture. In addition, the CVF will help the researcher examine how faculty members' perspectives regarding their current and desired work culture could differ among faculty with diverse cultural backgrounds, including nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience.

Figure 1.1: The Competing Values Framework developed by Cameron and Quinn (1981).



Note: Adapted from *Diagnosing and changing organizational effectiveness: Based on the Competing Values Framework*, by K.S. Cameron & R. E. Quinn, 1999, Reading, MA: Addison-Wesley.

Dissertation Plan

The format for this dissertation was the three-publishable paper option. **Chapter 1** is the dissertation research proposal following the School of Nursing Guidelines. Chapters 2, 3, and 4 of the dissertation are structured in three publishable manuscripts. **Chapter 2 (paper 1)** is a multi-country scoping review that aims to provide a global perspective on the experiences of faculty members from diverse cultural backgrounds who are working in higher educational institutions and explore strategies that promote faculty diversity and contribute to the organizational culture of academic workplaces. **Chapter 3 (paper 2)** is titled "Dean's perceptions of leadership strategies used to manage a multicultural faculty environment in Saudi Arabian nursing schools: A qualitative study." This study presents results from a pilot study that was conducted in Saudi Arabia to begin to understand the organizational culture in Saudi nursing schools and examine the perspectives of nursing school deans/ directors regarding the leadership strategies they use to manage multicultural faculty environments and how this influences school outcomes.

Chapter 4 (paper 3) presents findings from the mixed methods study that is titled "Faculty perceptions of organizational culture in Saudi Arabian schools of nursing: A mixed methods study." This study examines faculty perspectives regarding both the current and desired organizational culture of schools of nursing in Saudi Arabia and the current and desired leadership strategies used by deans/directors of Saudi nursing schools in leading a largely diverse faculty and shaping a successful organizational culture. **Chapter 5** presents the overall synthesis and discussion of the findings from the three publishable manuscripts. This product provides implications for practice, education, and future research.

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CHAPTER 2: THE EXPERIENCE OF CULTURALLY DIVERSE FACULTY IN ACADEMIC ENVIRONMENTS: A MULTI-COUNTRY SCOPING REVIEW

The American Association of Colleges of Nursing (AACN) describes diversity as a broad range of personal, social, and population characteristics, such as age, ethnic or racial groups, gender, socioeconomic status, geographical location, national origin, language, and work experience (AACN, 2017). Diversity is linked to ways that people act and respond in the workplace. People from different generations respond differently to various leadership styles and have different learning methods, ethics, professional goals, and expectations as a result of the different events they have experienced during their lifetime (Lutz et al.,2013). Individuals from different cultural backgrounds bring their own sets of attitudes, behaviors, values, and communication preferences to the workplace (Moss, 2015). With this diversity, individuals also have various perceptions of their work experience within a diverse environment (Whitfield-Harris, 2016). The purpose of this paper is to examine academic environments across the world in the context of faculty diversity and the experiences of faculty members with culturally diverse backgrounds in the workplace.

Academic Diversity: A Global Issue

Schools of nursing worldwide are confronting a growing faculty shortage, particularly nursing faculty with doctoral degrees (Stanley et al, 2007; Moss, 2015). For example, the National League for Nursing (NLN, 2017) reported that nursing schools across the United States (U.S.) often deny qualified candidates because the schools do not have sufficient faculty members. In 2011-2012, 64 percent of all nursing programs turned away competent applicants

(NLN, 2017). Faculty diversity can be seen as part of the solution to the nursing faculty shortage because hiring under-represented minority faculty members and educators from other countries broadens the scope for available nursing personnel.

Faculty diversity is recognized as crucial to nursing education across different world regions (AACN, 2017; NLN, 2017) both to fill the need for faculty but also to encourage diverse thought. In this growing multicultural world, diversity is recognized as a key variable that is valued for enhancing innovation and ensuring a wide array of perspectives in work teams (Brody et al., 2017). Each participant in a culturally diverse team needs to understand and respect that the perspectives and experiences of others are invited, welcomed, acknowledged, and valued (AACN, 2017). Faculty members who represent cultural differences indeed serve as exceptional educators and role models to nursing students (Minority Nurse Staff, 2013). Nursing students need exposure to a diverse faculty that brings different research perspectives, pedagogy, and experiences to the classroom. When faculty members who represent diverse ethnic, racial, religious, and social groups participate, share their interests, and develop their traditions, an inclusive democracy among faculty, administration, and students will be fostered, and critical and constructive conversations will be valued (Minority Nurse Staff, 2013).

Despite the clear benefits of having a culturally diverse faculty, minority and foreign-born faculty members in nursing schools often face workplace challenges (Moss, 2015). Some of these challenges include micro-aggression from students, coworkers, and administrators, workplace harassment, limited opportunities to hold tenure-track positions, and work overload, which, in turn, affect their capacity for developing their teaching and scholarship (Moss, 2015; Whitfield-Harris, 2016). Furthermore, these challenges might impact the faculty members' job satisfaction levels and their decision whether or not to remain employed in nursing schools

(Whitfield-Harris, 2016).

Despite these workplace challenges, recognizing the value of an academic environment that includes a culturally diverse faculty is foundational for creating a positive organizational culture for schools of nursing (Brody et al., 2017). Tsai (2011), Zachariadou et al. (2013) and Scammon et al. (2014) defined organizational culture as a system of shared assumptions, values, norms, and behaviors that guide members' attitudes and hold them together in an organization. Nursing school leaders, e.g., deans and directors, should engage in efforts to recruit and retain faculty members from diverse backgrounds and embrace their differences, not merely tolerate them (AACN, 2017). Zajac (2011) and Whitfield-Harris (2016) recommend several leadership strategies to help diverse faculty members feel that they are part of the work team: creating a supportive work culture, considering the quality of life for faculty members, allowing faculty to participate in decision-making processes, and rewarding teaching and service opportunities that benefit the school and the larger society.

Much attention has been focused on faculty diversity in academic institutions and its importance in shaping organizational culture, yet it remains a primary factor in recruitment and challenge to organizational leaders to create harmonious working relationships. Understanding the perspectives of nursing faculty members with diverse backgrounds can lead to benefits such as more effective recruitment and retention strategies and work environment (Whitfield-Harris, 2016). Embracing multiple perspectives amongst the faculty also promotes a more culturally diverse approach to research and nursing practice. This paper reports a scoping review with two aims: 1) to describe the work experiences of faculty members from diverse cultural backgrounds who are working in schools of nursing in several regions of the world and, 2) to explore the strategies that promote faculty diversity and improve the organizational culture of nursing

schools. In accordance with the Joanna Briggs Institute's recommendations, the scoping review was conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (The Joanna Briggs Institute, 2015).

Method

This scoping review was guided by Arksey and O'Malley (2005) scoping review methodological framework. Arksey and O'Malley framework includes five steps: (1) identifying purpose/research question; (2) identifying relevant studies; (3) study selection, (4) charting the data, and (5) collating, summarizing, and reporting the results (The Joanna Briggs Institute, 2015). This framework integrates a transparent search strategy and enables an examination of a broad overview of the existent evidence in literature through including a variety of study designs (Crawford et al., 2016). Thematic analysis was employed to produce a synthesis of included studies (Mays et al. 2005). This scoping review thus aims to present the findings of the included studies as they are reported in literature and does not formally assess the methodological quality or risk of bias of the included articles, which is consistent with the guidelines of scoping review (The Joanna Briggs Institute, 2015).

Eligibility Criteria

The scoping review included articles published in the English language reporting original research related to faculty diversity in higher education institutions. Articles were excluded if they focused on the culture of healthcare organizations, were unrelated to the topic or were not original research.

Information Sources and Search Strategy

The search encompassed CINHAL, PUBMED, and PsycInfo to identify reports of original research studies about the perspectives of faculty members from diverse cultural

backgrounds across countries and the effects of faculty diversity on the organizational culture of nursing schools worldwide. This search was limited to studies published in English between 2007 and 2017. The following keyword search terms were combined and used to search the selected databases: *academia*, *cultural backgrounds*, *cultural diversity*, *diversity*, *educators*, *expatriate, faculty*, *school of nursing*, as well as medical subject headings (MeSH). For instance, the following search strings were used: (*faculty AND Cultur* AND Divers* AND Academ**), (*faculty* AND *expatriate* AND *academ**), and (*Nursing School AND Cultur* AND Diverse Backgrounds AND educators*).

Selection of the Studies

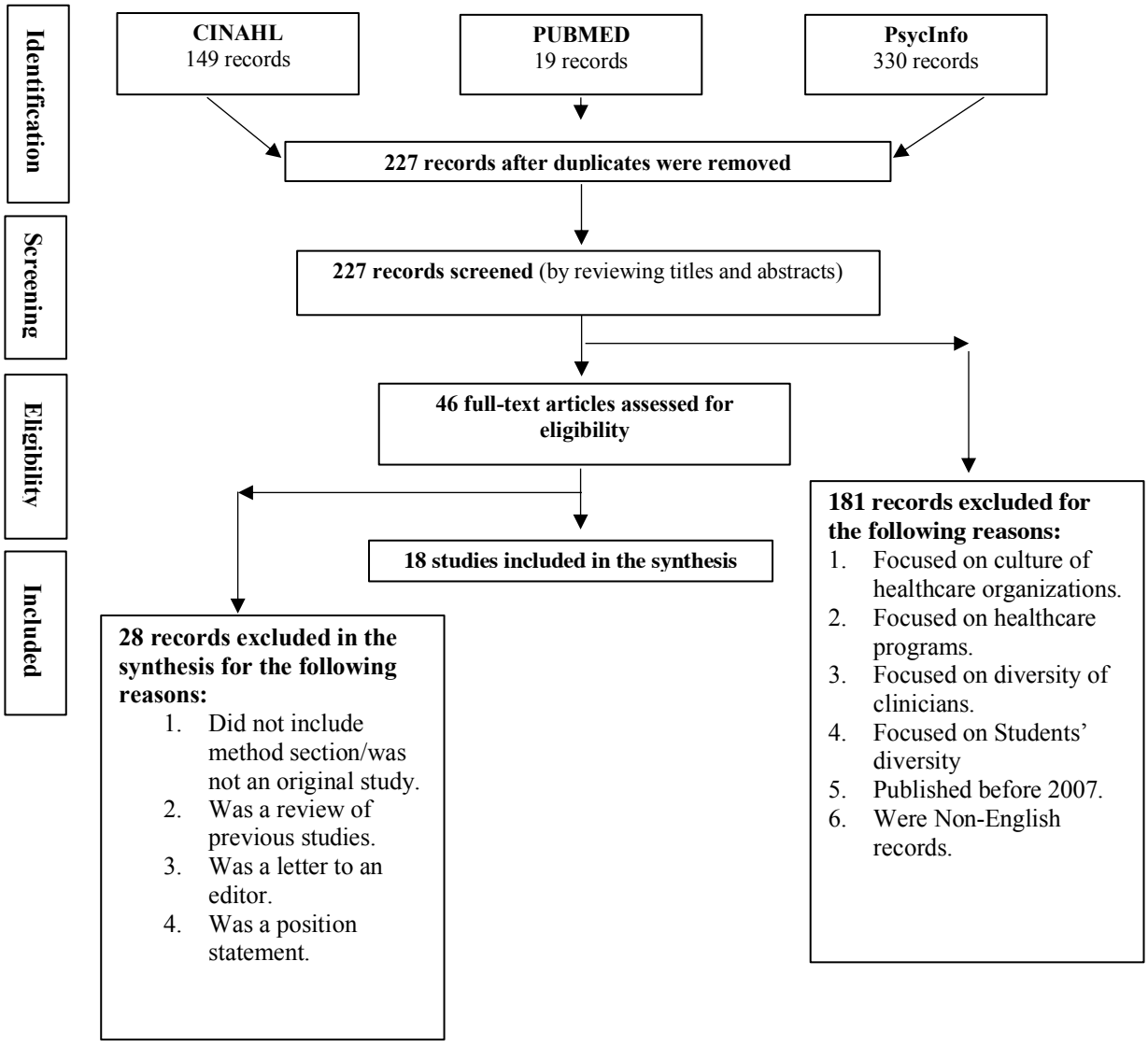
After exporting the search results from the databases to Mendeley and removing duplicates, 226 studies were screened for eligibility according to the inclusion and exclusion criteria by reviewing titles and abstracts to identify studies reporting faculty diversity in higher education institutions. This process eliminated 181 studies that did not specifically meet the inclusion criteria, thereby retaining 46 articles and dissertations. After scanning full manuscripts of each article, 28 studies were excluded because they were a position statement, letter to an editor, a review of previous studies, or not an original study. Thus, 18 eligible studies remained for review. Figure 2.1 presents a PRISMA chart that outlines the search and selection process.

Data Collection Process

The first step in the data collection process was to develop and review a data extraction form and matrix. Key information from each of the eighteen studies was summarized into an extraction form and then synthesized into a matrix to manage analysis of the studies to derive themes. Information abstracted from each eligible study was charted under the following headings: (1) author, year of publication, and country, (2) study purpose; (3) sample size and

population; (4) theoretical framework; (5) study design and strengths/ limitations, and (6) findings. The findings from the included studies were organized and synthesized into appropriate thematic groups using thematic analysis techniques (Mays et al. 2005).

Figure 2.1: PRISMA flow diagram of the selection process of the studies



Findings

Characteristics of the Studies

The eighteen studies in the scoping review were published from 2007 through 2017 (Table 1). The sample sizes ranged from 6 to 2,083 participants. The studies reviewed were conducted in the following countries: Australia (n = 1), Kingdom of Saudi Arabia (n = 1), United Arab Emirates (n = 1), and the U.S. (n = 14). The U.S. studies were in different states, including California, Georgia, Maryland, and Texas. Also, one another study was conducted in multiple countries, including Japan, Hong Kong, Thailand, and the United States. Most of the studies included diverse samples in terms of age, gender, ethnicity, nationality, educational background, academic rank, and years of experience. However, only ten of the eighteen studies included nursing faculty. Therefore, the focus of the review was expanded to include other academic health professions settings, such as schools of medicine, physical therapy, and others. Both males and females were included in the studies, except one study conducted by Brody et al. (2017) that included no females and one by Alwazzan and Rees (2016) that included no males . Chambers (2012), Andersen (2014), Lutz et al. (2013), and Robinson (2014) focused only on experiences of African-American faculty members. Fries-Britt et al. (2011) focused on experiences of both African-American and Hispanic faculty members. Melby, Dodgson, & Tarrant (2008) focused on describing the lived-experience of expatriate nurse educators who had taught for a minimum of two years and no more than five years in an East Asian country. In addition to the inclusion of faculty members as study participants, Schroeder and DiAngelo (2010) collected data from staff administrators, Fries-Britt et al. (2011) collected data from administrators of color, and Henderson et al. (2016) collected data from clinical facilitators, nurse educators, and students.

The scoping review includes eleven qualitative studies (i.e., Alwazzan & Rees, 2016; Andersen, 2014; Austin et al., 2014; Chambers, 2012; Chen & Yang, 2013; Fries-Britt et al., 2011; Henderson et al., 2016; Lutz et al., 2013; Melby et al., 2008; Schroeder and DiAngelo, 2010; Wingard et al., 2008), three quantitative studies (i.e., Evans, 2013; Moss, 2014; Sin, 2013), and four mixed-method studies (i.e., Adanga et al., 2012; Brody et al., 2017; Lazaro & Umphred, 2007; Robinson, 2014). Because the majority of the included studies are descriptive studies, each was assessed for risks of bias: sampling approach, response rate, and whether one or multiple settings was/were applied. The studies varied in terms of quality, sample size, number of settings, achieving saturation, applying member-checking, and inter-coder agreement. Table 2.1, Table 2.2, and Table 2.3 present comparisons of the eighteen reviewed studies with regard to qualitative, quantitative, and mixed-method studies, respectively.

Table 2.1: Comparisons of Qualitative Studies Related to Faculty Diversity Across Countries

Author, Year, Country	Purpose	Sample Size and Type	Theoretical Framework	Study Design and Strengths/ Limitations	Key Findings
Alwazzan & Rees (2016), KSA**	Provide insights into female educators' experiences of career progression.	N= 25 female medical educators	None	Narrative: Reasonable number of interviewees and multiple settings.	- Women's experiences of career progression in the KSA were influenced by gender, career stage, and specialty area. - Policies of diversity and equality at the educational institutions were absent.
Andersen (2014), US	Uncover experiences of African-American nurse educators who achieved tenure.	N= 6 African-American faculty members	None	Phenomenological Study: Achieved saturation.	- Minority faculty members experienced racism. - Strategies for minority faculty members to achieve tenure and development were identified.
Austin et al. (2014), UAE***	To examine aspects of the work experience of expatriate faculty in the UAE	N= 29 expatriate faculty members	None	Case Study Method: Comparison across responses were applied.	- Supportive and productive academic workplaces are absent for expatriate faculty members in the UAE. - Contributors to expatriate faculty satisfaction, morale, and commitment were identified.
Chambers (2012), US	Identify content in blogs that reinforces and normalizes racist perspectives.	N= 26 blogs for African-American faculty members	Critical Race Feminism	Narrative and content analysis: Small sample size	- Unfair factors in personal processes, compensation, workload, and family issues were experienced by African-American faculty.
Chen & Yang (2013), US	Identify opportunities and obstacles when reaffirming diversity through faculty hiring in higher education.	N= 13 faculty members	Multicultural Social Justice and Critical Race Theoretical Lens	Descriptive: Achieved saturation and member-checking and inter-coder agreement were applied.	- Diversity enriches campus and enhances students' and faculty's capacity to function in a pluralistic society. - Leaders of color expressed concerns about race and racism when hiring FOC. - FOC were hired to represent diversity on campus, not because of their ability and expertise in the field.

Fries-Britt et al. (2011), Georgia, Maryland, and Texas, US	Explore the current racial climate for black and Hispanic faculty members.	N= 33 participants (19 faculty and 14 staff)	Hurtago & Colleagues' Campus Climate Framework	Case Study Method: Multiple sources of data	- Some FOC*** perceived an uncomfortable campus climate. - Administrators struggled to achieve equity and diversity among faculty members. - Three institutions that participated failed to value the research interests of FOC.
Henderson, Barker, & Mak (2016), Australia	Gain insight into how academics experience intercultural communication challenges.	N= 41 participants (5 clinical nurses, 19 clinical facilitators, 7 nurse faculty, and 10 nursing students)	None	Descriptive: Single Australian university.	- Participants reported difficulty communicating with others from different cultural backgrounds. - Strategies used to address intercultural communication challenges were identified.
Lutz et al. (2013), US	Understand the experiences and concerns of FOC in nursing academia.	N= 23 FOC	None	Grounded Theory: Member-checking was applied.	- FOC felt disappointment as a result of ongoing and pervasive racism and inadequate support. - Strategies for limiting FOC's harm and shaping their success were identified.
Melby et al. (2008), Japan, Hong Kong, Thailand, and the US	Understand the experience of English-speaking Western nurse educators teaching in East Asian countries.	N=8 expatriate nurse educators from Western Countries.	None	Phenomenology: Clarifications were sought throughout the analysis. An audit trail of decision-making during data collection and analysis.	- The ways of thinking, doing, and understanding among expatriate educators are very different. - Western educators were uncomfortable with the teacher-oriented approach used by eastern universities. - Eastern universities did not provide culture-specific training programs for expatriate educators. - The expatriate educators were struggling to meet the Asian students' needs.
Schroeder & DiAngelo (2010), US	Change the climate of whiteness.	N= 8 faculty and staff members	None	Descriptive: Applied in a single setting.	- As the number of diverse faculty members increased in organizations, conflict increased. - Confronting issues of dominance, communication across differences, and managing difficult discussions are needed to foster an inclusive workplace culture.

Wingard, Reznik, & Daley (2008), Southern California, US**	Describe URM* faculty experiences and compare with experiences of non-URM faculty.	N= 30 faculty members (18 URM and 12 non-URM)	None	Descriptive: Small sample size in single institution in Southern California	- URM faculty acknowledged difficult experiences with their non-URM colleagues. - URM faculty were significantly more likely than non-URM faculty to be offered development programs.

Note:

URM*: Under-Represented Minority
US**: United States
FOC***: faculty of color
UAE****: United Arab Emirates
KSA*****: Kingdom of Saudi Arabia

Table 2.2: Comparisons of Quantitative Studies Related to Faculty Diversity Across Countries

Author, Year, Country	Purpose	Sample Size and Type	Theoretical Framework	Study Design and Strengths/ Limitations	Key Findings
Evans (2013), US	Ask nurse educators what they believe are effective strategies to increase the number of nurse faculty members.	N= 2,083 Faculty from all four degree levels	None	Descriptive; Inability to reach participants who had limited access to the internet	- Strategies to attract and retain men and minorities aged 45 years and younger were identified, such as - Providing nurse educator loans and scholarships. - Providing encouragement from other faculty members and school leaders. - Building collegial working relationships.
Moss (2014), US*	Examine perceptions of nurse educators working in generationally diverse teams.	N= 124 nurse educators across different regions in the US	Bandura's Self-Efficacy Theory	Non-Experimental Survey: Researcher was new to network discussions.	- Educators of various ages reported high levels of perceived intergenerational tension and harassment in the academic workplace.
Sin (2013), US	Identify factors for CDF's** academic success.	N= 20 faculty members across the US	None	Descriptive Survey: Small sample size	- Factors such as faculty appearance, language difficulties, faculty's unfamiliarity with cultural boundaries, and differences in teaching styles and culture affect the cultural gap. - Strategies that administrators/ leaders can use to help CDF were identified.

Note:

US*: United States

CDF**: Culturally Diverse Faculty

Table 2.3: Comparisons of Mixed-Method Studies Related to Faculty Diversity Across Countries

Author, Year, Country	Purpose	Sample Size and Type	Theoretical Framework	Study Design and Strengths/ Limitations	Key Findings
Adanga et al. (2012), US*	Update information regarding number and type of faculty diversity programs at U.S. medical schools.	N= 124 medical schools	None	Mixed methods: Interviewees may not aware of all programs that target URM** faculty. Searching school websites limited findings.	- Schools with diversity programs are more likely to be ranked in the highest quartile and have a larger faculty than schools without diversity programs. -Schools with diversity programs are more likely to have mentoring, a positive social climate, and financial programs targeted to all faculty members.
Brody et al. (2017), US	Share challenges and lessons learned identified by male nurse faculty members.	N= 18 male faculty from 7 cohorts of Robert Wood Johnson Foundation Nurse Faculty Scholars	Competing Value Framework	Multiple Research Strategies	- Faculty identified diversity in terms of gender, racial, ethnic, religious, perspectives, and conflict that affect organizational culture. - Faculty described positive organizational culture as inclusive culture that fosters and values diversity. - Men experienced negative stereotypes and faced discrimination issues from colleagues.
Lazaro & Umphred (2007), US	Improve cultural diversity awareness of educators.	N= 12 faculty members of PT*** school	None	Mixed-method: Applied in single academic setting.	- Majority of faculty considered their knowledge of cultural diversity issues to be "inadequate". - Workshops can improve cultural knowledge and cultural awareness.
Robinson (2014), US	Describe impacts of racism on black faculty members and strategies to foster healthy work settings.	N= 9 black faculty members	None	Mixed-method: Small sample size	- After experiencing racism, black faculty members felt anxious, angry, depressed, and experienced negative changes in physical health. - Strategies used by black faculty members to cope with racism were identified.

Note:

US*: United States
URM**: under-represented minority
PT***: Physical Therapy

Thematic Analysis

Data were analyzed from an extensive assessment of the 18 studies and categorized into three themes: 1) Descriptions of cultural diversity among faculty in the academic workplace, 2) Factors associated with increasing retention among faculty members from diverse cultural backgrounds, and 3) Strategies for building an academic culture that values faculty diversity. Data were further analyzed to identify subthemes providing description and support for each of the three themes. Table 4 presents a summary of the three themes, the publications that relate to each theme, and the subthemes that emerged from the scoping review.

Table 2.4: Thematic Analysis arising from Studies regarding Faculty Diversity

Theme 1: Descriptions of Cultural Diversity among Faculty in the Academic Workplace	
Subthemes	**Publications**
Un/familiarity of Faculty Members about Diversity	**Alwazzan & Rees (2016) **Austin et al. (2014) **Henderson, Barker, & Mak (2016) ***Lazaro & Umphred (2007) **Melby et al. (2008) *Sin (2013)
Intercultural Communication Challenges	**Andersen (2014) **Chambers (2012) **Fries-britt et al. (2011) **Henderson, Barker, & Mak (2016) **Lutz et al. (2013) **Melby et al. (2008) *Moss (2014) ***Robinson (2014) **Schroeder & DiAngelo (2010)
Effects of Faculty Diversity on School Culture	***Adanga et al. (2012) ***Brody et al. (2017) **Chen & Yang (2013) **Melby et al. (2008) *Moss (2014) **Schroeder & DiAngelo (2010) **Wingard, Reznik, & Daley (2008)
Theme 2: Factors Associated with Increasing Retention among Diverse Faculty Members	
Engagement with Mentors Through Scholarship	**Alwazzan & Rees (2016) **Chambers (2012) **Chen & Yang (2013) **Lutz et al. (2013) ***Robinson (2014) *Sin (2013) **Wingard, Reznik, & Daley (2008)
Faculty Job Satisfaction	**Austin et al. (2014) ***Lazaro & Umphred (2007) *Moss (2014) *Sin (2013) **Wingard, Reznik, & Daley (2008)
Themes 3: Strategies for Building an Academic Culture that Values Faculty Diversity	
School/Leadership Commitment to Cultural Diversity	**Alwazzan & Rees (2016) **Austin et al. (2014) **Chen & Yang (2013) *Evans (2013) **Fries-britt et al. (2011) **Lutz et al. (2013) **Melby et al. (2008) ***Robinson (2014)
Self-Care Faculty Coping Strategies	**Andersen (2014) **Austin et al. (2014) **Chen & Yang (2013) **Henderson, Barker, & Mak (2016) **Lutz et al. (2013) ***Robinson (2014)

Note: * Quantitative Study, ** Qualitative Study, and ***Mixed-Method Study

Theme 1: Descriptions of Cultural Diversity among Faculty in the Academic Workplace

Seventeen studies provided evidence for theme 1: Descriptions of cultural diversity among faculty in the academic workplace. Participants described faculty diversity from different points of view, including un/familiarity of faculty members about diversity, intercultural communication challenges and discriminatory actions perpetrated by dominant colleagues, and influences of faculty diversity on school culture.

Four qualitative studies, one quantitative study, and one mixed-method study reported findings about faculty members' level of knowledge about diversity. These studies showed that participants identified cultural diversity as differences in age, gender, race, ethnicity, religion, education, perspectives, values, and/or beliefs. However, the majority of faculty members who participated in the studies considered their level of knowledge regarding cultural diversity to be inadequate but acknowledged that such knowledge was important to improving their cultural knowledge and cultural awareness. Two of the three qualitative studies conducted in middle eastern countries found similar results and indicated that policies that target diversity and equality at educational institutions were typically absent (Austin et al., 2014; Alwazzan & Rees, 2016). The faculty members who participated in the quantitative study conducted by Sin (2013) were unfamiliar with cultural boundaries of other faculty members. Lazaro and Umphred (2007), Austin et al. (2014), and Alwazzan and Rees (2016) focused on the importance of incorporating concepts of cultural diversity into school curricula and mission statements in addition to developing faculty workshops at an interactional level.

Nine of the seventeen studies reporting data for this thematic group discussed intercultural communication challenges and the discriminatory actions experienced by expatriate or minority faculty members from dominant colleagues in academic workplaces. Although the

faculty members who participated in these nine studies were from different cultural backgrounds and countries, all reported unsupportive behavior and attitudes and difficulty in communication with others from different cultural backgrounds and whose first language was not English. Faculty members experienced negative reactions to their appearance, race, gender, and age, felt marginalized by their colleagues for doing community-based research within minority populations, were not treated consistent with their degree accomplishment, and perceived that they were not included in decision-making processes (Andersen, 2014; Chambers, 2012; Fries-Britt et al., 2011; Henderson et al., 2016; Lutz et al., 2013; Schroeder & DiAngelo, 2010).

Moss (2014) conducted a quantitative study that examined the perceptions of nurse educators working in generationally diverse nurse educator teams and reported that older educators preferred to work with staff members of their same generation. Generational diversity among nursing faculty members is increasing; staff members representing as many as four generations sometimes work together (Moss, 2015). Also, a recent mixed method study by Brody et al. (2017) that focused on men reported they were negatively stereotyped as not fitting into a predominantly female profession. As a result of working in a diverse environment, both expatriate and minority faculty members experienced disappointment, anxiety, anger, and depression, and reported negative changes in their physical health status (Brody et al., 2017; Lutz et al., 2013; Melby et al., 2008; Robinson, 2014).

Seven of the seventeen publications reported the effects of faculty diversity on school culture. Despite the negative experiences faced by some faculty members in culturally diverse workplaces, the benefits of faculty diversity were also considered. Diversity among faculty members plays a substantial role in enhancing students' and faculty's capacity to function well in the academic arena (Adanga et al., 2012; Brody et al., 2017; Chen & Yang, 2013; Wingard,

Reznik, & Daley, 2008). Adanga et al. (2012) studied faculty diversity programs that target under-represented minority faculty at U.S. medical schools and interviewed a key informant from each school. These diversity programs were designed to target culturally diverse faculty members and to offer classes and workshops to provide faculty with financial support and help them develop skills in grant writing, teaching, and mentorship (Adanga et al., 2012). Adanga et al. (2012) found that schools with diversity programs are more likely to be ranked in the highest quartile, have a larger faculty than schools without faculty diversity programs, more likely to have a positive social climate, and offer mentoring and funding programs for all faculty members.

On the other hand, Schroeder and DiAngelo (2010) and Moss (2014) identified challenges that diversity contributes to school culture. Schroeder and DiAngelo (2010) found that, as the number of diverse faculty members increases in a school, incidents of conflict increase among its team members. Also, faculty of color reported issues related to dominance while working in a climate of whiteness (Schroeder & DiAngelo, 2010). In an age-diverse team of nurse educators, Moss (2014) reported high levels of perceived intergenerational tension and harassment among nurse educators of various ages in the academic workplace, as increasing generational diversity can reflect differences in values, expectations, and communication preferences. The conflicts and tensions and their correlation to workplace harassment are crucial when considering recruitment and retention of diverse nurse educators and potential impact on shortage of nurses and qualified nurse faculty (Moss, 2014; Schroeder & DiAngelo, 2010).

Theme 2: Factors Associated with Increasing Retention among Diverse Faculty Members

Ten publications reported research data for Theme two, Factors Associated with Increasing Retention among Diverse Faculty Members. Seven of the ten studies reported the

importance of engaging expatriate and minority faculty members through contacts with senior mentors and supporting their scholarship (Alwazzan & Rees, 2016; Chambers, 2012; Chen & Yang, 2013; Lutz et al., 2013; Robinson, 2014; Sin, 2013; Wingard, Reznik, & Daley, 2008). in addition to improving their job satisfaction (Adanga et al., 2012; Austin et al., 2014; Moss, 2014; Wingard, Reznik, & Daley, 2008;). Because minority faculty members reported difficult experiences with their non-minority colleagues, connecting these faculty members with other faculty members who understand the dynamics of diversity in the academic workplace and providing resources such as funding and scholarship are essential to attracting and retaining minority faculty members (Chambers, 2012; Lutz et al., 2013; Robinson, 2014; Wingard, Reznik, & Daley, 2008). According to Wingard, Reznik, & Daley (2008), it may be more critical that under-represented minority faculty members have trustworthy senior mentors than their colleagues. These mentors should understand their mentoring responsibilities, serve as role models, and show respect and appreciation for faculty diversity (Andersen, 2014; Sin, 2013). A qualitative study conducted in Saudi Arabia included only female educators reported that support from male faculty mentors is a crucial step in closing the gender gap in a non-Western academic setting and to improve awareness of Saudi faculty about equality and diversity (Alwazzan & Rees, 2016).

Five of the ten studies that examined factors related to increasing faculty retention in the academic workplace, discussed the positive relationship between faculty job satisfaction and the rate of retention (Adanga et al., 2012; Austin et al., 2014; Lazaro & Umphred, 2007; Moss 2014; Wingard, Reznik, & Daley, 2008;). Two studies conducted by Austin et al., 2014 and Wingard, Reznik, & Daley (2008) found that attending faculty development programs that discussed the institution's mission and culture and comprehensive workshops increased the job satisfaction of

under-represented minority faculty members, which in turn, increased their retention in the school and helped to mitigate faculty shortage. These faculty development programs/ workshops discussed in Wingard and colleagues' study relied on the collaboration between faculty members. The senior faculty were encouraged to collaborate with juniors on research, critiquing scholarly work, and involve them in circles or to chair conference sessions (Wingard, Reznik, & Daley, 2008). Furthermore, comprehensive workshops should incorporate topics such as tolerance, respect, empathy, and cultural diversity (Lazaro & Umphred, 2007).

From a different cultural perspective, the majority of expatriate faculty members who participated in an Emirati qualitative study experienced job dissatisfaction as a result of being offered only short-term contracts and the absence of other job related elements , such as a flexible workload, faculty professional development, and funding (Austin et al., 2014). As a result, Austin et al reported that higher education institutions in the United Arab Emirates report high turnover among expatriate faculty members. As a counterbalance, Sin (2013) found that effective mentorship for minority faculty members increases career satisfaction, cooperative relationships with colleagues, and a sense of commitment to the organization.

Themes 3: Strategies for Building an Academic Culture that Values Faculty Diversity

The third theme emerging from the data is Strategies for building an academic culture that values faculty diversity. Ten studies conducted in different countries explored the most effective strategies to build an academic culture that values faculty diversity (Alwazzan & Rees, 2016; Andersen, 2014; Austin et al., 2014; Chen & Yang, 2013; Evans, 2013; Fries-Britt et al., 2011; Henderson, Barker, & Mak, 2016; Lutz et al., 2013; Melby et al., 2008; Robinson, 2014). Eight of the nine studies reported the need to implement effective leadership strategies for developing an inclusive and fair academic environment to replace the current stressful

environment where minority faculty feel a lack of support. Effective strategies for attracting and retaining minority and expatriate faculty members include: offering flexible work hours, providing faculty loans and scholarships, ensuring encouragement from other faculty members and school leaders, building collegial working relationships, allowing respectful engagement in committees, and increasing faculty salaries (Alwazzan & Rees, 2016; Austin et al., 2014; Evan, 2013; Lutz et al., 2013). Most importantly, participants in the Chen and Yang (2013) study considered school leaders' understanding, respect, and commitment for diversity as first steps toward creating a supportive work environment for faculty members from different cultural backgrounds.

Expatriate and minority faculty members reported they often experienced negative behavior and attitudes and feel academic leaders ignore the negative actions, suppression, 'humorous' responses, and aggressive responses on the part of some of their colleagues. six publications described self-care coping strategies that expatriate and minority faculty members should use in order to limit harm and improve their success (Andersen, 2014; Austin et al., 2014; Chen & Yang, 2013; Henderson, Baker, & Mak, 2016; Lutz et al., 2013; Robinson, 2014). Effective self-care strategies for faculty success are identified as: clarifying and validating one's faculty role, navigating the institution's tenure process, continuing one's scholarship, being a role model, and normalizing cultural behaviors to overcome negative situations (Andersen, 2014; Austin et al., 2014). Lutz et al. (2013) and Robinson (2014) found that faculty of color can limit harm by taking care of themselves, having personal support, living their values, avoiding those who portray racism, and seeking clarification during communication. Faculty of color may sometimes lower their expectations of others by expecting racism (Lutz et al., 2013). For instance, one of the minority faculty participated in Lutz and colleagues' study adapted to the

academic workplace by expecting very little from her colleagues and found that protected her from getting disappointed.

Discussion

This scoping review examined 18 research studies reporting the experiences of faculty members from culturally diverse backgrounds, including expatriate faculty and minority faculty members employed in higher education settings in across the world. Findings were similar regardless of geography and have the potential to encourage academic societies to recognize and acknowledge the experiences of faculty members from culturally diverse backgrounds, value their cultural diversity, and acknowledge their achievements. However, based on the eighteen research studies included in this scoping review, it is apparent that expatriate and minority faculty members are not supported in ways that promote their professional growth. Intercultural communication challenges and tensions exist among faculty members from different cultural backgrounds in current diverse work environments. These challenges have negatively impacted job satisfaction levels, which in turn, have forced some faculty members to leave their school (Austin et al., 2014; Moss, 2014). Critical incidents include discriminatory behavior and negative stereotypes from colleagues, leaders, and students, limited opportunities for funding, scholarship, and tenure, and work overload that impacts the faculty member's health status and his/her ability to function. Furthermore, according to Chen and Yang (2013), faculty of color felt that they were hired only to represent diversity on campus, not because of their capability and expertise that added value to the organization.

Despite the challenges associated with diversity in various academic workplaces, most of the studies in this review reached a shared conclusion that faculty diversity can benefit all faculty members, administrators, and students. The reviewed studies show that the commitment of

school leaders is a key driving force for creating a positive school culture that fosters and values diversity through communication, decision-making processes, and respectful engagement. Therefore, leaders of higher education institutions should consider numerous future strategies that encourage expatriate and minority faculty members to feel that their presence on campus is a part of the collective group, not a representation of the invisible few. Replacing an unsupportive academic culture that discourages faculty members with a supportive workplace, being culturally knowledgeable, adopting different leadership practices, and handling strong emotions are evidence-based solutions. Comprehensive workshops to improve administrator, faculty and staff awareness of cultural diversity can include case scenarios, role-playing, and sharing actual faculty experiences (Lazaro & Umphred, 2007; Brody et al., 2017) . Sin (2013) and Alwazzan and Rees (2016) made a strong call for preparation to enable more minority faculty members to be appointed to more leadership positions and to amend institutional policies in order to create a fair and inclusive work environment for all faculty members with different cultural backgrounds.

Limitations

Although this scoping review provides an overview of the recent literature (2007-2017) that explores the experiences of expatriate and minority faculty members who work in a diverse academic environment, this review has limitations. The small sample size and/or unknown number of participants in the eighteen studies included in this review could greatly impact the generalizability and transferability of the research findings. Because the samples included in the studies are diverse and from different cultural backgrounds, it is difficult to identify which population was most affected by discriminatory/negative behavior from dominant colleagues or was most dissatisfied in diverse academic settings.

In addition, most of the eighteen studies utilized qualitative designs and were applied in

only one setting. Thus, the findings could not be generalized to other areas in the U.S. or other countries due to regional and cultural differences. These limitations made it difficult to distinguish the actual experiences of the expatriate and minority faculty members.

Implications for Future Research

The findings of this scoping review indicate that additional research is needed to understand the experiences of faculty members who are either under-represented minorities or expatriates and to target effective recruitment and retention strategies to enhance faculty diversity, thereby minimizing the looming international nursing faculty shortage. Only nine of the eighteen studies examined the experiences of nursing faculty members. Therefore, the scarcity of research for this group indicates that additional research should be conducted that focuses solely on the nursing population.

Future research could include a study that evaluates a larger number of higher education institutions that represent different regions across the world to enhance the trustworthiness and rigor of the data, because every country has a distinct cultural landscape. Exploring the experiences of two groups, i.e., an expatriate/minority group and a national group, also is recommended for future research because a convergence or divergence between their experiences might be found. Finally, few publications discuss the topic of faculty diversity in non-western contexts; thus, future research is encouraged to consider diversity among faculty members employed in non-western academic settings.

Conclusion

Lack of diversity and faculty shortage could be the negative outcomes of the difficult experiences currently faced by expatriate and minority faculty members in nursing schools in different countries of the world. These experiences include receiving little support,

discrimination by other colleagues, students, and school administrators, decreased job satisfaction (leading to poor retention rates), work overload, and few opportunities for funding and long-term contracts and promotion. Expatriate and minority faculty members should have the support to address and overcome these painful intercultural challenges. Institutions should demonstrate their commitment to diversity and have an explicit diversity statement that uses the language of antiracism and inclusiveness. This topic is still in its infancy and future research to explore this phenomenon is vital in order to achieve a harmonious and productive academic work environment for all faculty.

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CHAPTER 3: DEANS' PERCEPTIONS OF LEADERSHIP STRATEGIES USED TO MANAGE A MULTICULTURAL FACULTY ENVIRONMENT IN SAUDI ARABIAN NURSING SCHOOLS: A QUALITATIVE STUDY

Saudi Arabia, like many other Middle Eastern countries, has relied on international recruitment to fulfill the need for qualified faculty to teach in its nursing schools. Recent emphasis on "Saudization", that is increasing the reliance on Saudi nationals rather than expatriate faculty, is encouraging Saudi nurses to complete higher education degrees, but there are not enough Saudi nationals to meet the demands of the growing workforce in both clinical settings and schools of nursing. As many as 62.5% of faculty in the top three nursing schools in Saudi Arabia come from other countries (Zakari, 2012). Non-Saudi faculty members represent different nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience. They bring with them unique cultural values, beliefs, and ideals that may differ from their students, Saudi and non-Saudi co-workers, and/or employers. Recent studies suggest leaders should pay attention to the importance of organizational culture because the shared values and activities among employees within an organization influence the employees' approach to accomplish their work; otherwise, the organizational culture is undermined, and a variety of issues may exist such as job dissatisfaction (Kantek & Baykal, 2009; Bellot, 2011).

Evidence indicates the influence of leaders' attributes such as the ability to motivate, communicate, support, and trust are important in leading the organization's members (O'reilly, Caldwell, Chatman, Lapiz, & Self, 2010). Thus, one of the most reliable ways of enhancing faculty outcomes is having an effective leader. However, many organizations lack insightful leadership. Studies on organizational culture in nursing schools in Saudi Arabia report faculty

often experienced a lack of management support and may not be involving in the decision-making regarding development and improvement of the academic program (Zakari, 2012; AbdulCader & Anthony, 2014). Zakari's (2012) study reported faculty had negative experiences and responses about working in Saudi nursing schools. They experienced disengagement, an emphasis on production, and a lack of intimacy. Zakari's (2012) Faculty members felt their commitment to Saudi nursing schools is obligation-based, not desire-based (Zakari, 2012). Although the mission of nursing schools in Saudi Arabia, like most universities around the world, supports teaching, research, and professional services, faculty described an unsupportive academic work climate (Zakari, 2012). Furthermore, 64% of the faculty stated they have never conducted research at their current academic organization; 57% have never participated in community service; and 49% spend 100% of their work time teaching.

Saudi nursing schools have a multi-cultural workforce with faculty from many countries. The challenge of creating effective organizational culture is timely to explore the leadership practices of deans/ directors that contribute to an effective organizational culture and work environment and helps build relationships to facilitate achievements in scholarship, teaching, and service among all faculty. It is the role of leaders to develop an effective organizational culture, which is crucial to be able to recruit and retain adequate faculty, particularly the integration of faculty with diverse backgrounds, education, experience, and perspectives. Deans who consider the employees' needs, beliefs, expectations, values, and levels of knowledge can more effectively guide faculty to be more productive and effective.

Leaders of higher-education institutions play a substantial role in building the organizational culture, which is a representation of perspective, set of values, work styles, and relationships (Bellot, 2011). At the school level, deans are the primary driver in setting the

workplace culture and they strategically promote organizational effectiveness within their faculty. Therefore, deans within nursing schools must be prepared to manage the complexities of a multicultural workplace. However, the concept of leading an academic multicultural environment in nursing schools in Saudi Arabia has not been extensively examined. Therefore, the purpose of this study was to explore the experiences of nursing school deans in Saudi Arabia regarding how they lead their multicultural faculty environments and describe their perspective of the influence of multiculturalism among faculty on school outcomes. The purpose of this study was to provide a better understanding of how nursing school deans in Saudi Arabia view their own leadership strategies in managing culturally diverse academic environments and consider how cultural differences influence school outcomes.

Method

Design

Because this topic has not been extensively examined in Saudi Arabia, the study adopted a descriptive qualitative design using open-ended semi-structured interviews. This descriptive qualitative design was chosen to gather comprehensive data from a sample of 25 nursing schools' deans across the Kingdom of Saudi Arabia to provide an in-depth understanding of the leadership strategies they use to manage their multicultural faculty workforce. IRB approval was obtained from the University of North Carolina at Chapel Hill for this study.

Sample

Purposive and convenience sampling was used to contact deans of schools of nursing in Saudi Arabia. Deans of Saudi nursing schools were selected purposively because they could have sufficient information to begin understanding the organizational culture in Saudi schools of nursing and to provide their perspectives regarding how deans are leading the largely non-Saudi

work environments nowadays. The Saudi Arabian Ministry of Education provided a list of 25 nursing schools and deans' contact information. Of the 25 deans who were initially contacted, eight Saudi deans participated in the study.

Recruitment

Each of the 25 deans was contacted initially by email to explain the study and invite participation. To improve the sampling, a telephone call was made to each dean. An email was sent to deans who agreed to be interviewed to provide a consent form and establish a time for the interview. The consent form explained the study, the confidential nature of their responses, and how the data would be used (see Appendix 3.1).

Data collection

The semi-structured interviews were conducted in English via Skype or FaceTime. Saudi Arabia covers a wide geographic area; thus, flexibility in using the tele-communication made it possible to have a broader participation. Before starting the interview, participants were informed that their participation was completely voluntary, they could withdraw at any time without penalty. A consent to record the interview was also obtained. The semi-structured interview guide was developed based on the literature review to achieve the specific aims of the study, which is exploring the leadership strategies used by nursing school deans in Saudi Arabia in leading multicultural faculty environments and describing the influence of cultural diversity on the outcomes of their schools (See Appendix 3.2). Interviews began with an opening probe: "What does a multicultural faculty environment mean to you?" Follow-up probes included "Tell me about your faculty; what are their backgrounds?"; "What is it like to lead a multicultural faculty? What are examples?"; "What is your experience of working with diverse cultural backgrounds among your faculty members? What are examples?"; What leadership strategies are

important to you in leading a diverse faculty? What are examples?"; and "Tell me about the impact on school outcomes." The interviews lasted between 30 and 60 minutes each and were recorded. After five interviews, data saturation was reached, and no new information was emerging in the interviews. However, four more deans participated, and member-checking was conducted to ensure the validity of the study (Guba & Lincoln, 1994).

Data analysis

The recordings were transcribed verbatim and included field notes from the interviews. The content analysis for this qualitative study was performed by reading the notes and transcriptions of the interviews (line-by-line and word-by-word) in order to get a sense of the interview. Obvious redundancies, repetitions, and unimportant digressions were eliminated. Then, the first level of content analysis was obtaining the codes from the interviews. The second level of analysis was the thematic analysis through sorting the identified codes under themes. Two experts in qualitative analysis were consulted to assure rigor in the analysis process and screen for potential bias. All participants were contacted a second time to confirm or clarify information to ensure what they meant. Four deans provided member checking to safeguard the reliability and validity of the findings, agreeing that the information that emerged from the interviews was an accurate description of deans' experiences.

The trustworthiness of the findings was supported in several ways. First of all, saturation, the point at which no additional data can be found to develop new themes, was achieved with the sample. Secondly, member-checking with the participants was conducted to validate the study's findings. Further, a researcher "PhD faculty" participated in the study during transcribing the interviews and the phase of data analysis and subsequent interpretation to reduce the research bias and enhance the validity.

Findings

The final sample consisted of five deans of public schools and three deans of private schools representing different regions across the Kingdom of Saudi Arabia; two from central, four from western, one from the north region, and one from the south region. The deans are Saudi; five are women; and, all have PhDs (five in nursing, one in physical therapy, one in physiology, and one in Microbiology). Deans' terminal degrees were earned from outside Saudi Arabia e.g. United States and Australia. Their years in a leadership position ranged from 2-7 years. Percentage of non-Saudi faculty in their schools ranged from 70-93%.

Four descriptive themes emerged: Description of cultural diversity in Saudi schools of nursing; Challenges of managing multicultural faculty environments; Leadership strategies; and Impact of multiculturalism on nursing schools.

Theme 1: Description of Cultural Diversity in Saudi Schools of Nursing

Theme 1, Description of cultural diversity in Saudi schools of nursing, identified the diversity of faculty in Saudi schools of nursing. Deans explained that the faculty work environments they are managing in Saudi Arabia are largely expatriate faculty environments. Each dean reported that 70% to 93% of nursing faculty members working in their nursing schools were non-Saudi faculty. The countries of origin for the non-Saudi faculty members included Egypt, India, Sudan, the United Kingdom, South Africa, the Philippines, and other countries. Deans noted that their faculty members represent different values, beliefs, languages, views of nursing, educational backgrounds, and experiences that often vary from Saudi nationals. Therefore, the deans must recognize the importance of encouraging all Saudi and non-Saudi faculty to share common goals that contribute to the mission of each nursing school, as one dean commented "They are coming from different countries to have the same vision."

Participants discussed the benefits of creating a multicultural environment and the richness such a diversity brings to a nursing school. One of the participants stated, "When you bring to the work environment this different or diverse background (via cultures, education, and experiences), this brings a sense of richness to the place."

The deans reported a deep respect and understanding of multiculturalism in nursing schools. They stated a common point in the interviews that it is understandable for the deans that every faculty member, Saudi or non-Saudi, brings with him or her a variety of viewpoints, approaches, mindsets, preferences, languages, and experiences. They pointed out that all faculty members learn from each other and exchange their expertise, however, one dean disagreed with this point. Based on his leadership experience, he noticed that faculty from different cultural backgrounds first need encouragement and support from their dean to begin communicating and learning from each other as faculty.

While deans reported benefits from the multicultural environment, they indicated that there can be high turnover. Non-Saudi faculty members must renew their contracts at the end of each year because the tenure track is not part of the Saudi academic system, although Saudi nationals who are holding faculty positions have ongoing job security. Unfortunately, some non-Saudi faculty do not renew their contract and want to leave, leading to high turnover and constant recruitment. Several reasons describe why non-Saudi faculty decide to leave the nursing schools. Deans reported some of the faculty members were not be able to adapt to the new culture and communicate well with everyone in their Saudi school. Some also may have decided to leave due to the instability of a school's leadership system or because they found better job offers in other places or countries. Some faculty experienced family issues; some are working in Saudi Arabia while their families have remained in their home country. While English is the

language of instruction, there may be language barriers while communicating with students, members of the administrative team, or with the public.

Faculty turnover can have a negative impact on the schools of nursing such as increasing the workload on the other faculty members if the faculty depart early or without a replacement, and there is constant orientation for new faculty. Because of the faculty turnover, these deans expressed support for the "Saudization" program that aims to replace expatriate workers in all sectors throughout the Kingdom with qualified Saudi citizens. One of the deans said, "I have six to seven nationalities. But, for example, if Saudis apply for …… a job and they are qualified. Do you think I am going to hire someone from overseas instead, especially if they are not qualified? No, of course there are priorities." From a different perspective, one of the participants asserted that because of the "Saudization" program, some Saudi deans/ directors may not be qualified for holding a leadership position or do not have sufficient leadership experience for the complexity of successfully leading a multicultural faculty workforce.

Theme 2: Challenges of Managing a Multicultural Faculty Environment

The deans participating in the study reported the Challenges of managing a multicultural faculty environment, Theme 2. Deans reported that they had confronted many challenges regarding managing their largely diverse faculty workforces such as communication, stability, and acclimation.

Communication. The challenge identified most frequently by deans was that they exert a lot of effort to communicate with and understand non-Saudi faculty members. One dean, when asked about his communication style, stated, "I was spending so much time trying to understand how they think and how they solve problems." Because of the varied backgrounds and beliefs, it is also a leadership challenge to guide them toward having a shared vision for the nursing school.

Establishing effective communication with faculty who have recently moved to Saudi Arabia and recognizing their unique needs and concerns is part of helping new faculty members feel happy and comfortable, which, in turn, will help to create and maintain a productive and efficacious multicultural work environment.

Stability. Another challenge identified by the participants was improving the stability of the leadership and faculty. In Saudi Arabia, the leadership system of nursing schools has frequent and unexpected changes as the nursing profession is rapidly developing and growing, and many Saudis are returning after completing higher education degrees abroad. Each university administration in Saudi Arabia is empowered to change the deanship of its nursing school. Participants agreed that frequent changes in the schools' leadership system contributes to high turnover among non-Saudi faculty because it creates uncertainty about leadership styles and work environment. Because of the annual contract renewal required for non-Saudi faculty, many factors prevent or discourage non-Saudi faculty members from renewing their employment and continuing their academic work leading to high turnover. One of the deans said:

"If you work with someone for six months and you try to give him all the courses he needs to be successful, and suddenly you find that he will not renew his contract, it is very disappointing. So, you are forced to hire someone new and start from the beginning," thus it is difficult to establish stability among the faculty.

Acclimation. Non-Saudi faculty and their families may experience difficulty in adjusting and coping with the Saudi lifestyle, Saudi culture, and Arabic language. Some deans explained that many of their non-Saudi faculty were negatively affected by differences between Saudi culture and their home cultures. Other deans reported that they had observed cultural clashes among some non-Saudi faculty, among western mindset and eastern mindset of their faculty, as

well as with evidence of racism. Thus, participants reported that the adjustment process for non-Saudi faculty takes time. One dean explained: “If faculty members are not comfortable (in the environment), they will not be very productive or efficient.” He further stated, “If their families are not happy, of course that will affect their work in a negative way.”

As one dean stated, the dean needs to promote faculty cultural adjustments, but raised the question whether the issue is entirely about expatriate faculty adjusting to Saudi culture. The work of academia itself is the same regardless of geography. The reality is that the academic workplace in Saudi Arabia is similar to that in American or European settings. All have challenges of time management, work priorities, etc. Thus, the work environment is a reflection of the leaders’ style. On the other hand, it was noted by one dean that non-Saudi faculty who have adapted through many years of experience in Saudi schools of nursing may be more likely to resist some changes in the workplace.

Theme 3: Leadership Strategies Used by Saudi Deans

Theme 3 described Leadership strategies used by Saudi deans. Participants described leadership strategies they commonly apply to personalize their approach to faculty. Participants described the importance of providing care and support for faculty members and acknowledging their personal identities, including their values and socioeconomic pressures such as looking for a home or school for their children and buying furniture. The participants considered themselves as influencers such as providing motivation, mentoring, and workshops to enhance professional development. The deans described the significance of ensuring the appropriate skill mix among faculty to cover teaching requirements; there was a value in “letting faculty do what they like and what they are good at, so they can do it well.” Deans reported they focus on creating a work culture that is suitable for everyone, both Saudi and non-Saudi faculty, while at the same time

working on a long-term strategy of replacing non-Saudis with Saudi faculty. They saw themselves as enforcing and facilitating the culture of communication; they listen by conducting individual and group meetings and follow an "open-door policy". They focus on building good relationships and having mutual trust with their faculty.

Deans also discussed the importance of promoting decentralization, sharing decision making, and recognizing faculty members' different abilities, ideas, and inputs that can improve their satisfaction and encourage them to feel comfortable and settled. One dean was very clear in describing a leadership style saying, "I really believe in transformational leadership and all its components", which can include the leaders' attributes and behaviors that stimulate teamwork and open-communication and promote trust, respect, motivation, and admiration amongst faculty members to achieve the school's vision.

Participants also recognized "we are living in a rapidly changing environment" and the schools of nursing in Saudi Arabia need to be improved. Therefore, deans recognized the importance of considering the leadership strategies used to be "futuristic deans by updating recruitment policies, building a professional work environment that includes a powerful team and where faculty can manage themselves and feel like they are an important part of the school environment."

Theme 4: Impact of Multiculturalism on Nursing Schools

Although deans reported they encourage the "Saudization" program, they experience some challenges in managing their multicultural work environments, therefore, Theme 4 describes the Impact of Multiculturalism on nursing schools. Deans reported experiencing cultural clashes and difficulty in developing harmony among faculty, which contributed to the turnover. Still, they recognized that retaining non-Saudi faculty is essential to limiting the faculty

shortage to be able to maintain current schools of nursing and plan for future development as nursing continues its growth in Saudi Arabia.

While there are challenges, deans also reported benefits of multiculturalism amongst the faculty. Participants observed that recruiting faculty from various countries provides their schools with a sound and varied knowledge base that improves the quality of education and exposes Saudi students to different methodologies, teaching styles, backgrounds, and experiences. They realize that multiculturalism can also successfully affect the quality of students, faculty success, and research production. One of the deans said, "Once diversity issues are handled, the quality of school performance will be improved."

Discussion

Based on deans/ directors' perspectives, this qualitative study described the cultural diversity among faculty in the Saudi nursing schools, the challenges for managing culturally diverse work environments, leadership strategies used by deans/ directors, and the influences of cultural diversity on schools' outcomes. The majority of deans experienced high turnover among non-Saudi faculty because of not being able to adapt to the Saudi culture, instability of a school's leadership system, finding better job offers, and language barriers. Based on literature, this is also reflective of new faculty in their first few years of working in higher education programs who may experience stress relative to work-life integration, teaching responsibilities, and unclear expectations (Eddy & Gaston-Gayles, 2008). During the faculty acclimation into a new academic culture, faculty need intentional mentoring and inclusive support in order to ease their transition and help them succeed (Eddy & Gaston-Gayles, 2008). Therefore, deans expressed support for the "Saudization" program to lower turnover. In 1996, the Saudi government introduced a nursing scholarship program to help meet the increasing demand for Saudi faculty in nursing

schools. Saudi graduates from nursing schools thus have the chance to advance their education by studying in various countries worldwide (Alshehry, 2014). As they return to Saudi Arabia, they become faculty, and in some instances, may be placed immediately into positions of leadership with little mentoring or coaching. Having role models to follow is an important part of new faculty transition which can be a challenge in the rapid growth environment among Saudi schools of nursing.

Deans also faced critical challenges for managing their diverse faculty environments. Expatriate faculty working currently in Saudi nursing schools speak different languages. Thus, effective communication of non-Saudi faculty with deans/ directors and colleagues is important for minimizing the language barriers and retaining expatriate faculty to have a more stable work force (Gappa, Austin, & Trice, 2007; Austin, Chapman, Farah, Wilson & Ridge, 2014). Austin et al. (2014) further describe communication strategies such as turning to other faculty for guidance, information, friendship, and support which can help with acclimation to new work environments.

The relationship among deans and their faculty could significantly affect employee behaviors and enhance their commitment to the organization such as involving of academic staff in the process of the decision-making (Chuang, 2013). Zakari (2012) also recommended all Saudi deans to consider the needs and desires of their faculty so that faculty goals match the institution's goals. Diversity comes in many forms. Expatriate faculty who participated in a study by Austin et al. (2014) found that diversity of faculty in ages can produce intergenerational conflicts, which in turn, increase the possibility of faculty turnover. Others, however, believed the faculty diversity in their academic departments was the source of rewarding relationships. Thompson et al. (2014), found that recruiting diverse faculty in nationalities, ages, academic

backgrounds, years of experience provided a well-rounded faculty that contributed to faculty retention in nursing schools.

Many non-Saudi faculty and their families had difficulty coping with Saudi culture. A recent study by Gormley & Kennerly (2011) suggested that academic administrators concentrate on building a healthy work culture that listens to faculty, supports collegial working relationships, and enhances faculty association with different roles of the academician including teaching, research, and professional services. Assuring both Saudi and non-Saudi faculty have reasonable workloads is another effective retention strategy for deans/ directors and can stimulate scholarly productivity (Fox, 2015).

Shieh, Mius, & Waltz (1989) described the transformational nursing school dean as being able to inspire faculty, create a new vision, deal with each faculty individually to meet their developmental needs, and encourage new approaches and more effort for problem solving. Although only one dean discussed the importance of being a transformational leader, other deans reported numerous characteristics for this type of leadership that promotes faculty satisfaction and retention, such as following the open-door approach (Shieh, Mius, & Waltz, 1989). Other effective leadership strategies that are widely accepted include demonstrating integrity, trust, listening, respect for employees, maintaining flexibility, sharing decision-making, and acknowledging faculty strengths and capabilities (Shieh et al., 1989; Cameron, 2008). Delgado & Mitchell (2016) surveyed faculty of top US nursing schools to identify the leadership qualities they considered most important for academic leaders in nursing. Respondents identified integrity, clarity in communication, and problem-solving skills as the top three leadership qualities, which are consistent with the characteristics of transformational leadership.

Diversity exposes all faculty and students to a broader perspective that can improve knowledge, experience, and communication skills. According to Chen & Yang (2013) & Dozier (2015), diversity among faculty helps improve student outcomes such as knowledge, learning experiences, and communication skills. Also, faculty from other countries do bring on their culture, experience, and educational backgrounds as an enrichment to campus life (Chen & Yang, 2013). While there are benefits from the multicultural environment, deans did describe some difficulty in communication among faculty from different cultural backgrounds which require patience, understanding, and listening. Diversity enriches the environment but as reported by Delgado & Mitchell (2016) academic administrators of top US nursing schools experienced challenges in building a diverse faculty. The administrators described team issues such as feelings of competition among faculty, some faculty feel others do not have the "right degree," or some faculty are not respected by other faculty because of their differences. Thus, nursing school administrators need leadership preparation, role models, mentors, coaches, and support from their administrators in applying leadership strategies to influence and construct a positive work environment and stable faculty work force (Fox, 2015).

Study Strengths and Limitations

The study has several strengths. As the first study reporting the perspectives of deans/directors about organizational culture and leading a multicultural faculty environment, the results add to what is known about the work environment in schools of nursing in Saudi Arabia. Other countries, particularly in the Middle East have similar work force challenges with largely expatriate faculty and could benefit from the findings. By using a confidential interview process, deans/directors could speak freely about their views and explore the dynamics of their schools' work environment.

As a limitation, the findings were derived from a small sample size; hence, the transferability of findings to other schools or countries has yet to be determined, which also limits generalizability. Using a purposive and convenience sampling technique combined with the small numbers means that respondents' views might not be representative of dean across the Kingdom. Those who volunteered may have different views about multiculturalism than those who did not respond.

Conclusion

Deans of Saudi nursing schools experience both challenges from leading a multicultural workforce and benefits from its positive effects on the faculty members themselves, students, and school outcomes. The uniqueness of Saudi culture and the large number of non-Saudi faculty in Saudi nursing schools influence the organizational culture. Expatriate faculty who might have limited knowledge of and experience working outside of their home countries or are new to working in Saudi Arabia led deans to consider cultural differences among faculty and apply a variety of leadership strategies to manage the multicultural environment effectively.

The results of this study can be used to help deans prepare and foster an effective multicultural work setting that contributes to the improvement of student outcomes and faculty productivity, satisfaction and retention. Building on the comment from one dean, communication skills are paramount, "if the dean have the proper communication skills, take the time to communicate with colleagues, and have the desire to communicate effectively, I think there is no problem or obstacles to achieve a healthy organizational culture." Results of this study also demonstrates deans recognize that they are the primary driver in shaping the culture of their schools of nursing as they influence organizational values, assumption, behaviors, and relationships, thereby helping all faculty work within a shared organizational culture.

Deans/ directors of Saudi nursing schools often experience a career transition from faculty member to academic leaders. Therefore, it is strongly recommended that novice deans, recently assigned to leadership positions, attend leadership training programs and develop mentoring relationships. Such training includes having peer mentors who can help them improve their leadership skills in dealing with the challenges of managing culture with diverse faculty and demonstrate the significant role of administrators “as a central driver” in shaping a transparent and supportive culture.

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CHAPTER 4: FACULTY PERCEPTIONS OF ORGANIZATIONAL CULTURE IN SAUDI ARABIAN SCHOOLS OF NURSING: A MIXED METHODS STUDY

The nursing workforce in Saudi Arabia is similar to that of many other Arabic countries in that it is composed primarily of expatriates who have moved there to work as nurses. Saudi nationals account for about 29.1 percent of the nursing workforce in Saudi Arabia (Lamadah & Sayed, 2014). Saudi schools of nursing rely on recruitment among expatriate faculty members who are willing to work in Saudi Arabia. Zakari (2012) reported that 62.5 percent of faculty members in the three top schools of nursing in Saudi Arabia are from other countries.

Competition for Saudi nursing graduates to work in clinical and academic settings assures that the faculty shortage problem will not be resolved in the near future (Lamadah & Sayed, 2014). As more graduate programs are initiated, including the goal to establish a Saudi Ph.D. program, the pressure to have more Saudi faculty members with graduate degrees will increase. Therefore, the current environment that reflects culturally diverse faculty members in schools of nursing is expected to continue. Understanding the role of leadership that is needed to develop an effective organizational culture is crucial in recruiting and retaining an adequate faculty, and particularly to integrate faculty members who have diverse backgrounds, education, experience, and perspectives.

The global shortage of nursing school faculty is a significant problem that affects the quality and number of future nurses (Fox, 2015). Diversity is a shared issue among schools and universities worldwide in seeking qualified faculty who mirror their student population. In Saudi Arabia, to address this problem, the Saudi government developed a ‘Saudization’ program in the

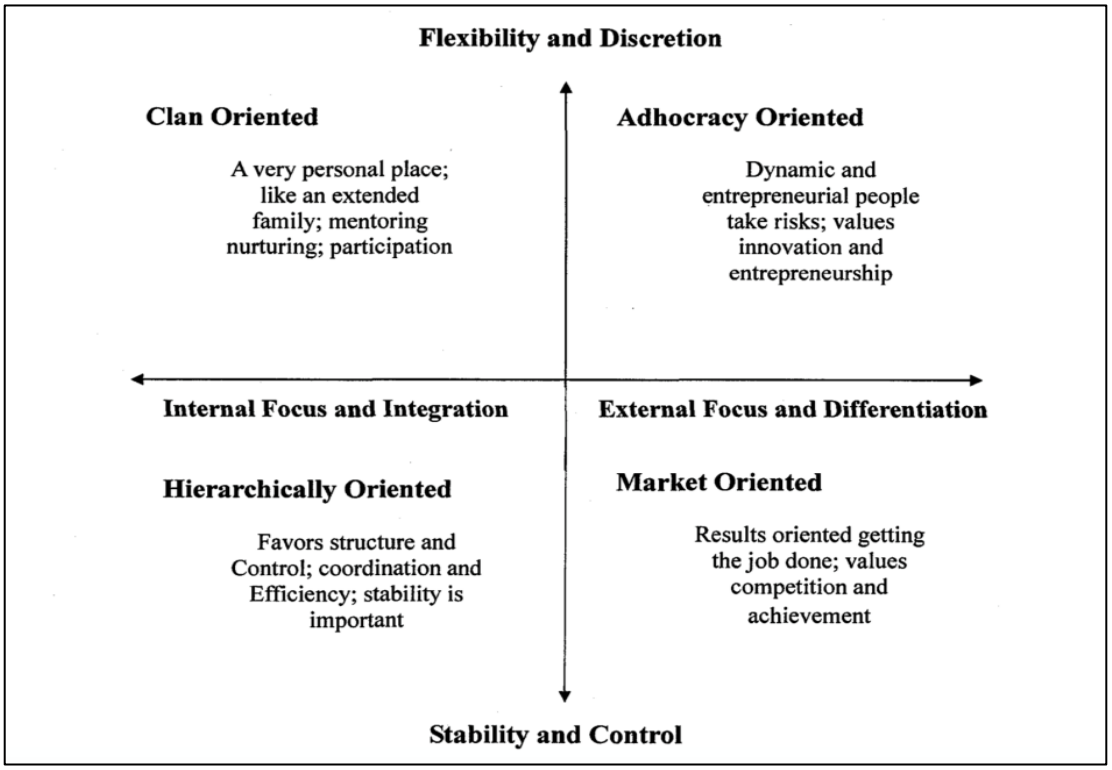
late 1990s to restrict the number of foreign employees in all occupations, including nursing (Alshehry, 2014). In order to pursue a Ph.D. in nursing, relocation to another country that offers a Ph.D is necessary. However, because Saudi nurses face barriers in pursuing a doctoral degree, e.g., discouragement by a significant other, difficulty in managing family commitments, and limited grants or funding, the process of replacing non-Saudi employees with competent Saudis will take considerable time (Alshehry, 2014).

Managing organizational diversity is a leadership challenge for which few are prepared. Therefore, managing the organizational culture of schools of nursing in Saudi Arabia, like other Middle Eastern countries that also rely on expatriates, presents unique challenges. In Saudi Arabia, each dean/director leads a largely diverse faculty. Most faculty members in Saudi schools of nursing are recruited from neighboring countries as well as from Asian, African, Western, and European countries to work as lecturers, associate professors, assistant professors, and professors. Non-Saudi faculty members thus represent different nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience. Together, they hold diverse cultural values, beliefs, ideals, and shared experiences. By seeking to respect and gain an in-depth understanding of the cultural differences among faculty members, deans/directors can strive to create a positive organizational culture that promotes an inclusive culture and values diversity (Brody et al., 2017).

The diverse faculty representation in the organizational culture of schools of nursing has received little attention in Saudi literature. Therefore, this mixed-method study, which is guided by the Competing Values Framework (CVF) (see Figure 4.1), aims to examine the current and preferred organizational culture of schools of nursing in Saudi Arabia. The purpose is also to examine faculty perspectives of current and desired leadership strategies that are used/not used

by deans/directors of Saudi schools of nursing as they lead largely multicultural faculties and the leadership strategies that can be implemented to shape a successful organizational culture.

Figure 4.1: The Competing Values Framework.



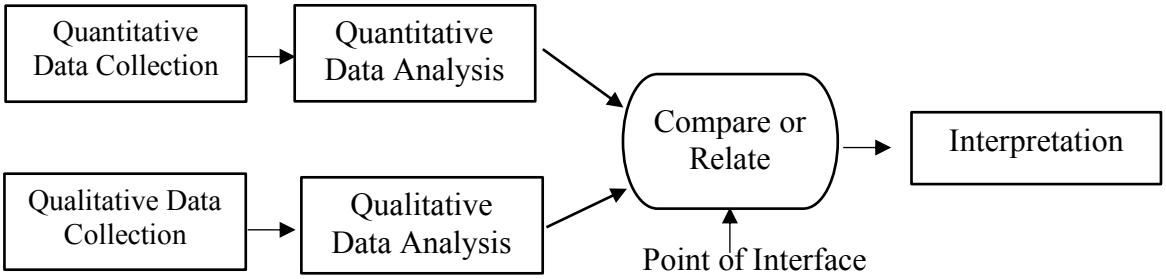
Method

Design

This study used a mixed-methods design that follows the convergent parallel approach whereby the quantitative and qualitative strands were conducted independently. These two independent strands of quantitative and qualitative data were collected and analyzed at roughly the same time (Creswell & Clark, 2011). Thus, the procedure for conducting this mixed-methods study included collecting both types of data concurrently, analyzing two data sets separately, merging the results, and then interpreting the combined results (Creswell & Clark, 2011) (see Figure 4.2). As no current studies about the organizational culture of Saudi nursing schools and their leadership models are available, the convergent parallel design helped to obtain

complementary data and better understand the current organizational culture that contains large proportions of non-Saudi faculty as well as the leadership strategies used by the deans/directors of nursing schools in Saudi Arabia. This mixed-methods design also provided both the perspectives and preferences of the diverse faculty members in terms of the concepts of organizational culture and leadership strategies.

Figure 4.2: Convergent parallel mixed-methods design.



Research Questions

This mixed-methods study was guided by quantitative, qualitative, and mixed-methods research questions. The quantitative questions were:

1. What are faculty members' perspectives of the organizational culture of their nursing schools in Saudi Arabia?
2. How do the perspectives of organizational culture differ among faculty members who represent different genders, ages, nationalities, ethnicities, educational backgrounds, academic ranks, and years of experience?
3. What are faculty members' preferences about the organizational culture in nursing schools in Saudi Arabia?
4. How do the preferences regarding organizational culture differ among faculty members who represent different genders, ages, nationalities, ethnicities, educational backgrounds, academic ranks, and years of experience?

The qualitative questions were:

1. How do faculty members describe the leadership strategies used by deans/directors of nursing schools in Saudi Arabia?
2. How do faculty members describe their preferences regarding the most effective leadership strategies used by deans/directors of nursing schools in Saudi Arabia to create a successful organizational culture that includes a diverse faculty?

The mixed-method questions were:

1. How do faculty members' descriptions of and preferences for leadership strategies differ among faculty who represent different genders, nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience?
2. How do the quantitative and qualitative data converge and relate to one another to describe faculty perceptions about the current and preferred organizational culture of Saudi nursing schools and the leadership strategies used by deans/directors?

Setting

The participants for this study were recruited from 25 public and 21 private schools of nursing located in four major regions (central, western, southern, and eastern) across the Kingdom of Saudi Arabia. The 25 public and 21 private nursing schools represent all the schools of nursing in Saudi Arabia. Nursing schools in Saudi Arabia have much the same mission as nursing schools found throughout the world, which is to focus on teaching, research, and professional services. Although the administrative teams and students in all of the nursing schools studied are all Saudi, large proportions of the faculties are non-Saudi. All faculty members in Saudi nursing schools are employed full-time and hold professional ranks that range from clinical instructor with a bachelor's degree to full professor with a doctorate.

Sampling

A convenient sample of faculty members currently employed in the 25 public and 21 private schools of nursing in Saudi Arabia was the target population for this convergent, parallel, mixed-methods study. The number of faculty members in each Saudi nursing school ranged from 11 to 100 (deans/directors of Saudi nursing schools, personal communication, June 2-9, 2017). According to Field (2005), obtaining a sufficient sample size is crucial in order to produce credible study results. Therefore, when performing the descriptive statistics and correlation tests, power analysis using nQuery yielded a total sample size of at least 85 participants based on power = 80%, alpha = .05, and a small-to-medium effect size = 0.3. Statsols (2017) states that nQuery software is considered to be the world's most trusted sample-size calculator and power-analysis software.

Inclusion and Exclusion Criteria

The inclusion criteria used for this study were faculty members currently working full-time in public or private Saudi Arabian nursing schools teaching in undergraduate or graduate programs. This included faculty of all nationalities, ethnicities, ages, genders, academic ranks, specialties, and years of experience. The study language was English, as instruction in Saudi nursing schools is in English; that is, all faculty members in Saudi Arabian nursing schools can read, write, and speak English. Faculty members who were not teaching in a school of nursing were excluded from the study.

Recruitment

This mixed-methods research was reviewed and approved by the institutional review boards (IRBs) of the University of North Carolina at Chapel Hill and of Umm Al-Qura University, the principal investigator's (PI's) employer in Saudi Arabia. Six of 25 Saudi public

nursing schools requested approval from their own Research Ethics Committee in order to receive IRB approval for collecting data from faculty members in their schools. Recruitment was initiated after obtaining the IRB approvals. The updated list of all public and private Saudi nursing schools and deans' contact information was obtained from the Saudi Commission for Health Specialties. Then, each dean of the public and private Saudi nursing schools was sent an email that included an introduction to and explanation of the study in addition to stating the importance of their assistance. Deans/directors were asked to send an invitation email to all eligible nursing school faculty members via the respective university email system. This invitation email included a link to online surveys.

The quantitative data were collected using Qualtrics software. The introduction page of the three-part online survey provided the PI's contact information for potential questions and described the main purpose of the study. A clear statement was included in the introduction to explain that a participant's completion and submission of the survey indicated his/her consent to participate in the study and that there were no personal risks involved in participation. The participants were instructed to click the 'submit' button at the end of the survey if they chose to give their consent to participate in the study; thus, implied consent occurred electronically. The statement also confirmed for the participants that their participation would be completely voluntary, and they could withdraw at any time without penalty. In collaboration with the deans/directors, a reminder was sent to candidate participants four to eight days after sending out the invitation email and included the survey link. A second reminder was sent two to four weeks after the invitation and included another link to the survey materials. A third reminder was also sent six to eight weeks after the first invitation email.

Participant confidentiality was assured. The consent form informed participants that any

information they provided would be treated confidentially. In order to limit any potential privacy risks, this study did not request specific personal information about the participants. The privacy of the participants was ensured in this mixed-methods study by keeping the survey results anonymous via Qualtrics. The participants' information and the data obtained from the participants were not discussed with anyone who was not involved in the study. The participants' records were maintained in locked files and stored on password-protected computers. For the qualitative data, each survey was numbered, and data were aggregated for analysis.

Data Collection

For the first phase of this mixed-methods study, both the quantitative and qualitative data were collected separately but concurrently. Data were collected using Qualtrics, which is a web-based survey research software. Qualtrics is a powerful online survey tool that can be used to build surveys, distribute surveys, and analyze participants' responses (Odum Institute, 2012). The survey was composed of three parts: Organizational Cultural Assessment Instrument (OCAI) (Part I), open-ended questions (Part II), and a demographic data survey (Part III) (see Appendix 4.1). For the quantitative data collection, participants were asked to provide their perceptions of the current and preferred organizational culture in Part I, the OCAI. Part II was the qualitative section with open-ended questions. Lastly, the participants were asked to provide their demographic information in Part III of the online survey. The three survey parts are described in detail in the following subsections.

Organizational Culture Assessment Instrument (Part I). The OCAI is based on the theoretical CVF model upon which the study is based. Permission was obtained to use the OCAI for this dissertation research study from Dr. Kim Cameron, who is Professor of Management and Organizations at the Stephen M. Ross School of Business at the University of Michigan (see

Appendix 4.2). The OCAI is reported to be a useful and accurate tool to examine important aspects of an organization's underlying culture (Cameron & Quinn, 2006). Previous research has translated the OCAI into other languages, such as Korean and Arabic, in order to examine different types of organizational cultures, including the cultures of higher-education institutions. For this study, the English version was utilized because all instruction in Saudi nursing schools is in English; thus, it was expected that all faculty members could speak, read, and write in English.

According to Cameron and Quinn (2006), the purpose of the OCAI is to assess six key dimensions of organizational culture. These dimensions are: the dominant characteristics of an organization, organizational leadership, management of employees, organizational glue, strategic emphases, and criteria of success (Voyt, 2011). These six dimensions are described by Cameron and Quinn (2006) as follows:

- Organizational characteristics: the dominant characteristics of an organization.
- Organizational leadership: the leadership approach that permeates the organization.
- Management of employees: the style that characterizes how employees are treated and what the working environment is like.
- Organizational glue: the bonding mechanisms that hold the organization together.
- Strategic emphases: the areas of emphasis that drive the organization's strategy.
- Criteria of success: how success is defined and the actions/results that are rewarded and celebrated.

Each of these dimension statements has four possible alternatives (*A*, *B*, *C*, and *D*) and represents one of the four cultures outlined in the CVF. Alternative *A* represents the *Clan* culture, alternative *B* represents the *Adhocracy* culture, alternative *C* represents the *Market* culture, and

alternative *D* represents the *Hierarchy* culture. For this study, the OCAI included two columns for each alternative in order to examine the culture of a nursing school as it currently exists and as the culture is desired to be in the future, respectively.

The first page of Part I of the survey, which is the OCAI, included an explanation of the purpose of the OCAI and ways that participants could examine the culture of their schools. An example was provided to illustrate how participants were to divide the 100 points of the four alternatives of each dimension. A Qualtrics survey using the same questions as in OCAI Part I was constructed. The participants were asked to input numerical values next to each statement. For each dimension, the participants were asked to divide 100 points among the four alternatives according to the extent to which each alternative was similar to their own organization. They were to assign a higher number to the alternative that was most similar to their organization. For example, if the participant/faculty member thought that alternative *A* was very similar to his/her organization, alternatives *B* and *C* were somewhat similar, and alternative *D* was hardly similar at all, then he/she might give 55 points to *A*, 20 points each to *B* and *C*, and five points to *D*. The participant must ensure that the total equaled 100 points for each question. The participants were expected to take approximately 10 to 15 minutes to complete the OCAI.

Cameron and Quinn (2006), Choi, Seo, Scott, and Martin (2010), Herbert (2012), and Voyt (2011) reported the reliability and validity of the OCAI in terms of its ability to examine organizational cultures as well as its effectiveness for a variety of organizations. As cited in Cameron and Quinn (2006), for instance, 1300 individuals participated in Zammuto and Krakowers' study and rated their culture of higher-education institutions, resulting in reliability coefficients of .82 for *Clan* reliability, .83 for *Adhocracy* reliability, .78 for *Market* reliability, and .67 for *Hierarchy* reliability (Herbert, 2012). In addition, Cameron and Quinn (2006) and

Voyt (2011) confirmed that the validity of the OCAI also was tested to verify that the OCAI actually measures the data that it is intended to measure.

Open-ended questions (Part II). Open ended questions were included to gain a deeper understanding of the organizational culture and current and preferred leadership strategies. Moreover, the open-ended questions help to better understand the leadership strategies used by deans/directors of schools of nursing in Saudi Arabia because of the scarcity of literature regarding leadership strategies used by deans/directors of higher-education institutions that include a diverse culture. While leadership tools have been used in previous research studies to evaluate the strategies, styles, and behaviors of leaders, the OCAI can assess values related to leadership. For instance, under the dimension 'organizational leadership', alternative *A* describes leaders as mentoring, facilitating, and nurturing. Alternative *B* describes leaders as entrepreneurial, risk-taking, and innovative. Alternative *C* describes leaders as no-nonsense, aggressive, and results-oriented. Alternative *D* describes leaders as coordinated, organized, and efficiency-oriented. The open-ended questions were created instead of using only the OCAI or one of the leadership assessment tools found in the literature because most of the existing leadership tools were developed to assess Western leaders, not Saudi or Middle Eastern leaders. The open-ended questions were designed as follows:

- Describe your experience working with faculty members from diverse cultural backgrounds.
    - Describe an example when working with faculty members from other cultural backgrounds went well.
    - Describe an example when working with faculty members from other cultural backgrounds was challenging.

- Describe the leadership strategies that your dean/director currently uses to manage the work environment that includes diverse faculty members at your school of nursing.
- What strategies would you like the dean/director to use that are not being used currently? Why?
    - What actions would help the dean/director use these leadership strategies?
    - What are the barriers to using these leadership strategies?
- How can deans/directors of nursing schools with diverse faculty members influence organizational culture?
- What else would you like to share about working in a culturally diverse environment?

Demographic data survey (Part III). The demographic survey included questions to obtain demographic characteristics of the nursing school faculty members who participated in this study, such as their gender, nationality, ethnicity, age, educational background, academic rank, and years of experience.

Data Analysis

For this mixed-methods study, the two types of data (quantitative and qualitative) were analyzed independently during the same phase of the study, and then, the two sets of results were merged into an overall application (see Figure 4.2).

Quantitative data analysis. The quantitative data were gathered from Part I (OCAI) and Part III (demographic survey) to provide answers to the quantitative research questions. The analysis began with descriptive statistics that included the frequency, percentage, means, and standard deviation for the OCAI responses and demographic characteristics.

To answer the primary research questions (i.e., What are faculty members' perspectives of the organizational culture of their nursing schools in Saudi Arabia? What are faculty

members' preferences about the organizational culture in nursing schools in Saudi Arabia?), the OCAI was scored using a method that Cameron and Quinn (2006) explain uses simple arithmetic calculations. The scores for each alternative (*A*, *B*, *C*, and *D*) were added together and divided by six for each participant. The *A* answers relate to *Clan* culture; *B* answers relate to *Adhocracy* culture; *C* answers relate to *Market* culture; and *D* answers relate to *Hierarchy* culture. For example, all of the *A* responses in the *Now* column were summed and divided by six, and then the average score for the *A* alternatives in the *Now* column was computed. This averaging process provided the total scores of all participants for each cultural domain. The cumulative values were plotted on a radar-spider diagram that Cameron and Quinn (2006) describe as a kite-like shape. This diagram helps to create a picture of the organizations' culture as it currently exists and how participants would like their organizations to look five years later.

Next, the data summary sheet that was generated in Qualtrics was exported into Microsoft Excel. All quantitative data were then analyzed using SAS® version 9.4. Correlation analysis was conducted for 'existing culture' and 'preferred culture'. The variables that were used in the correlation tests were the mean scores of the *Clan*, *Adhocracy*, *Market*, and *Hierarchy* cultures for both the existing and preferred cultures of schools of nursing in Saudi Arabia. For the descriptive analysis and correlation tests, the goal was to obtain 85 or more participants to comprise a representative sample size; the correlation was significant at alpha = 0.05, power = 80%, and a small-to-medium effect size = 0.3. However, a small sample size was obtained. Thus, the Pearson correlation (2-tailed) values for the *Clan*, *Adhocracy*, *Market*, and *Hierarchy* cultures for the current/preferred cultures of Saudi nursing schools were based on a sample size of 69.

The results of the OCAI scoring, descriptive statistics, and correlation tests of current and preferred organizational cultures answered the primary research questions of this study (i.e., What are faculty members' perspectives of the organizational culture of their schools of nursing in Saudi Arabia? What are faculty members' preferences about the organizational culture in nursing schools in Saudi Arabia?). The quadrant with the highest score was considered as the dominant current/primary preferred culture across the nursing schools in Saudi Arabia from the perspective of participants who were faculty members in Saudi schools of nursing.

Then, analysis of variance (ANOVA) was performed to answer the following secondary quantitative research questions: How do the perceptions of organizational culture differ among faculty members who represent different genders, nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience? and How do the preferences about organizational culture differ among faculty members who represent different genders, nationalities, ethnicities, ages, educational backgrounds, academic ranks, and years of experience? ANOVA was used to analyze the differences between groups and determine if there was a significant difference between groups by comparing their means. For ANOVA, conducting a power calculation with an effect size=0.3, power=80%, and significant level at 0.05, the goal was to obtain 90 participants for the gender and nationality groups, 111 participants for the educational backgrounds groups, 140 participants for the ethnicity and years of experience groups, and 150 participants for the age and professional ranks groups. However, the final sample included 65 participants in the gender groups, 66 participants in the age groups, 63 participants under each for the nationality and ethnicity groups, and 64 participants for each on the following groups; educational background, professional ranks, and years of experience.

Qualitative data analysis. Directed content analysis was the analysis type chosen to analyze the participants' responses to the open-ended questions. According to Hsieh and Shannon (2005), when using directed content analysis, qualitative analysis should begin with guidance for initial coding categories, such as a particular theory or relevant research findings. In this mixed-method study, the directed approach to content analysis was employed to validate the CVF so that this theoretical model could help specify the key variables or concepts as categories (Hsieh & Shannon, 2005; Pashaeypoor et al., 2017).

Thus, the qualitative analysis used in this study focused on the data that supported the theoretical CVF model. After the data collection, the participants' responses to the open-ended questions were reviewed carefully (line-by-line and word-by-word). The PI thus became familiar with the phrases and wording that diverse faculty members used. All participants' responses were coded using the predetermined categories wherever possible. Also, a new code with another label was used for any participant's response that could not be categorized within the predetermined categories (Hsieh & Shannon, 2005). Thus, concepts of interest related to the current organizational culture of Saudi nursing schools were identified as initial coding categories using the theoretical CVF model as following; Clan culture, Adhocracy culture, Market culture, and Hierarchy culture. In regard to the current and preferred leadership strategies, concepts of interest were identified as initial coding categories using the theoretical CVF model as follows: collaborative leadership, creative leadership, competing leadership, and controlling leadership. The operational definitions for each of these predetermined categories were determined using the CVF.

Content-analytic matrices were used as recommended by Miles, Huberman, and Saldana (2014) in order to clarify the researcher's understanding and make sure that the qualitative data

were not oversimplified or distorted. The matrices used in this mixed-methods study allowed the data to be collected and analyzed systematically and enabled verification and comparisons (Miles et al., 2014). Therefore, descriptive matrices for the current and preferred leadership strategies used by deans/directors of nursing schools in Saudi Arabia were developed to provide more complex descriptions for answering the qualitative questions: (1) How do faculty members describe leadership strategies that are used by deans/directors of schools of nursing in Saudi Arabia? and (2) How do faculty members describe their preferences for the most effective leadership strategies that can be used by deans/directors of Saudi nursing schools to create a successful organizational culture that includes a diverse faculty? Each of the deans/directors might use a different leadership strategy. For instance, according to Rogers (2016), *Clan* leaders are facilitators, mentors, and builders; *Adhocracy* leaders are innovative and visionary; *Hierarchy* leaders are coordinators and organizers; and *Market* leaders are hard drivers, aggressive, and competitive.

Findings

The three-part online survey was emailed to the deans of 25 public nursing schools and 21 private nursing schools in Saudi Arabia. Sixteen deans/directors of public nursing schools and seven deans/directors of private nursing schools clearly expressed their willingness to distribute the online survey to faculty members who were currently working in their nursing schools. A total of 69 faculty members from 23 schools of nursing responded to the survey.

Demographic Data

The survey asked participants several demographic questions. Of the 69 faculty members who participated in the study; 80.95 percent were from public Saudi nursing schools and 19.05 percent were from private Saudi nursing schools. The majority of the subjects were women

(66.51%), non-Saudi (69.84%), married (78.46%), Arab (54.67%), Asian/Pacific Islander (25.33%), and Arabic speakers (64.62%). The non-Saudi participants were from Egypt, Sudan, Jordan, India, the Philippines, and the United Kingdom. Among the faculty members who participated in the study, 70.31 percent had received a nursing degree and 28.13 percent had received both nursing and non-nursing degrees. Among the participants who had received a degree in nursing, 45.31 percent had received the highest degree, i.e., Ph.D., and 48.44 percent had a Master's degree. Lecturers comprised 45.31 percent of the faculty participants and 31.25 percent were assistant professors. Approximately half (48.44%) of the participants had one to five years of teaching experience in their current nursing schools, and 28.13 percent had six to ten years of teaching experience before coming to their current Saudi Arabian nursing school. Table 4.1 presents the demographic characteristics of the survey respondents.

Responding to the question about intent to leave their jobs, 33 faculty (51.56%) responded they were not considering leaving the organization within next 12 months, while 25 (39.06%) were not sure about leaving. Of the 25 participants who chose "not sure," five were Saudi and six were male. Only six (9.38%) responded they were considering leaving the organization within a year based on the following top reasons; family, salary, seeking promotion, and organizational culture. All six participants were non-Saudi and three of them were male. Of the 44 non-Saudi faculty, 18 (27.69%) live in Saudi Arabia while their families do not live in Saudi Arabia.

Table 4.1: Demographic Characteristics of Survey Respondents (*N*=69*)

Characteristics of Participants		N	Percentage
Gender	▪ Men ▪ Women	22 43	33.85% 66.15%
Age	▪ 24-29 ▪ 30-35 ▪ 36-41 ▪ 42-47 ▪ 48-53 ▪ 54 or older	4 16 21 10 12 3	6.06% 24.24% 31.82% 15.15% 18.18% 4.55%
Nationality	▪ Saudi ▪ Non-Saudi	19 44	30.16% 69.84%
Ethnicity	▪ Arab ▪ Asian/Pacific Islander ▪ Caucasian/White ▪ Multiracial ▪ Other	37 16 1 6 3	57.81% 25% 1.56% 9.38% 4.69%
Primary Language	▪ Arabic ▪ English ▪ Other	42 20 3	64.62% 30.77% 4.61%
Educational Background	▪ Nursing degree ▪ Non-nursing degree ▪ Both degrees	45 1 18	70.31% 1.56% 28.13%
Professional Rank in the SON* in Saudi Arabia	▪ Clinical Instructor ▪ Lecturer ▪ Assistant Professor ▪ Associate Professor ▪ Professor ▪ Other	5 29 20 4 3 4	6.25% 45.31% 31.25% 6.25% 4.69% 6.25%
Years of Experience in the Current SON* in Saudi Arabia	▪ Less than one year ▪ 1-5 years ▪ 6-10 years ▪ 11-15 years ▪ 16 or more years	6 31 22 5 0	9.38% 48.44% 34.38% 7.81% 0.00%
Years of Experience before Coming to the Current SON in Saudi Arabia**	▪ Less than one year ▪ 1-5 years ▪ 6-10 years ▪ 11-15 years ▪ 16 or more years ▪ Not applicable	6 7 18 11 9 13	9.38% 10.94% 28.13% 17.19% 14.06% 20.31%

Note:

***** Some participants did not complete the demographic information

**SON is school of nursing.

Quantitative Findings

A total of 69 participants provided responses that described a broad picture of faculty perceptions regarding the current culture of nursing schools in Saudi Arabia and the desired organizational culture. The primary quantitative research questions were:

1. What are faculty members' perspectives of the organizational culture of their nursing schools in Saudi Arabia?
2. What are faculty members' preferences about the organizational culture in nursing schools in Saudi Arabia?

Current and Preferred Organizational Culture. The results indicated that the current and preferred organizational culture of nursing schools in Saudi Arabia falls into the *Clan* quadrant, which is consistent and strong in all six categories of the OCAI. *Clan* culture is typified by a family type of culture where there is teamwork, participation, consensus, mutual respect and trust, individual development opportunities, and recognition for faculty. Faculty members of Saudi nursing schools perceived current *Clan* culture to describe the six content dimensions as follows: dominant organizational characteristics ($M = 30.86$), organizational leadership ($M = 33.23$), management of employees ($M = 34.55$), organizational glue ($M = 34.2$), strategic emphases ($M = 29.64$), and criteria of success ($M = 30.74$). Faculty members who participated in this study preferred that all six content dimensions of culture for Saudi nursing schools should focus on sustaining or becoming a strong *Clan* culture: dominant organizational characteristics ($M = 35.35$), organizational leadership ($M = 33.48$), management of employees ($M = 35.29$), organizational glue ($M = 35.29$), strategic emphases ($M = 31.23$), and criteria of success ($M = 37.32$).

By considering the profile for each category, the level of congruence among the different categories could be established. Table 4.2 presents a summary of the OCAI results and the relative changes from the current to the preferred situation, and Figure 4.3 shows the individual figures that illustrate the current and preferred values for each of the six categories. Figure 4.3 suggests that congruence validates the strength of the underlying foundations of the organizational culture of Saudi nursing schools. The solid lines in Figure 4.3 denote the overall perception of the current organizational culture of Saudi nursing schools as expressed by the faculty members who were working in the nursing schools in Saudi Arabia. The dotted lines in Figure 4.3 denote the desired organizational culture as expressed by the same survey participants.

When these six categories are considered together, they make up the organizational culture, according to Cameron and Quinn (1999). Overall, participants in this study perceived the current culture type as predominantly *Clan* (M = 32.21, SD = 11.19), then *Adhocracy* (M = 23.13, SD = 4.90), *Hierarchy* (M = 22.53, SD = 9.41), and *Market* (M = 22.14, SD = 7.60). The preferred culture type for faculty remains *Clan* (M = 34.66, SD = 13.51), then *Adhocracy* (M = 23.14, SD = 7.63), *Hierarchy* (M = 22.17, SD = 13.26) and *Market* (M = 20.04, SD = 6.95). The *Clan* culture was uniquely the strongest current and preferred organizational culture as perceived and preferred by faculty members who participated in the study. Also, a nearly even balance was evident between the current and preferred mean scores for *Adhocracy*, *Market*, and *Hierarchy* culture types. Finally, paired sample *t*-tests were conducted to determine any significant differences between the current and preferred culture means. The paired sample *t*-test results indicated that significant difference was found only between the current and preferred *Market*

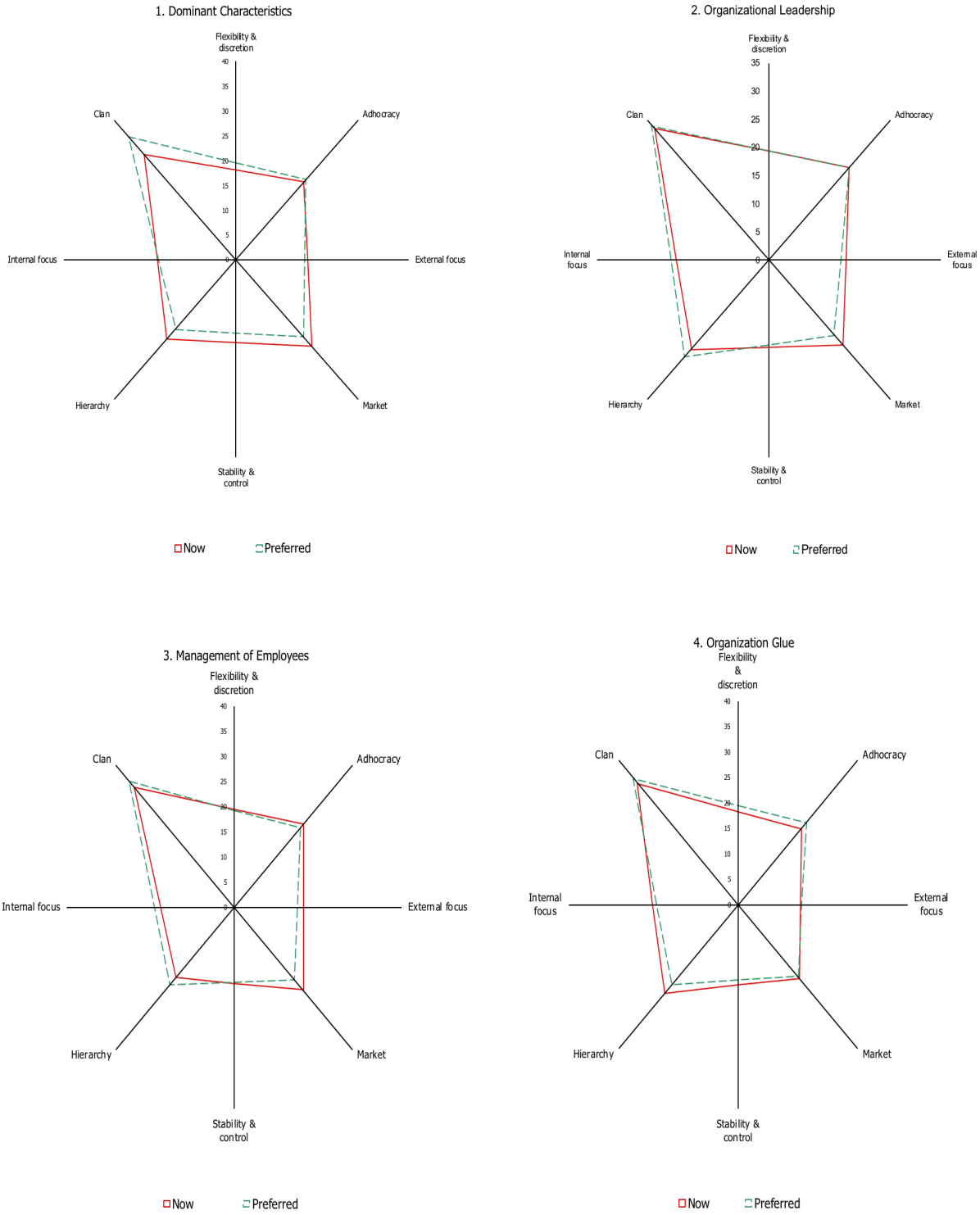
culture. The mean score for *Market* culture decreased from $M = 22.14$ to $M = 20.04$ at p-value = 0.032.

Figure 4.4 and Table 4.3 present the mean scores for each current and preferred culture type. The solid line in Figure 4.4 represents the current organizational culture and the dotted line represents the desired organizational culture of Saudi nursing schools.

Table 4.2: OCAI Results

Categories	Culture Types	Current (*M*)	Preferred (*M*)	% Difference
Dominant Characteristics	Clan	30.87	35.35	-14.55
	Adhocracy	22.17	23.16	-4.47
	Market	24.46	21.81	10.83
	Hierarchy	22.49	19.68	12.49
Organizational Leadership	Clan	33.23	33.48	-0.75
	Adhocracy	23.13	23.36	-0.99
	Market	21.03	18.65	11.32
	Hierarchy	22.61	24.86	-8.40
Management of Employees	Clan	34.55	35.29	-2.14
	Adhocracy	22.97	22.49	2.09
	Market	23.01	20.04	12.91
	Hierarchy	19.46	22.17	-13.93
Organizational Glue	Clan	34.2	35.29	-3.19
	Adhocracy	21.23	22.97	-8.20
	Market	20.26	19.75	2.52
	Hierarchy	24.3	22.99	5.39
Strategic Emphases	Clan	29.64	31.23	-5.36
	Adhocracy	25.94	26.57	-2.43
	Market	22.32	18.99	14.92
	Hierarchy	22.1	23.22	-5.07
Criteria of Success	Clan	30.74	37.32	-21.41
	Adhocracy	23.32	20.26	13.21
	Market	21.74	20.99	3.45
	Hierarchy	24.2	21.43	11.45

Figure 4.3: Individual figures that illustrate the current and preferred values for each of the six categories



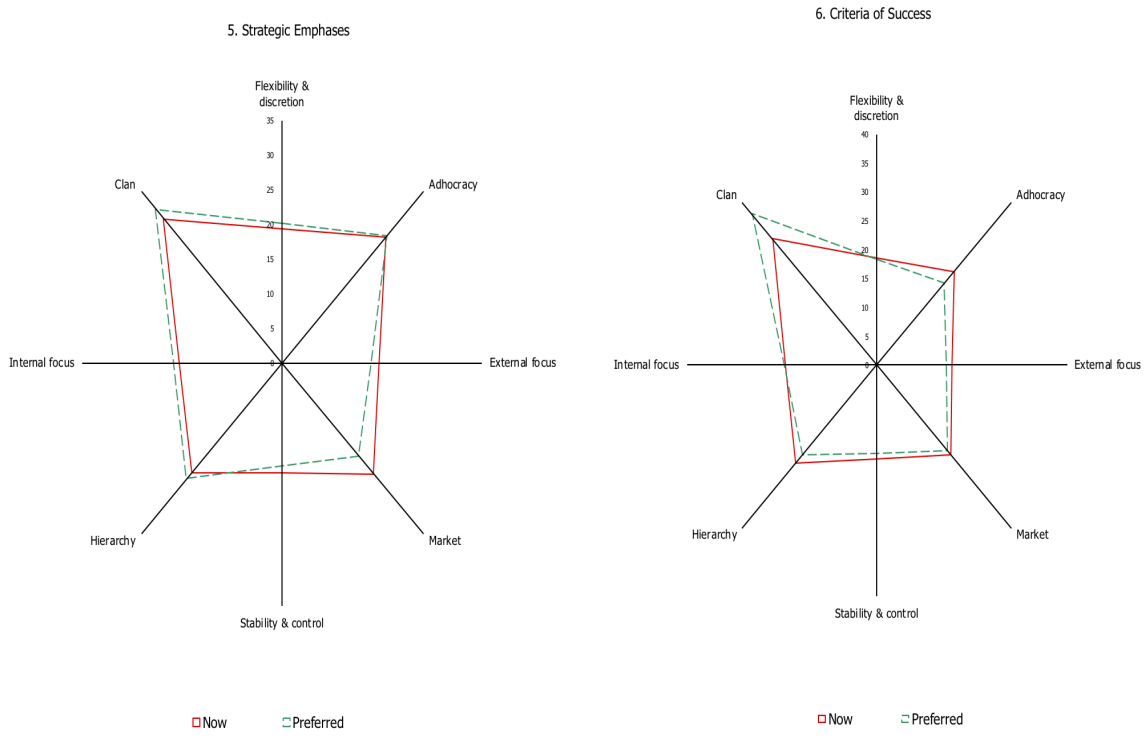


Figure 4.4: The overall cultural profile for nursing schools in Saudi Arabia

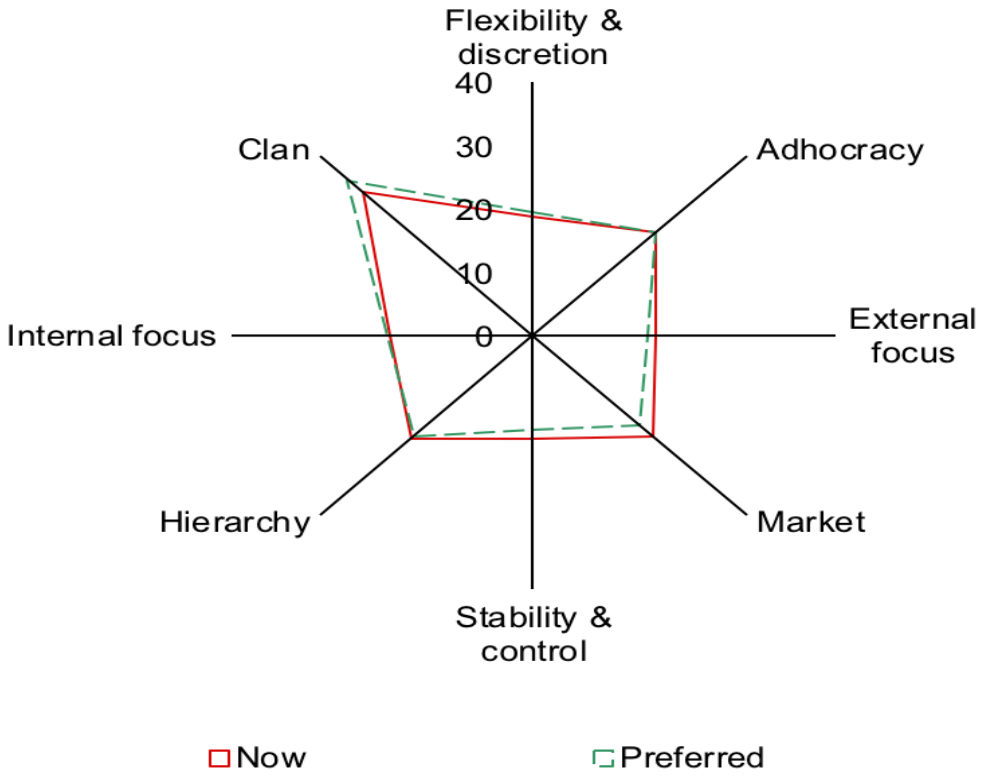


Table 4.3: Mean Scores for Current and Preferred Organizational Culture of Saudi Arabian Nursing Schools

	Current (*N* = 69)	**Preferred (*N* = 69)**	***p-value***
	Mean *(SD)*	Mean *(SD)*	
Clan Culture	32.21 (*11.19*)	34.66 (*13.51*)	0.0916
Adhocracy Culture	23.13 (*4.90*)	23.14 (*7.63*)	0.9934
Market Culture	22.14 (*7.60*)	20.04 (*6.95*)	0.03214*
Hierarchy Culture	22.53 (*9.41*)	22.17 (*13.26*)	0.7335

*Significant values $P \leq 0.05$.

Inferential analysis.

For the inferential analysis used in this study, Pearson correlation and one-way ANOVA were performed to answer the primary and secondary quantitative research questions; the level of significance was set to 0.05. The Pearson correlation values for *Clan*, *Adhocracy*, *Market*, and *Hierarchy* culture for the current culture of nursing schools in Saudi Arabia were based on a sample size of 69 faculty members. Most of the correlation values were close to 0 and negative with the exception of the correlation value between the *Clan* culture and the *Adhocracy* culture and the *Market* culture and the *Hierarchy* culture, which showed positive relationships. Significantly, the *Clan* culture and the *Hierarchy* culture in the current situation had a strong negative linear relationship, which is -0.74 with *p*-value = <.0001. Also, the relationship between *Clan* culture and *Market* culture was moderate and negative (-0.54), but significant with *p*-value = <.0001. The variables used in the correlation test reported in Table 4.4 were the mean scores for *Clan*, *Adhocracy*, *Market*, and *Hierarchy* culture for the existing culture of Saudi nursing schools.

Table 4.4: Pearson Correlation Values Between the Variables of the Current Organizational Culture of Schools of Nursing in Saudi Arabia

	Clan	Adhocracy	Market	Hierarchy
Clan	1.00	-0.013 0.91	-0.54 <.0001	-0.74 <.0001
Adhocracy	-0.013 0.91	1.00	-0.32 0.006	-0.24 0.04
Market	-0.54 <.0001	-0.32 0.006	1.00	0.01 0.92
Hierarchy	-0.74 <.0001	-0.24 0.04	0.01 0.92	1.00

*Significant values $P \leq 0.05$.

Most of the Pearson correlation values for the *Clan*, *Adhocracy*, *Market*, and *Hierarchy* cultures for the preferred culture of nursing schools in Saudi Arabia were close to 0 and negative with the exception of the correlation values between the *Market* culture and the *Adhocracy* culture, which showed positive relationships. However, the relationships between the *Clan* culture and the *Hierarchy* culture in the desired condition remained the same by showing a significant and strong negative linear relationship (r = -0.67, *p*-value= <.0001). Also, the *Clan* culture and *Market* culture had a significant and negative linear relationship (r = -.52, *p*-value = <.0001) and the *Adhocracy* and *Hierarchy* cultures showed a negative, moderate, and significant relationship (r = -.49, *p*-value = <.0001). The variables used in the correlation test reported in Table 4.5 are the mean scores for the *Clan*, *Adhocracy*, *Market*, and *Hierarchy* cultures for the preferred culture of Saudi nursing schools.

Table 4.5: Pearson Correlation Values Between the Variables of the Preferred Organizational Culture of Schools of Nursing in Saudi Arabia

	Clan	Adhocracy	Market	Hierarchy
Clan	1.00	-0.14 0.22	-0.52 <.0001	-0.67 <.0001
Adhocracy	-0.14 0.22	1.00	0.13 0.26	-0.49 <.0001
Market	-0.52 <.0001	0.13 0.26	1.00	-0.078 0.52
Hierarchy	-0.67 <.0001	-0.49 <.0001	-0.078 0.52	1.00

*Significant values $P \leq 0.05$.

ANOVA was performed to answer the secondary quantitative research questions:

1. How do the perspectives of organizational culture differ among faculty members who represent different genders, ages, nationalities, ethnicities, educational backgrounds, academic ranks, and years of experience?
2. How do the preferences about organizational culture differ among faculty members who represent different genders, ages, nationalities, ethnicities, educational backgrounds, academic ranks, and years of experience?

For ANOVA, the participants' cultural backgrounds were considered as independent variables and categorized into two or more categories. The dependent variables were the four different types of organizational culture, i.e., *Clan*, *Adhocracy*, *Market*, and *Hierarchy*, in both the current and preferred conditions. Each participant ranked their perspective of the current organizational culture and their preferred organizational culture by dividing 100 points among the four culture categories. Then each was reported according to the mean score. For each dimension, the participants were asked to divide 100 points among the four culture types according to the extent to which each culture type was similar to their own organization. Thus, they were to assign a higher number to the culture type that was most similar to their organization.

Gender. Twenty-two of the participants were men (33.85%). Men and women reported the dominant culture as *Clan* ($M = 34.62$ and $M = 30.20$, respectively). However, the second highest mean score for men was *Adhocracy* culture ($M = 22.65$) and for women was *Hierarchy* culture ($M = 23.51$). The differences between the group means were not statistically significant because the p-value for all gender groups was greater than the significance level, which was set to be ≤ 0.05. Men reported the preferred culture to continue as *Clan* culture ($M = 34.96$) and

women preferred the culture to become a stronger *Clan* culture (*M* = 34.76). The second highest preferred culture for men was the *Adhocracy* culture (*M* = 22.42) while women preferred the *Hierarchy* culture (*M* = 22.97). No significant differences were found between the gender groups.

Age. The participants' ages were reported as: 24 - 29 (*N*= 4, 6.06%), 30 - 35 (*N*= 16, 24.24%), 36 - 41 (*N*=21, 31.82%), 42 - 47 (*N*= 10, 15.15), 48 - 53 (*N*= 12, 18.18%), and 54 or older (*N*= 3, 4.55%). Clan was the current dominant culture reported by faculty members of all age groups (*M* = 42.50, *M* = 28.43, *M* = 34.00, *M* = 31.80, *M* = 29.02, and *M* = 29.16, respectively). *Adhocracy* culture was perceived by all age groups as the second highest current culture reflecting their organization (*M* = 21.04, *M* = 22.76, *M* = 26.35, *M* = 24, *M* = 23, and *M* = 28.33, respectively), except for the faculty members in the 30 to 35 age group, who reported the *Hierarchy* culture (*M* = 25.88) as second highest. The difference between the means of the age groups for *Adhocracy* culture was found to be statistically significant (*p*-value = 0.0092). All the age groups ranked the preferred culture as *Clan* (*M* = 37.29, *M* = 34.11, *M* = 35.82, *M* = 36.00, *M* = 32.36, and *M* = 31.11, respectively). The second highest preferred culture by age was either the *Adhocracy* culture or the *Hierarchy* culture. The 24 - 29, 42 - 47, and 54 or older age groups preferred the *Adhocracy* culture (*M* = 28.43, *M* = 23.31, and *M* = 24.09, respectively) whereas the 30 - 35, 36 - 41, and 48 - 53 age groups preferred the *Hierarchy* culture (*M* = 25.46, *M* = 29.44, and *M* = 23.31, respectively). The 24 to 29 age group had lower scores on the *Clan* culture (*M* = 37.29) than other age groups and increased reported *Adhocracy* culture as the second highest preferred alternative with *M* = 28.43. After running ANOVA and finding significant difference between the means of the age groups for *Adhocracy* culture, *Tukey's* test was run to find out which specific age groups' means, compared with each other, are different

for the Adhocracy culture. A significant difference was found between participants 30-35 years and other participants aged 42-47 years at *P*-value= 0.0182.

Nationality. The sample included 19 Saudi nationals (30.16%) and 44 non-Saudis (69.84%). Saudi faculty ranked *Clan* (*M* = 32.10) as the highest ranked culture as did non-Saudi faculty (*M* = 31.79). The second highest culture perceived by Saudi faculty members was *Hierarchy* (*M* = 23.17) and by non-Saudi faculty was *Adhocracy* (*M* = 23.63). The differences between the group means were not statistically significant because the p-values for all nationality groups were greater than the significance level, which was set to be ≤ 0.05. The Saudi and non-Saudi participants preferred the culture to become a stronger *Clan* culture (*M* = 36.09 and *M* = 34.18, respectively). The second highest ranked preferred culture was the *Adhocracy* culture for the Saudi participants and the *Hierarchy* culture for the non-Saudi participants (*M* = 22.76 and *M* = 23.26, respectively), which was the opposite of their perspective of the current culture.

Ethnicity. Participants self-identified as Arab (57.81%), Asian/Pacific Islander (25%), Caucasian/White (1.56%), Multiracial (9.38%), and Other (4.69%**)**. All groups reported the *Clan* culture as the dominant culture for Saudi nursing schools (*M* = 31.38, *M* = 30.72, *M* = 36.66, *M* = 34.72, and *M* = 36.94, respectively). However, participants' perspectives regarding the second highest ranked current dominant culture for Saudi nursing schools varied: *Adhocracy* by the Arab group (24.07) and Other group (30.27), *Market* by the Asian/Pacific Islander group (25.46), and *Hierarchy* by the Caucasian group (31.66) and Multiracial group (23.19). Importantly, analysis of the differences among the mean scores of the ethnicity groups found statistically significant differences between the mean scores of the ethnicity groups and *Adhocracy* culture because the p-value was 0.0108, which was less than 0.05. All the ethnicity groups preferred that the culture was the *Clan* culture (*M* = 31.38, *M* = 36.35, *M* = 29.16, *M* = 33.19, and *M* = 36.38,

respectively). For the second highest ranked preferred culture, the ethnicity groups' preferences were as follows: Arab, Caucasian, and Other groups preferred the *Adhocracy* culture (*M* = 24.07, *M* = 29.16, and *M* = 23.19, respectively) and the Asian and Multiracial groups preferred the *Hierarchy* culture (*M* = 27.50 and *M* = 21.82, respectively). *Tukey's* test was run to identify the significant point among means of ethnicity groups under the Adhocracy culture. The significant difference was found between the participants who were Asian and participants who were from "other" ethnicity group at *P* value= 0.0396. There was also a significant difference between participants who identified themselves as multiracial and other participants who chose the "other" choice at *P* value= 0.0310.

Educational Background. The educational background of participants was primarily Nursing (N=45, 70.31%), Non-Nursing (N=1, 1.56%), and 18 reported Both (28.13%). The participants who were nurses viewed the current culture as *Clan* (*M* = 30.97). The non-nursing faculty viewed the current culture for Saudi nursing schools as *Market* (*M* = 31.66). The participants who held nursing and non-nursing degrees (both) viewed the current culture as *Clan* (*M* = 34.62). The second highest current culture was *Hierarchy* as perceived by faculty members with nursing degrees (*M* = 23.59) and non-nursing degrees (*M* = 30.00). Faculty members with different educational backgrounds viewed the second highest ranked culture type as *Adhocracy* (*M* =25.46). The differences between the group means were not statistically significant because the *p*-values for all educational background groups were greater than the significance level, which was set to be ≤ 0.05. Those with a nursing degree and those with both nursing and non-nursing degrees preferred *Clan* culture (*M* = 36.05 and *M* = 33.28, respectively), and the non-nursing group preferred *Hierarchy* culture (*M* = 38.33). The second highest ranked preferences of the educational background groups differed. The second highest ranked preference for the

nursing group remained *Hierarchy* (M = 25.92). The second highest ranked preference for the non-nursing group changed to the *Market* culture (M = 33.33). Finally, the group members with both degrees preferred *Adhocracy* culture as the second highest ranked preferred culture (M = 23.28).

Professional Ranks. The participants were grouped according to professional ranks as Clinical Instructor (N=5, 6.25%), Lecturer (N=29, 45.31%), Assistant Professor (N=20, 31.25%), Associate Professor (N=4, 6.25%), Professor (N=3, 4.69%), and Other (N=3, 6.25%). Faculty members from the various professional ranks perceived the current culture as *Clan* (M = 32.50, M = 28.16, M = 31.80, and M = 39.83, respectively), except faculty members who held other professional ranks, such as senior specialist or teaching assistant, who viewed the current culture as *Adhocracy* (M = 27.22). The differences between the group means were not statistically significant because the p-values for all professional rank groups were greater than the significance level, which was set to be ≤ 0.05. Furthermore, the Assistant Professor, Lecturer, Clinical Instructor, and Other groups of ranks preferred for the culture to remain as *Clan* (M = 35.65, M = 36.35, M = 37.66, and M = 33.61, respectively). However, the Professor and Associate Professor preferred the *Adhocracy* culture (M = 31.66 and M = 29.29, respectively). The second highest preferred culture was *Clan* for Professors (M = 26.66), *Market* for Associate Professors, *Hierarchy* for Assistant Professors, Lecturers, and Clinical Instructors (M = 21.98, M = 22.61, and M = 22.66, respectively), and *Adhocracy* for the Other professional ranks (M = 26.66).

Years of Experience. Based on 69 participants, six (9.38%) reported less than one year of teaching experience, 31 (48.44%) had1 to 5 years, 22 (34.38%) had 6 to 10 years, 5 (7.81%) had 11 to 15 years, and no one (0.00%) had 16 years or more of teaching experience. All years of

experience groups viewed the current culture as *Clan* (M = 37.08, M = 31.31, M = 31.27, and M = 29.83, respectively). The second highest dominant culture perceived by the teaching experience groups was *Hierarchy* (M = 21.80), *Hierarchy* (M = 23.32), *Market* (M = 24.28), and *Market* (M = 25.33), respectively. The differences between the group means were not statistically significant because the p-values for all the years of experience groups were greater than the significance level, which was set to be ≤ 0.05. Reported according to years of experience, all groups preferred the culture to become a stronger *Clan* culture (M = 41.52, M = 34.29, M = 34.52, and M = 31.66, respectively). For the second highest preferred culture, participants with less than one year of experience and 6 to 10 years of experience preferred *Adhocracy* culture (M = 24.02 and M = 23.54, respectively), and those with 1 to 5 years and 11 to 15 years of experience preferred *Hierarchy* (M = 23.02 and M = 24.00, respectively). All the differences between the preferences of each cultural background group were not statistically significant because the p-values were greater than 0.05. Table 4.6 and Table 4.7 show the mean scores for the current and preferred cultures for each cultural background group, respectively. Table 4.8 contains the first and second highest ranked current and preferred culture of each cultural background group.

Table 4.6: Mean scores of Current Organizational Culture reported by Faculty in Saudi Nursing Schools by Gender, Age, Nationality, Ethnicity, Educational Background, Professional Rank, and Years of Experience, based on participants dividing 100 points by ranking (*N*=69*)

	GENDER						
	Men (22)				**Women (43)**		**p-value**
Clan	34.62				30.20		0.1315
Adhocracy	22.65				23.41		0.5675
Market	21.52				22.86		0.4972
Hierarchy	21.20				23.51		0.3414
	AGE						
	24-29 (4)	**30-35 (16)**	**36-41 (21)**	**42-47 (10)**	**48-53 (12)**	**54 or older (3)**	**p-value**
Clan	42.50	28.43	34.00	31.80	29.02	29.16 (3)	0.2213
Adhocracy	21.04	20.20	22.76	26.35	24.23	28.33	0.0092**
Market	17.91	25.46	21.16	21.75	23.09	18.61	0.3403
Hierarchy	18.54	25.88	22.05	20.10	23.63	23.88	0.5908
	NATIONALITY						
	Saudi (19)				**Non-Saudi (44)**		**p-value**
Clan	32.10				31.79		
Adhocracy	22.32				23.63		0.3435
Market	22.39				22.18		0.9202
Hierarchy	23.17				22.38		0.7607
	ETHNICITY						
	Arab (37)	**Asian (16)**	**Caucasian (1)**	**Multiracial (6)**	**Other (3)**		**p-value**
Clan	31.38	30.72	36.66	34.72	36.94		0.9052
Adhocracy	24.07	21.40	20.00	20.00	30.27		0.0108**
Market	21.89	25.46	11.66	22.08	13.33		0.0602
Hierarchy	23.52	22.39	31.66	23.19	19.44		0.9086
	EDUCATIONAL BACKGROUND						
	Nursing (45)		**Non-Nursing (1)**		**Both (18)**		**p-value**
Clan	30.97		13.33		34.62		0.1290
Adhocracy	22.27		25.00		25.46		0.0689
Market	23.15		31.66		20.30		0.1859
Hierarchy	23.59		30.00		19.60		0.2151
	PROFESSIONAL RANKS						
	Clinical Instructor (5)	**Lecturer (29)**	**Assistant Professor (20)**	**Associate Professor (4)**	**Professor (3)**	**Other (3)**	**p-value**
Clan	39.83	31.81	31.80	28.16	32.50	20.83	0.3263
Adhocracy	20.50	22.24	23.88	25.16	26.11	27.22	0.2714
Market	22.83	22.29	22.08	27.29	16.38	26.11	0.5040
Hierarchy	16.83	23.64	22.22	19.37	25.00	25.83	0.6454
	YEARS OF EXPERIENCE						
	< 1 Year (6)	**1-5 Years (31)**	**6-10 Years (22)**	**11-15 Years (5)**	**16 or More (0)**		**p-value**
Clan	37.08	31.31	31.27	29.83	0.00		0.6725
Adhocracy	21.11	22.52	24.28	25.33	0.00		0.3222
Market	20.00	22.83	23.18	20.26	0.00		0.7257
Hierarchy	21.80	23.32	21.25	24.56	0.00		0.8234

*Some participants did not complete the demographic information

**Significant values $p \leq 0.05$.

Table 4.7: Mean Scores of Preferred Organizational Culture Reported by Faculty in Saudi Nursing Schools by Gender, Age, Nationality, Ethnicity, Educational Background, Professional Ranks, and Years of Experience, based on participants dividing 100 points by ranking (N=69*)

	GENDER						
	Men (22)				**Women (43)**		**p-value**
Clan	34.96				34.76		0.9569
Adhocracy	22.42				22.72		0.8792
Market	21.02				19.53		0.4235
Hierarchy	21.59				22.97		0.6991
	AGE						
	24-29 (4)	**30-35 (16)**	**36-41 (21)**	**42-47 (10)**	**48-53 (12)**	**54 or older (3)**	**p-value**
Clan	37.29	34.11	35.82	36.00	32.36	31.11	0.9702
Adhocracy	28.12	19.73	21.82	25.46	22.56	29.44	0.1127
Market	17.91	21.77	19.03	19.55	20.97	20.27	0.8531
Hierarchy	16.66	24.37	23.31	18.98	24.09	19.16	0.8330
	NATIONALITY						
	Saudi (19)				**Non-Saudi (44)**		**p-value**
Clan	36.09				34.18		0.6199
Adhocracy	22.76				22.49		0.8975
Market	20.00				20.06		0.9754
Hierarchy	21.14				23.26		0.5746
	ETHNICITY						
	Arab (37)	**Asian (16)**	**Caucasian (1)**	**Multiracial (6)**	**Other (3)**		**p-value**
Clan	31.38	36.35	29.16	33.19	36.38		0.9120
Adhocracy	24.07	20.72	27.50	20.69	29.16		0.5316
Market	21.89	21.09	20.00	22.91	20.00		0.7913
Hierarchy	22.64	21.82	23.33	23.19	14.44		0.8779
	EDUCATIONAL BACKGROUND						
	Nursing (45)		**Non-Nursing (1)**		**Both (18)**		**p-value**
Clan	36.05		11.66		33.28		0.1921
Adhocracy	21.58		16.66		25.92		0.0795
Market	19.07		33.33		21.62		0.0692
Hierarchy	23.28		38.33		19.16		0.2763
	PROFESSIONAL RANKS						
	Clinical Instructor (5)	**Lecturer (29)**	**Assistant Professor (20)**	**Associate Professor (4)**	**Professor (3)**	**Other (3)**	**p-value**
Clan	37.66	36.35	35.65	24.16	26.66	33.61	0.5632
Adhocracy	21.66	21.75	21.16	29.29	31.66	26.66	0.0768
Market	18.00	19.28	21.19	24.91	19.72	16.38	0.5636
Hierarchy	22.66	22.61	21.98	21.62	21.94	23.33	1.0000
	YEARS OF EXPERIENCE						
	< 1 Year (6)	**1-5 Years (31)**	**6-10 Years (22)**	**11-15 Years (5)**	**16 or More (0)**		**p-value**
Clan	41.52	34.29	34.52	31.66	0.00		0.6502
Adhocracy	24.02	21.98	23.54	22.16	0.00		0.8610
Market	17.08	20.68	19.37	22.16	0.00		0.5910
Hierarchy	17.36	23.02	22.41	24.00	0.00		0.8170

* Some participants did not complete the demographic information

Table 4.8: Top ranked current and preferred organizational culture reported by Faculty of Saudi Nursing Schools: Current and Preferred Conditions (*N*=69*)

Cultural Groups (*N***)	Current Condition		Preferred Condition	
	Dominant/1st Highest Ranked Culture	*2nd Highest Ranked Culture*	*Dominant/1st Highest Ranked Culture*	*2nd Highest Ranked Culture*
Gender				
▪ Men (22)	Clan	Adhocracy	Clan	Adhocracy
▪ Women (43)		Hierarchy		Hierarchy
Age				
▪ 24-29 (4)		Adhocracy		Adhocracy
▪ 30-35 (16)		Hierarchy		Hierarchy
▪ 36-41 (21)	Clan	Adhocracy	Clan	Hierarchy
▪ 42-47 (10)		Adhocracy		Adhocracy
▪ 48-53 (12)		Adhocracy		Hierarchy
▪ 54 or older (3)		Adhocracy		Adhocracy
Nationality				
▪ Saudi (19)	Clan	Hierarchy	Clan	Adhocracy
▪ Non-Saudi (44)		Adhocracy		Hierarchy
Ethnicity				
▪ Arab (37)		Adhocracy		Adhocracy
▪ Asian/ Pacific Islander (16)	Clan	Market Hierarchy	Clan	Hierarchy Adhocracy
▪ Caucasian/White (1)		Hierarchy		Hierarchy
▪ Multiracial (6)		Adhocracy		Adhocracy
▪ Other (3)				
Educational Background				
▪ Nursing (45)	Clan	Hierarchy	Clan	Hierarchy
▪ Non-Nursing (1)	Market	Hierarchy	Hierarchy	Market
▪ Both (18)	Clan	Adhocracy	Clan	Adhocracy
Professional Ranks				
▪ Clinical Instructor (5)		Market	Clan	Hierarchy
▪ Lecturer (29)		Hierarchy	Clan	Hierarchy
▪ Assistant Professor (20)	Clan	Adhocracy	Clan	Hierarchy
▪ Associate Professor (4)		Market	Adhocracy	Market
▪ Professor (3)		Adhocracy	Adhocracy	Clan
▪ Other (3)		Market	Clan	Adhocracy
Years of Experience				
▪ Less than one year (6)		Hierarchy		Adhocracy
▪ 1-5 years (31)	Clan	Market	Clan	Hierarchy
▪ 6-10 years (22)		Adhocracy		Adhocracy
▪ 11-15 years (5)		Adhocracy		Hierarchy

***** Some participants did not complete the demographic information

******Number of participants reporting

Qualitative Findings

Part II of the three-part online survey addressed the qualitative research questions through open ended questions:

1. How do faculty members describe the leadership strategies used by deans/directors of nursing schools in Saudi Arabia?
2. How do faculty members describe their preferences of the most effective leadership strategies used by deans/directors of nursing schools in Saudi Arabia to create a successful organizational culture that includes a diverse faculty?

The qualitative data also addressed the mixed methods research questions:

1. How do faculty members' descriptions of and preferences for leadership strategies differ among faculty from different genders, ages, nationalities, ethnicities, educational backgrounds, academic ranks, and years of experience?
2. How do the quantitative and qualitative data converge and inform one another to describe faculty perceptions about the current and preferred organizational culture of Saudi nursing schools and the leadership strategies used by deans/directors?

The open-ended questions were designed to collect data about faculty members' perspectives of the current leadership strategies used by deans/directors of Saudi Arabian nursing schools and the preferred strategies. The open-ended questions began with a general question regarding their perspectives of working currently in an environment that includes faculty from diverse cultural backgrounds. Also, participants were asked follow-up questions about their perspectives regarding the facilitators and barriers that deans/directors might face, ways the deans/directors might influence the organizational culture of their nursing schools, and what else they would like to add regarding working in an environment with diverse cultural backgrounds.

Then, the qualitative strand was analyzed separately and independently from the quantitative strands using directed content analysis. More than half of the faculty members who participated in the study answered the open-ended questions. Table 4.9 shows the number of participants who responded/ did not respond to each open-ended question and related sub-questions. A few faculty members did not report informative responses to the open-ended questions, for instance, they responded saying 'do not know', 'so far none', 'nothing', or 'I have no idea'.

Table 4.9: Number of Participants Responded/ Did Not Respond to the Open-Ended Questions (*N*=69)

Open-Ended Questions	Number of Participants who made no Responses	Number of Participants who made Responses	Number of Non-Informative Responses
Describe your experience working with faculty from diverse cultural backgrounds.	18	51	0
o Describe an example when working with faculty from other cultural backgrounds went well.	20	49	2
o Describe an example when working with faculty from other cultural backgrounds was challenging.	20	49	8
Describe the leadership strategies that your dean/director currently uses to manage the work environment that includes diverse faculty at your school of nursing.	18	51	2
What strategies would you like the dean/director to use that are not being used currently? Why?	28	41	8
o What would help the dean/director use these leadership strategies?	33	36	5
o What are the barriers to using these leadership strategies?	33	36	8
How can deans/directors of nursing schools with diverse faculty members influence organizational culture?	30	39	5
What else would you like to share about working in culturally diverse environment?	30	39	9

Faculty Descriptions of Organizational Culture: Current and Preferred

Themes extracted from responses regarding the faculty descriptions for their current and preferred work environments that represent diverse faculty were grouped according to the following pre-identified categories, in accordance with the theoretical CVF model; *Clan* culture, *Adhocracy* culture, *Market* culture, and *Hierarchy* culture.

***Clan* Culture.** Many participants responded to the first open-ended question by stating that working in a diverse faculty work environment is challenging at the beginning; yet, the majority characterize their current school culture as *Clan* culture. Many of them described this culture as working as a family and sharing their different knowledge, experiences, and opinions. For instance, a participant noted that "in our group discussion, we as diverse faculty have different point of views but eventually after we shared our opinions we ended up with good topics for the students." Also, faculty were accepting of each other's differences in terms of the traditions, belief, values, and religious practices. The participants working in the *Clan* cultures described the mutual trust and respect they are experiencing currently. One participant brought up an example saying the "supervisor will not assign a task to non-Arabic speakers if the task contains papers written in Arabic." Other descriptions consistent with *Clan* culture included experiencing assistance and support from deans/ directors and colleagues. One participant shared, "my colleagues who are Arabic speaking helped me interpret the data and memos given to me which were written in Arabic, their effort to interpret and explain to me are highly appreciated."

Describing the preferred organizational culture, participants would prefer their work culture respect and consider each faculty member's experience and encourage inter-professional communication among faculty. Faculty also preferred to participate in decision making and

desire more recognition and involvement. Participants also encouraged faculty working in a diverse work environment to be open-minded and understand and respect each culture and its beliefs, values, and mindsets. One participant stated, "simply try to immerse yourself within their cultures and study, understand, and respect every culture."

***Adhocracy* Culture.** Responses from a few participants characterized their current school culture as *Adhocracy* culture, which is based on creativity and energy. Two participants stated discussion about innovations in teaching strategies. One participant would prefer working in a diverse work environment saying that working in a school that includes diverse faculty helps me develop exquisite new ideas. Another participant would like to emphasize the diversity in the workplace because each member has a unique character that will holistically benefit the organization.

***Market* Culture.** Descriptions from a number of participants were consistent with *Market* culture, which is built upon achieving concrete results that attain common organizational goals. One participant stated, working in an environment that includes diverse faculty is very challenging and overwhelming because all should work very hard to do the best of results. On the other hand, another participant shared positive experience saying the diverse experiences and skills of faculty encourage them toward higher achievement. Other participants would prefer to have diversity in their work culture feeling that faculty who are from countries with harsh reputations are very competitive and achievement oriented. They believe that being hard will add to a competitive culture and could push unmotivated faculty to complete assigned duties.

***Hierarchy* Culture.** One participant described the school culture as *Hierarchy* culture as using a centralized system where decisions and processes are handled at the top level. As described by this participant, faculty have to follow one person's ideas and traditional behaviors

are obligatory. However, about two participants would prefer their schools perform constant performance evaluation for faculty and maintain a smooth-running organization as much as possible.

As the next step in the analysis, themes and codes extracted also from the participants for both the current and preferred leadership strategies were placed within the pre-identified CVF categories: (1) *Collaborative Leadership*, (2) *Creative Leadership*, (3) *Competing Leadership*, and (4) *Controlling Leadership,* in accordance with the theoretical CVF model. The four pre-determined categories were used to discuss the current and preferred leadership strategies used by deans/directors of Saudi nursing schools. The first category, *Collaborative Leadership*, represents the *Clan* culture. The second category, *Creative Leadership*, represents the *Adhocracy* culture. The third category, *Competing Leadership*, represents the *Market* culture. The fourth category, *Controlling Leadership*, represents the *Hierarchy* culture. Each one of these first four categories has three or four themes based on the theoretical CVF model: *leader types*, *value drivers*, *criteria of effectiveness*, and *facilitators of preferred leadership strategies*. Two new themes emerged in the analysis. A fifth theme, *Mixed Leadership Strategies*, blended all the categories because participants frequently mentioned a combination of strategies that represented a mixture of the organizational cultures, i.e., *Clan*, *Adhocracy*, *Market*, and *Hierarchy*. A sixth theme emerged, *barriers to preferred leadership strategies* because participants offered explanations why the preferred strategies may not be achieved.

Table 4.10 presents the categories, themes, and codes reported by participants regarding the current leadership strategies used by deans/directors of Saudi nursing schools while Table 4.11 presents the preferred leadership strategies.

Table 4.10: Categories, Themes, and Codes that represent the Current Leadership Strategies used by Deans/Directors of Saudi Nursing Schools

Categories "Based on CVF"	***Themes***	***Codes (N*)***
Collaborative Leadership	Collaborative Leader Types	▪ Facilitator (2) ▪ Mentor (1) ▪ Team builder (4)
	Value Drivers	▪ Open communication (15) ▪ Consideration of faculty needs and ability (3) ▪ Delegation (2)
	Criteria of Effectiveness	▪ Faculty involvement (12) ▪ Sharing and participation (4)
Creative Leadership	Creative Leader Types	▪ Visionary (3)
	Value Drivers	▪ Managing innovation (1)
Competitive Leadership	Competitive Leader Types	▪ Competitor (1)
	Value Drivers	▪ Motivates/energizes faculty (4) ▪ Achieves goals (3)
	Criteria of Effectiveness	▪ Competitiveness (3)
Controlling Leadership	Controlling Leader Types	▪ Autocratic (4) ▪ Centralized communicator (3) ▪ Monitor (1)
	Value Drivers	▪ Fairness and efficiency (3) ▪ Time management (1)
	Criteria of Effectiveness	▪ Controlling (3)
Mixed Leadership Strategies	Combination of Leadership Types that Represent Different Organizational Cultures (6)	▪ Uses rewards and punishment (1) ▪ Exhibits cooperative leadership, but with centralized communication (2) ▪ Shares decision-making, but sometimes is autocratic (3)

*Number of respondents who mentioned codes.

Table 4.11: Categories, Themes, Codes, and Facilitators with Barriers for Preferred Leadership Strategies as Described by Faculty of Saudi Nursing Schools

Categories "Based on CVF"	***Themes***	***Code/s/Quotes (N*)***	***Themes for Facilitators of Preferred Leadership Strategies***
Collaborative Leadership	Collaborative Leader Types	▪ Teamwork (3)	***Preferred Collaborative Leadership Strategies*** ▪ Establishes consensus in decision-making ▪ Trusts, respects, and listens ▪ Is committed to continued education ▪ Understands faculty weaknesses, strengths, and cultural backgrounds ▪ Builds interpersonal and leadership skills
	Value Drivers	▪ Open communication (6) ▪ Consideration of faculty needs and ability (2) ▪ Empowerment (3)	
	Criteria of Effectiveness	▪ Leadership and faculty development (5) ▪ Sharing and participation (3)	
Creative Leadership	Creative Leader Types	▪ Visionary (2) ▪ Innovator (2)	***Preferred Creative Leadership Strategies*** ▪ Acquires and manages financial and other resources ▪ Works together toward the vision
	Value Drivers	▪ Encourages freedom (2)	
Competitive Leadership	Competitive Leader Types	▪ Producer (2)	***Preferred Competitive Leadership Strategies*** ▪ Uses a reward system ▪ Is honest and conscientious ▪ Conducts frequent individual and group meetings
	Value Drivers	▪ Motivates/energizes faculty (6) ▪ Achieves goals (2)	
	Criteria of Effectiveness	▪ Enhances competitiveness (2)	
Controlling Leadership	Controlling Leader Types	▪ Autocratic (5)	***Preferred Controlling Leadership Strategies*** ▪ Considers university roles and policies ▪ Treats all faculty members equally
	Value Drivers	▪ Time management (1) ▪ Fairness (5)	
New Emerged Categories	***Themes***	***Codes/Quotes (N*)***	
Mixed Leadership Strategies	Combination of leadership types that represent different organizational cultures	▪ Empowers and motivates all faculty members (1) ▪ Empowers faculty members and implements zero-tolerance policy (1) ▪ Is hard-driving and involves faculty members (1) ▪ Is productive and visionary (1) ▪ Is supportive, fair, innovative, and motivational (1) ▪ Uses laissez faire leadership, but becomes authoritative if necessary (1)	
Barriers to Preferred Leadership Strategies	Shortage of school faculty members	▪ Creates heavy workload (3) ▪ Creates time limitations (4)	
	Qualifications of deans/directors and faculty	▪ Low staff/ leader interest (4) ▪ Low level of experience and leadership skills (5)	
	University system and resources	▪ University rules and policies (3) ▪ Lack of financial resources (2)	
	Poor Communication	▪ Lack of frequent meetings with faculty (4) ▪ Unfamiliarity with/underestimation of faculty (3) ▪ Lack of motivation (2)	

*Number of respondents who mentioned the code.

Collaborative Leadership: Current and Preferred

Collaborative leader types. The first theme in the *Collaborative Leadership* category is *types* of leadership. Within this theme, the codes that the participants used to describe leaders currently were facilitator, mentor, and team builder. Two participants reported the substantial role of their deans in facilitating the faculty's role. Only one participant reported that "mentoring is always present as a way of support". Four participants described their deans as team builders who build teamwork and encourage faculty members to cooperate and exchange their diverse knowledge and experience. One mentioned that their dean/director takes responsibility for building a team and trusts faculty members in order to build a collaborative team.

Describing preferred leadership strategies, three participants preferred their deans/directors to be team builders and to encourage teamwork among faculty members. They also wanted their deans/directors to work more closely with faculty members at the operational level and in preparing strategies for the main streams of work activities in order to show signs of unity at all levels of the school. One participant said, "I want my dean to become people-oriented and immerse with the day-to-day operations."

Value drivers for collaborative leaders. Codes describing current leadership value driver for collaborative leaders are open communication, consideration of faculty needs and ability, and delegation. The majority of faculty members who participated in this mixed-method study reported a variety of open-communication strategies that were currently used by their deans/directors of Saudi nursing schools. Numerous participants reported that their deans currently had an open-door policy and conducted frequent face-to-face and/or group meetings with all faculty members. Those deans/directors' doors literally were open to all faculty members in order to encourage communication, feedback, and discussion about any matter of importance

to the faculty. As an example, one participant reported that "Our dean has an open-door policy; he manages the college very well like no need for appointment in seeing or for seeking meeting with him." Another participant stated that "Our dean is open-minded; he conducts frequent meeting into two different languages Arabic and English, so that everybody can understand the agenda."

Three participants focused on the importance of deans/directors considering the faculty, their needs, and their abilities. These three participants confirmed that their deans/directors interacted with them and their colleagues, regardless of the faculty member's cultural background. For example, one participant said, "Our dean takes the point of view of each faculty member into consideration when taking a decision." Another participant reported, "He values his subordinates and respect each and every one."

The third value driver is delegation, the act of empowering and assigning some work activities to subordinates. Two participants described their deans/directors as delegators. One of them provided an example, saying, "The supervisor assigned task to someone who is capable of the said task, the supervisor also will not assign task to a non-Arabic speaker if it involves papers written in Arabic." This example reflects that the dean/director used two of the collaborative leadership strategies mentioned above, i.e., consideration of the faculty member's ability and delegation.

The preferred leadership strategies included open communication and consideration of faculty needs and ability. One participant preferred the dean to continue practicing a democratic approach to leadership in order to maintain an open communication strategy. Two participants wanted their deans/directors to be more approachable by spending extra time and attention really listening to faculty, making them feel comfortable, being patient, and understanding 'where they

are coming from'. One participant reported that "the head of department need to know the contributing factors before blaming, he needs to be more approachable."

Criteria of effectiveness for collaborative leaders. Two codes describing current criteria of effectiveness for collaborative leaders are faculty involvement and sharing and participation. Under the Clan culture, human development and participation produce effectiveness and create an enjoyable work environment. Many participants described faculty involvement and participation as leadership strategies used currently by their deans/directors. In terms of faculty involvement, 12 participants reported that their deans/directors involved all faculty members in school activities and created a respectful atmosphere. Those deans/directors considered faculty members' opinions, their backgrounds, and previous work experience. Four participants described their deans/directors as cooperative and participative. For example, one participant stated, "Our dean follows the democratic leadership style with an opportunity to meet each month to discuss issues and share knowledge."

Preferred criteria of effective leadership included Leadership and faculty development and sharing and participation. Empowerment, mutual trust, support, and commitment to continued education also were preferred leadership strategies noted by participants as ways to develop and improve faculty performance. Participants did not focus only on faculty development, but also on leadership itself. For example, one participant preferred that the dean/director develop his/her interpersonal skills. Another participant remarked on the significance of deans/directors' background and skills by stating, "Proper qualifications for some head departments should be same specialty." Participants preferred that deans provide opportunities to express their opinions and provide some suggestions that aim to achieve the

school's goals. One participant stated, "The dean should be present all the time and observe, dean also should immerse with the day-to-day operations."

Facilitators of collaborative leadership strategies. Analysis of participant responses identified descriptions of facilitators of preferred collaborative leadership strategies. In order to build a collaborative work environment, deans/directors should consider consensus when making decisions. In addition, participants cited trust, respect, and listening as essential facilitators. Participants also noted that deans/directors need to understand faculty weaknesses, strengths, and cultural backgrounds and improve their interpersonal and leadership skills. One participant described current leadership strategies as "very strict, no appreciation of any work, and no well cooperation between dean and faculty members" and stated "the dean should instead implement collaborative leadership strategies such as mutual trust and empowerment, support, and consideration of faculty needs. Other facilitators included providing workshops on leadership skills, focusing on faculty needs, and listening to others. One participant stated, "studying the strengths and weaknesses of faculty and immersing with all would help the dean to use his leadership strategy."

Creative Leadership: Current and Preferred

Creative leader types. Visionary, innovator, and entrepreneur are the creative leadership types identified by the CVF. However, only three participants described their deans/directors as currently being visionary and managing innovation. One participant stated, "Our dean always tries to improve the strategic plan." One participant stated, "I work in a very young school, it has a dream and vision to be one of the best schools at the level of my country."

For the preferred creative leadership strategies, two participants preferred their deans to be visionary and to have the passion and strength of will to reach the organizational long-term

goals. One participant preferred her dean/director to have the following vision: "increase the community awareness about nursing in Saudi Arabia and activate nursing association and nursing journals, they are strengthening nursing as a profession in Saudi Arabia." A few participants preferred their deans to be open-minded and innovative, such as discussing innovative ideas and teaching strategies with their subordinates.

Value drivers for creative leaders. The value drivers for creative leadership, based on the theoretical CVF model, are innovative outputs, transformation, and agility. Only one participant described a current value driver: "the dean is open-minded, accepting of new ideas, and managed innovation". For preferred strategies, two participants mentioned deans should encourage faculty initiatives and freedom.

Facilitators of creative leadership strategies. Facilitators for creative leadership strategies were *acquiring* and *managing financial* and *other resources* and *working together toward a vision*. Participants reported that deans/directors should meet with faculty members, consider their visions, and discuss with them how those visions can be achieved. Also, the deans/directors need to ally all faculty members' visions with the school's vision. No preferred strategies were reported for facilitators of creative leadership.

Competitive Leadership: Current and Preferred

Competitive leader types. The CVF describes a competitive leader as a hard driver, competitor, and producer. Only one participant described the dean/director's current leadership strategy as "the dean's strategy depends on competition." For the preferred competitive leadership strategies, only two participants focused on the productivity, preferring deans to be more productive and push faculty to evolve and produce.

Value drivers for competitive leaders. Energizing employees, goal achievement, and profitability are value drivers for competitive leaders. Two strategies identified for both current and preferred leadership strategies were energizing faculty and achieving goals. Six participants preferred motivation as having a substantial impact on faculty, team performance, and school outcomes. Three participants described leadership strategies used currently by their deans/directors as goal-oriented, stating "Our dean directs the faculty work toward achieving the school's goals." Two participants preferred their deans/directors to focus on achieving goals in the future: "we all should work to achieve the nursing goals."

Criteria of effectiveness for competitive leaders. The CVF describes the criteria of effectiveness for competitive leaders as being aggressively competitive and focusing on the customers. A few faculty participants reported competitiveness as a current and preferred leadership strategy that might improve the level of work and faculty performance.

Facilitators of competitive leadership strategies. Several facilitator codes were suggested by the participants as preferred competitive leadership strategies, such as being honest and conscientious, conducting frequent individual and group meetings, and importantly, using a reward system. One participant raised a significant point by saying, "Deans need to consider the hard worker regardless where she comes from, or what is her position: this is to improve the level of work and to build a competitive surrounding." Another participant pointed out that anyone who is rewarded will become motivated and do his/her best.

Controlling Leadership: Current and Preferred

Controlling leader types. The CVF model describes controlling leader types as coordinator, organizer, and monitor. The participants did not explicitly mention controlling leadership strategies. However, four faculty members described their deans/directors' current

leadership strategies as “autocratic”. For example, one participant reported that “our dean is very strict, there is no encouragement or appreciation of any work.” One participant characterized the dean as a monitor type of leader and reported that the dean carried out regular work and rules, distributed these rules to everyone, offered serious follow-up for work to be completed, and provided deep review of the submitted work before forwarding it to other school departments. Four participants pointed to centralized communication that was currently used by their deans/directors. For example, one participant shared that he and his colleagues could communicate with their dean only through committees and the head of the department. Centralized communication was described as, “In our college, we have five head of departments that communicate directly with dean to manage any issues.”

For preferred leadership strategies, five participants preferred autocratic leadership style, in particular with “lazy workers”, described as making strong decisions and not being soft or flexible with subordinates to ensure that workers do not avoid finishing their tasks: “I am happy with autocratic style because of people, it is very difficult to manage people.”

Value drivers for controlling leaders. Efficiency, timeliness, consistency, and uniformity are CVF descriptive codes for controlling leadership. For current leadership, only a few participants described their deans/directors as efficient leaders or good time managers who are focused on completing a specific task in the quickest and simplest way possible, no matter how it impacts others. A participant quoted the dean as saying “[I] do not care about resources just get it done!! You have 6 hours.” Only one participant described the current dean as a good time manager by saying that “the dean follows-up for the work to be accomplished on specific time.”

For the preferred strategies, one participant wanted the dean to manage time properly whereas five participants focused on fairness. These five participants preferred their deans/directors to be fair in dealing with all faculty members, no matter their nationality. One participant preferred dean builds a culture of fairness and equality by including all faculty members in all matters.

Criteria of effectiveness for controlling leadership. The CVF model describes the controlling type of leadership as very effective if deans are controlling, efficient, and provide resources. Only three participants mentioned controlling leadership as a current leadership strategy. For example, one participant described the dean as managing problems in the school as using systematic problem-solving, identifying the problem, understanding it, identifying the decision criteria, and then choosing the optimal solution. No participant discussed the preferred leadership strategies with regard to the controlling type of leadership.

Facilitators of controlling leadership strategies. Participants noted two facilitators for controlling leadership: consideration of university roles and policies and treating all members equally. Faculty members considered these facilitators could help hold the organization together and stabilize it.

Mixed Leadership Strategies: Current and Preferred

A fifth category emerged for current and preferred leadership strategies that was not explicitly named in the CVF model. Participants described a mixed current and preferred leadership strategies with the theme, combination of leader types that represent different organizational cultures.

A combination of leader types that represent different organizational cultures. Six answers to the open-ended questions included a combination of two or more current leadership

strategies used by deans/directors who represent different organizational cultures: *Clan*, *Adhocracy*, *Market*, and *Hierarchy*. One participant said, "I have observed that all leadership strategies are being executed by our Dean." Another participant shared that "Our dean maintain balance by utilizing different types of leadership strategies: democratic, transformational and facilitative." Based on these responses, democratic and facilitative leaders should be categorized under the *Clan* culture because they are collaborative leaders who consider teamwork, participation, consensus, mutual respect, and trust, and they aim to create a friendly place to work. However, transformational leadership should be placed in the category of *Adhocracy* culture because *Adhocracy*/creative leaders are transformational leaders who are risk-takers and value personal creative freedom and are oriented towards change and innovation. In addition, several participants mentioned that their deans (1) use both reward and punishment systems, (2) are cooperative leaders but use centralized communication, (3) share decision-making, but sometimes are autocratic, (4) use a laissez faire leadership style, but become authoritative if the "result is not good", and (5) are open-minded as much as possible but realize that everyone is working in a very conservative environment.

The participants also described a mix of preferred leadership strategies that reflect two or more of the organizational cultures in consistent with the theoretical CVF model: *Clan*, *Adhocracy*, *Market*, and *Hierarchy*. One participant preferred the dean/ director to be supportive, fair, innovative, and motivational. Another participant wanted the dean to be both result-oriented and visionary. Other participants also shared preferred mixed leadership strategies, for instance, they would like their dean to empower and motivate all faculty members, involve all faculty members through the decision-making process, implement a zero-tolerance policy, and be hard-driving.

Barriers to Preferred Leadership Strategies

In responding to the open-ended questions, half (50%) of the participants mentioned barriers that might prevent the deans/directors of Saudi nursing schools from using the preferred leadership strategies, therefore, a 6th category was added to the preferred leadership strategies. The themes that are associated with the 6th category "*Barriers to Preferred Leadership Strategies*" are: shortage of faculty members, low-level qualifications of some deans/directors and faculty, lack of university system and resources, and poor communication.

Shortage of school faculty members. The shortage of faculty members was one of the barriers mentioned repeatedly by the study participants. Staff shortages, as described by the participants, could often lead to heavy workloads and time limitations. One participant reported that the dean had no time to follow up on tasks.

Qualifications of deans/directors and faculty. Several participants shared their concern regarding the qualifications of both deans/directors and faculty as one of the barriers that might negatively influence preferred leadership strategies. Four participants pointed to the low level of interest for either deans/directors or faculty members in terms of making improvements and changes to the work environment. One participant said, "Some staffs who maintain a close mind and not open for any innovation may happen." One participant suggested that some deans/directors follow their personal interests and are not willing to change. In addition, five participants raised a significant barrier that might prevent the preferred leadership strategies from being used by deans/directors of Saudi nursing schools, which is the dean/director's lack of experience and leadership skills. These participants mentioned that deans/directors should not only be result-oriented leaders, but also visionary leaders who can inspire faculty members to

reach school goals and nursing profession goals. Finally, one participant wanted each dean to be confident and take strong decisions instead of being a soft leader.

University system and resources. The university system, which includes rules and policies and financial resources, was commonly reported by participants as a barrier to preferred leadership strategies. Three participants agreed that some of the university rules and policies do not allow for empowerment and reward. Also, two participants shared that lacking financial resources might prevent preferred leadership strategies from being implemented, which in turn could negatively impact the school's culture.

Poor Communication. Nine participants often cited poor communication as a barrier to effective strategies: (1) lack of frequent meetings with faculty, (2) unfamiliarity with and/or underestimation of faculty members' abilities, and (3) lack of motivation. One participant reported that the deans/directors' egos and their feeling of "topnness" might serve as communication barriers because the deans might underestimate the faculty members by being unfamiliar with their abilities and not providing any motivation or assistance. Another participant indicated that "everyone would like to help the university, so dean should listen to the ideas given to him that coming from faculty to uplift the quality of education for our university."

Linking Cultural Variables with Thematic Categories

To distinguish this study as a mixed-methods study, different but related quantitative and qualitative study results were integrated. These two types of data were combined in order to answer the mixed-methods research question, "How do faculty members' descriptions of and preferences for leadership strategies differ among faculty members who represent different genders, ages, nationalities, ethnicities, educational backgrounds, academic ranks, and years of experience?" This question was answered by relating the thematic categories that emerged from the open-ended questions and based on the CVF model with the participants' cultural

backgrounds. This approach was intended to enhance the understanding of differences regarding current and preferred leadership strategies among faculty members who represent different cultural backgrounds.

The clustered matrices presented in Table 4.12 and Table 4.13 illustrate the participants' cultural background variables according to thematic categories of current and preferred leadership strategies, respectively. Both quantitative and qualitative data were used to describe ways that the leadership strategies employed by deans/directors differ among the following demographic variables: gender, age, nationality, ethnicity, educational background, professional rank, and years of experience. According to Miles et al. (2014), such a clustered descriptive matrix helps researchers to organize data and compare variables. The clustered matrix considers roles, order, research variables, sub-variables, and concepts. The role-ordered descriptive matrix is a powerful way to understand differences across roles that are ordered according to some variable of interest (Miles et al., 2014).

Table 4.12 displays the cultural background characteristics of the faculty participants in the study according to the thematic categories of the current leadership strategies used by deans/directors of Saudi nursing schools. The majority of the cultural background groups perceived the current leadership strategies as collaborative leadership first, followed by controlling leadership or mixed leadership as second. Most of the collaborative leadership strategies mentioned by the participants are related to empowerment, team building, faculty involvement, listening, trust, faculty development, and open communication. Seventeen of 30 women and seven of 16 men perceived their deans' strategies as collaborative. Five of twelve participants in the 30 to 35 age group reported that their deans used mixed strategies, whereas seven of 17 participants in the 36 to 41 age group placed their dean in the *Hierarchy* category

and stated that the dean used controlling leadership strategies. In terms of the nationality variable, a balance is found for the perspectives of the fourteen Saudis who participated in the open-ended questions between controlling leadership (N = 5, 35.71%) and collaborative leadership (N = 4, 28.57%).

Arab (N = 25, 59.52%) and Asian/Pacific Islander (N = 12, 28.57%) are the two main groups that reflect the participants' ethnic characteristics. The majority of Arabs and Asians who participated in the open-ended questions described their deans as *Clan* leaders who currently used collaborative leadership strategies. Participants who answered the open-ended questions were mainly nursing faculty members in assistant professor or lecturer positions, predominantly with between 1 and 5 or 6 and 10 years of experience in Saudi nursing schools. Most described their deans as collaborative; others perceived their deans/directors' leadership as either controlling or a mix of strategies.

Table 4.13 displays the cultural background characteristics of the faculty participants in the study according to the thematic categories of preferred leadership strategies used by deans/directors of Saudi nursing schools. Approximately half of each cultural group preferred that their deans use collaborative leadership strategies. Also, the same results emerged for the participants who preferred collaborative leadership (N = 6, 35.29%) and those who preferred mixed leadership strategies (N = 6, 35.29%). Interestingly, the participants who had 1 to 5 years of experience preferred their deans to use collaborative leadership strategies (N = 6, 42.85%), whereas the same number of participants from this same cultural group preferred controlling leadership (N = 4, 28.57%) and mixed strategies (N = 4, 28.57%).

Table 4.12: Participants' Cultural Variables Convergent with Thematic Categories of Current Leadership Strategies

Participants' Cultural Backgrounds		Collaborative Leadership, No. (%)*	Creative Leadership, No. (%)*	Competitive Leadership, No. (%)*	Controlling Leadership, No. (%)*	Mixed Leadership Strategies, No. (%)*
Gender	Men (16)	7 (43.75) **	1 (6.25)	0 (0.00)	4 (25) ***	4 (25) ***
	Women (30)	17 (56.66) **	1 (3.33)	3 (10)	4 (13.33)	5 (16.66) ***
Age	24-29 (*1*)	1 (100)	---	---	---	---
	30-35 (*12*)	4 (33.33) ***	1 (8.33)	2 (16.66)	1 (8.33)	5 (41.66) **
	36-41 (*17*)	4 (23.52)	1 (5.88)	---	7 (41.17) **	5 (29.41) ***
	42-47 (*9*)	8 (88.88) **	1 (11.11) ***	---	---	---
	48-53 (*9*)	5 (55.55) **	---	---	2 (22.22)	2 (22.22)
	54 or older (*2*)	2 (100)	---	---	---	---
Nationality	Saudi (*14*)	4 (28.57) ***	2 (14.28)	1 (7.14)	5 (35.71) **	0 (0.00)
	Non-Saudi (*34*)	18 (52.94) **	1 (2.94)	2 (5.88)	3 (8.82)	10 (29.41) ***
Ethnicity	Arab (*25*)	12 (48) **	3 (12)	1 (4)	7 (28) ***	2 (8)
	Asian/ Pacific Islander (*12*)	7 (58.33) **	---	1 (8.33)	---	4 (33.33) ***
	Caucasian/ White (*1*)	1 (100)	---	---	---	---
	Multiracial (*2)*	1 (50)	---	---	1 (50)	---
	Other (*2)*	1 (50)	---	---	---	1 (50)

Educational Background	Nursing Degree (32)	17 (53.12) **	1 (3.12)	2 (6.25)	5 (15.62)	7 (31.8) ***
	Non-Nursing Degree (1)	---	---	---	1 (100)	---
	Both Degrees (11)	5 (45.45) **	2 (18.18) ***	1 (9.09)	1 (9.09)	2 (18.18) ***
Professional Rank	Clinical Instructor (*3*)	1 (33.33)	---	---	1 (33.33)	1 (33.33)
	Lecturer (*17*)	9 (52.94) **	2 (11.76)	---	3 (17.64) ***	3 (17.64) ***
	Assistant Professor (*15*)	8 (53.33) **	---	---	4 (26.66) ***	3 (20)
	Associate Professor (*3*)	1 (33.33)	1 (33.33)	---	---	1 (33.33)
	Professor (*3*)	3 (100)	---	---	---	---
	Other (*2*)	1 (50)	---	---	1 (5)	---
Years of Experience	Less than one year (*4*)	2 (50)	---	---	2 (50)	---
	1-5 years (*22*)	11 (50) **	2 (9.09)	---	4 (18.18)	5 (22.72) ***
	6-10 years (*15*)	8 (53.33) **	2 (13.33)	1 (6.66)	---	4 (26.66) ***
	11-15 years (*4*)	2 (50) **	---	---	1 (25) ***	1 (25) ***
	16 or more years (*0*)	---	---	---	---	---

Note:

*Number and percentage of participants who mentioned the themes under each cultural group.

** The first highest percentage among each cultural group.

*** The second highest percentage among each cultural group.

Table 4.13: Participants' Cultural Variables Convergent with Thematic Categories of Preferred Leadership Strategies

Participants' Cultural Backgrounds		Collaborative Leadership, No. (%)*	Creative Leadership, No. (%)*	Competitive Leadership, No. (%)*	Controlling Leadership, No. (%)*	Mixed Leadership Strategies, No. (%)*
Gender	Men (*12*)	4 (33.33) **	1(8.33)	3 (35)	1 (8.33)	3 (25)
	Women (*21*)	11 (52.38) **	3 (14.28)	1 (4.76)	2 (9.52)	4 (19.04)
Age	24-29 (*1*)	---	---	---	---	---
	30-35 (*11*)	6 (54.54) **	1 (9.09)	1 (9.09)	1 (9.09)	2 (18.18) ***
	36-41 (*17*)	6 (35.29) **	---	1 (5.88)	2 (11.76) ***	6 (35.29) **
	42-47 (*4*)	1 (25)	1 (25)	---	1 (25)	1 (25)
	48-53 (*4*)	3 (75) **	---	---	---	1 (25)
	54 or older (*2*)	1 (50)	1 (50)	---	---	---
Nationality	Saudi (*11*)	4 (36.36) **	2 (18.18)	2 (18.18)	---	3 (27.27) ***
	Non-Saudi (*17*)	8 (47.05) **	1 (5.88)	---	3 (17.64)	5 (29.41) ***
Ethnicity	Arab (*18*)	9 (50) **	2 (11.11)	3 (16.66) ***	1 (5.55)	3 (16.66) ***
	Asian/ Pacific Islander (*8*)	4 (50) **	---	---	1 (12.5)	3 (37.5) ***
	Caucasian/ White (*1*)	1 (100)	---	---	---	---
	Multiracial (*1*)	---	---	---	---	1 (100)
	Other (*2*)	---	1 (50)	---	1 (50)	---

Educational Background	Nursing Degree (22)	11 (50) **	1 (4.54)	1 (4.54)	2 (9.09)	7 (31.81) ***
	Non-Nursing Degree (1)	---	---	1 (100)	---	---
	Both Degrees (8)	4 (50) **	2 (25) ***	1 (12.5)	1 (12.5)	---
Professional Rank	Clinical Instructor (*1*)	1 (100)	---	---	---	---
	Lecturer (*16*)	7 (43.75) **	2 (12.5)	---	3 (18.75)	4 (25) ***
	Assistant Professor (*7*)	2 (28.57) ***	---	2 (28.57) ***	---	3 (42.85) **
	Associate Professor (*3*)	1 (33.33)	---	1 (33.33)	---	1 (33.33)
	Professor (*1*)	1 (100)	---	---	---	---
	Other (*2*)	1 (50)	1 (50)	---	---	---
Years of Experience	Less than one year (*4*)	1 (25)	1 (25)	1 (25)	---	1 (25)
	1-5 years (*14*)	6 (42.85) **	---	---	4 (28.57) ***	4 (28.57) ***
	6-10 years (*12*)	6 (50) **	2 (16.66)	1 (8.33)	---	3 (25) ***
	11-15 years (*2*)	1 (50)	---	1 (50)	---	---

Note:

* Number and percentage of participants mentioned the themes under each cultural group.

** The first highest percentage among each cultural group.

*** The second highest percentage among each cultural group

Discussion

The aim of this study was to examine faculty members' perspectives of current and preferred organizational cultures of nursing schools in Saudi Arabia and the leadership strategies used by their deans/directors in leading largely diverse faculty environments. The study utilized a concurrent, mixed-methods design for data gathering and convergence. After analyzing the quantitative and qualitative strands independently, the results from each strand were compared at the point of interpretation to determine areas of convergence and divergence. For this discussion, the quantitative and qualitative data were merged to answer the second mixed-methods research question:

1. How do the quantitative and qualitative data converge and inform one another to describe faculty perceptions about the current and preferred organizational culture of Saudi nursing schools and the leadership strategies used by deans/directors?

The information about the organizational culture can be used to help deans/directors recognize the extent to which their schools' organizational cultures can achieve organizational success and match the demands of a competitive environment. Moss (2015) recommended the academic organizations to incorporate diverse perspectives in nursing education process to model the ability of administrators and organizations to effectively deliver services that meet the professional, cultural, and linguistic needs of all members.

Merging Quantitative and Qualitative Data: Current and Preferred Organizational Culture

Using the numeric survey, the OCAI, the quadrant in which scores are the highest reveals the organizational culture that tends to be emphasized most in an organization. The OCAI, as described by Cameron and Quinn (2006), assists researchers in identifying the fundamental

assumptions, styles, and values that dominate a particular organizational culture. For this study, the OCAI and content directed analysis based on the theoretical CFV model were used to determine the overall type of organizational culture in Saudi Arabian schools of nursing.

The results of the OCAI survey showed that the overall significantly dominant organizational culture for Saudi nursing schools is *Clan* ($M = 32.21$, $SD = 11.19$). According to Cameron and Quinn (2006), the differences in the strengths of the quadrants are significant if the difference between the mean score for each quadrant is greater than 10 points, which indicates a uniquely strong organizational culture type. The *Clan* culture can be characterized as an open and harmonious work environment in which the school's members work as a family. Such an organizational culture focuses mainly on internal maintenance in terms of flexibility, concern for people, and sensitivity to customers (Cameron & Quinn, 2006). According to Kantek & Baykal (2009), a strong school culture is the result of a combination of leaders' and teachers' shared values, beliefs, norms, and practices. Faculty members in a *Clan* culture thus see their deans/directors and co-workers as members of a team where people support each other. The *Clan* culture of Saudi nursing schools also embraces the cultural differences of faculty members, empowers them, and facilitates their participation and commitment. The American Association of Colleges of Nursing (AACN) recently released a position statement on diversity and inclusion in academic nursing saying that, an inclusive organizational culture thrives on the diverse characteristics of its faculty, students, staff, and administrators (AACN, 2017). Everyone works in a diverse work environment need to feel included and their perspectives and experiences are invited, welcomed, acknowledged, and respected (AACN, 2017).

The OCAI results also showed a good balance among the other three organizational culture types: *Hierarchy* ($M = 22.53$, $SD = 9.41$), *Adhocracy* ($M = 23.13$, $SD = 4.90$), and *Market*

(*M* = 22.14, *SD* = 7.60*)*. The mean scores for these three organizational culture types reflected that the current daily work of Saudi schools of nursing is well managed and performed according to rules and policies and that the schools are flexible, competitive, creative, and able to adapt to a changing work environment.

The correlations of the current organizational cultures of Saudi nursing schools indicated that, if the mean score of one organizational culture type becomes higher, the mean scores of the other organizational culture types are impacted in a negative way. According to Cameron and Quinn (2006), the theoretical CVF model prescribes that, if one organizational culture type becomes more dominant and has a higher mean score than the others, then the other organizational culture types will have less effect on the organization. However, the *Clan* culture and *Adhocracy* culture and the *Market* culture and *Hierarchy* culture had positive relationships because, based on the CVF theory, the first two organizational cultures, *Clan* and *Adhocracy*, focus on external positioning, whereas both *Market* and *Hierarchy* cultures focus on stability and control.

As stated, the overall preferred organizational culture for Saudi nursing schools was significantly dominated by *Clan*. The faculty members wanted their schools' organizational culture to become a stronger *Clan* culture (*M* = 34.66, *SD* = 13.51). The survey results also showed that the scores for the preferred *Adhocracy* culture and preferred *Hierarchy* culture remained approximately the same. This balance between the *Adhocracy* culture and *Hierarchy* culture reflected that the faculty members preferred for the organizational culture of Saudi nursing schools consider the formal rules and procedures that keep the organization together but also should promote faculty initiative and freedom. Importantly, a significant decrease in the *Market* culture was identified in the preferred condition (M = 20.04, SD = 6.95). As an indicator

of success in academia, Lewis and Olshansky (2016) reported that academic organizations need to be changed toward more emphasis on teamwork, recognizing all team members, and their achievements. This emphasis can strengthen academic organizations by embracing diversity, in which richness of ideas and approaches could be incorporated.

The correlation test results for the preferred organizational cultures for Saudi nursing schools supported the OCAI findings and revealed a significant, negative, and linear relationship between the *Clan* culture and *Market* culture (r = -.52, p-value = <.0001). Cameron and Quinn (2006) found in their research that changes to the overall organizational culture profile, which here reflects a higher mean score for the *Clan* culture and lower mean score for the *Market* culture, have distinct ramifications. A higher score for *Clan* culture suggests a more obvious concern for employees, more empowerment, more participation and involvement, more horizontal communication, a more caring environment, and higher levels of trust (Cameron & Quinn, 2006) compared to the *Market* culture. A higher score for *Clan* culture does not mean that the organizational culture should only foster an internal focus and recognize employees' needs, without regard for hard work and high expectations, lest the organizational culture become undisciplined and overly laissez-faire and the organization's long-term goals are abandoned (Cameron & Quinn, 2006). A lower score for *Market* culture does indicate the following characteristics: a focus on key goals, constantly motivating employees, considering employees' as well as market needs, remembering that all people need to make money, and less centrality of measures and financial indicators (Cameron & Quinn, 2006). However, a lower score for *Market* culture does not suggest that the culture should ignore competition, lose the spirit of winning, miss deadlines and stretch goals, cease to listen to customers, neglect budgets, lower quality standards, and stop looking at end results (Cameron & Quinn, 2006).

The ANOVA *Tukey's* test was used in this study to analyze ways that the faculty members' perspectives regarding current and preferred organizational culture for Saudi nursing schools differed among faculty members from different cultural backgrounds, which included gender, age, nationality, ethnicity, educational background, professional rank, and years of experience. The results revealed no significant differences in the faculty members' perspectives of current and preferred organizational culture with regard to gender, age, nationality, educational background, professional rank, and years of experience (p-value > 0.05). However, a significant statistical difference was found between age and ethnicity with the current perspective of the *Adhocracy* culture (p-value < 0.05). Participants in the 42 to 47 age group had a higher mean score (M = 26.35) with regard to describing Saudi schools of nursing as an *Adhocracy* culture at p-value = 0.0182 than participants in the 30 to 35 age group (M = 20.20).

These results are consistent with those of Kantek and Baykal (2009) who concluded that perspectives of organizational culture are related to age. According to Moss (2015), the group of nurse educators worldwide are increasingly diverse generationally, thus culturally. Hernandez (2006) and Moss (2015) concluded that each age group has a unique set of cultural experiences and expectations, particularly, regarding innovation, incorporation of technology into the classroom, freedom, and the organizational development. The factors that shape each age group's perspectives could be related to politics, the economy, scientific advances, entertainment, and/or sociological changes during their development (Hernandez, 2006). Hernandez (2006) and Bright (2010) found that younger and older employees describe their work culture from different points of view. For instance, older employees tend to focus on job flexibility and monetary compensation more than younger employees. Older employees generally have more years of experience than younger employees; thus, compared to younger

employees, they might integrate more into the organizational culture, experience more freedom from supervision to do their job, and accept the broad goals of their organizations (Bright, 2010). Therefore, it is anticipated that older participants would have stronger perspectives regarding the culture's values of the organization than younger participants.

The Tukey test also found a statistical difference between the Asian participants and participants in *Other* ethnicity groups at p-value = 0.0396. A significant difference also was found between participants who considered themselves multiracial and participants who chose *Other* at p-value = 0.0310. Allensworth-Davies et al. (2007) found that foreign-born nursing assistants perceived their organizational culture as providing more autonomy compared to American-born nursing assistants.

All cultural groups perceived the current organizational culture as *Clan* and preferred to maintain and increase this type of organizational culture in the future. A balance also was found between the *Adhocracy* and *Hierarchy* cultures in both the current and preferred situations. The *Market* culture received the lowest score among faculty members based on different cultural backgrounds. According to Dale (2012), an organization with a strong *Clan* culture and a weak *Market* culture might find it very difficult to survive due to the gap between the current organizational culture and the surrounded environment. Each organization is recommended to consider creating a culture compatible with the demands of its environment (Dale, 2012).

The quantitative results are similar to the themes that emerged in the qualitative analysis. Most participants who responded to the questions perceived the current organizational culture as *Clan* culture and characterized their school's organizational culture mainly as a cooperative atmosphere with a family-oriented attitude. One participant stated, "There is courage collaborative work and a chance of support, exchange information, and enrich experience."

Participants responded to the open-ended questions about the organizational culture indicated a preference for the organizational culture to become a stronger *Clan* culture. This finding suggested that the organizational culture of nursing schools should increase its focus on supporting and developing human resources, teamwork, involvement, and empowerment. Faculty members indicate they preferred a work culture that provides orientations and educational programs as investments in its members. Turrin (2016) examined the factors impacting faculty retention and concluded that nursing schools should strive to support faculty regarding flexible scheduling, autonomy, and professional growth opportunities. Figure 4.5 and Figure 4.6 represent a joint display of faculty perspectives of the current and preferred organizational culture converge with the OCAI scores.

Figure 4.5: Converged OCAI Scores: Faculty Perspectives of the Current Organizational Culture

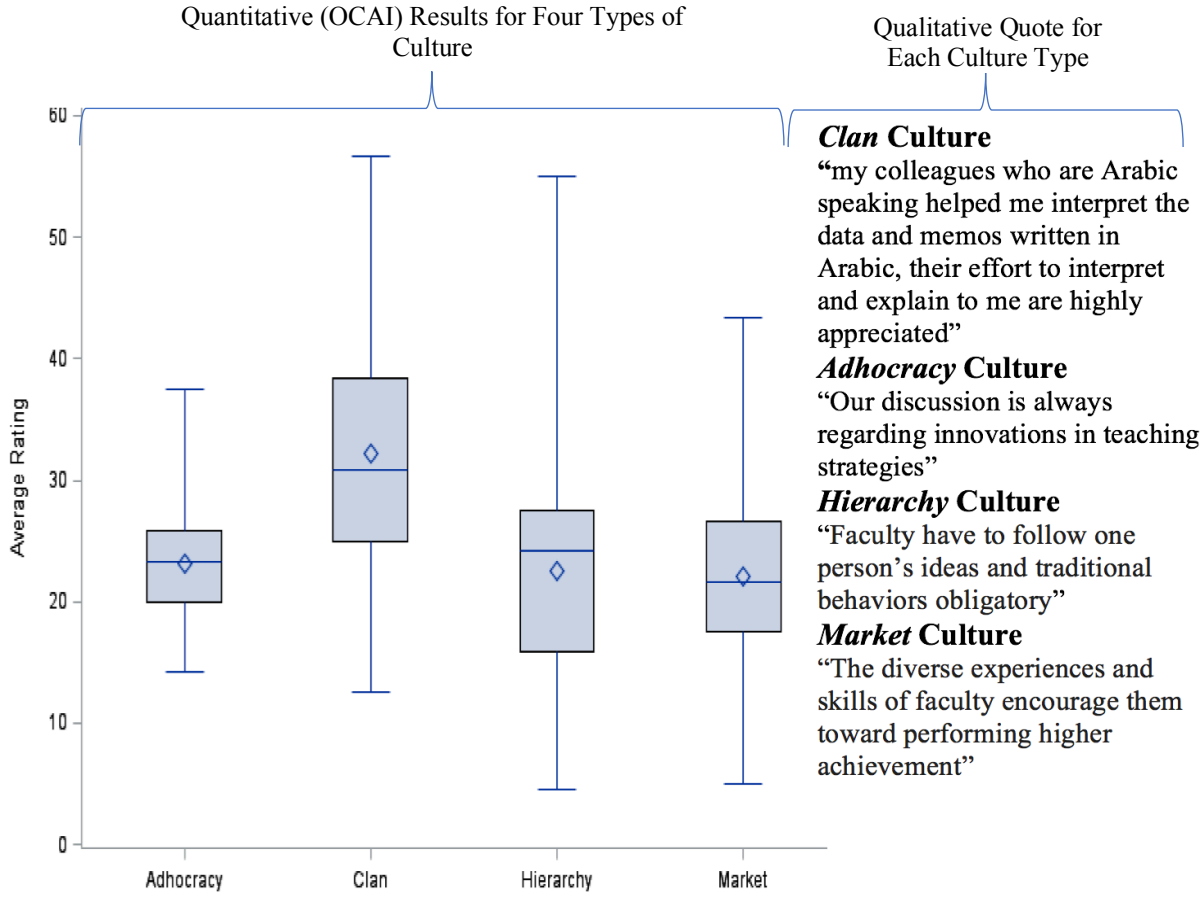
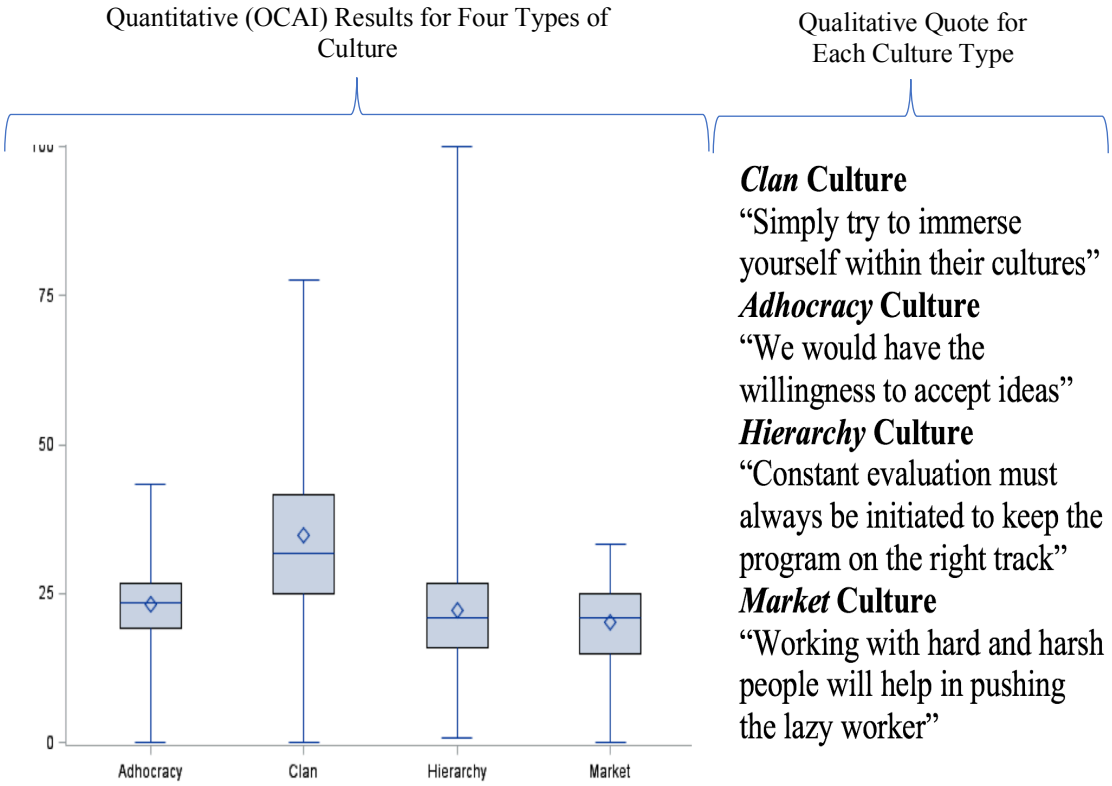


Figure 4.6: Converged OCAI Scores: Faculty Perspectives of the Preferred Organizational Culture



Merging Quantitative and Qualitative Data: Current and Preferred Leadership Strategies

The qualitative results are convergent with the OCAI results for the current and preferred *leadership* themes. One of the six dimensions included in the OCAI is *organizational leadership*, which describes the leadership approach that permeates an organization. Some of the open-ended questions were designed to better understand the leadership strategies used by deans/directors of schools of nursing in Saudi Arabia. The faculty responses were placed under pre-identified and emerged thematic categories: *collaborative leadership*, which represents the *Clan* culture, *creative leadership*, which represents the *Adhocracy* culture, *competitive leadership*, which represents the *Market* culture, *controlling leadership*, which represents the *Hierarchy* culture, and *mixed leadership*, which is a combination of organizational cultural types.

The faculty members' responses to the *organizational leadership* dimension in the OCAI

indicated that faculty members perceived the current organizational leadership as *Clan* (*M* = 33.23). Thus, Saudi nursing schools are dominated by *Clan* leaders, as indicated by the 10-point difference between perceptions of the deans/directors as *Clan* leaders and other types, i.e., *Adhocracy*, *Hierarchy*, and *Market* leaders. Leaders in a *Clan* culture typically are facilitators, mentors, team builders, nurturers, and supporters with an organization that focuses on internal maintenance with flexibility, concern for employees, and sensitivity to customers (Cameron & Quinn, 2006). A recent study conducted by Alshammari (2018) to determine the leadership styles used by deans of nursing schools in Saudi Arabia found that deans see themselves acting as mentors, coordinators, and facilitators to the nursing faculty. Faculty members who participated in this current study preferred *Clan*-focused leadership (*M* = 33.48); the scores increased slightly for *Adhocracy* (*M* = 23.36) and *Hierarchy* (*M* = 24.86) from the current to preferred situation. Leaders in an *Adhocracy* culture are innovative, entrepreneurial, and visionary, whereas leaders in a *Hierarchy* culture are coordinators, monitors, and organizers (Cameron & Quinn, 2006). The *Market* leader scores decreased from the current (*M* = 21.03) to preferred (*M* = 18.65) situation. Leaders in a *Market* culture are hard drivers, competitors, and producers (Cameron & Quinn, 2006).

Most of the faculty members who responded to the open-ended questions described their deans/directors as collaborative leaders. For example, one participant shared that "mentoring is always present as a way of support". They also preferred their deans/directors to continue being collaborative leaders who are focused on open communication, empowerment, mutual trust, support, and commitment to continued education. Allensworth-Davies et al. (2007) support this participant's statement as they found that leaders play a substantial role in shaping a positive organizational culture. The critical components of a positive organizational culture should be

related to trust and trustworthiness, empowerment and delegation, consistency, and mentorship (Allensworth-Davies et al., 2007). Empowerment and delegation, in particular, are powerful approaches that can be taken to support employees' professional development and retention. These components that were identified by Allensworth-Davies et al. (2007) also were mentioned by participants in this mixed methods study. In addition, results of Alshammari (2018) suggest that deans/ directors of Saudi nursing schools can effectively manage culturally diverse work environment through adopting a supportive leadership style with faculty from a different cultural background.

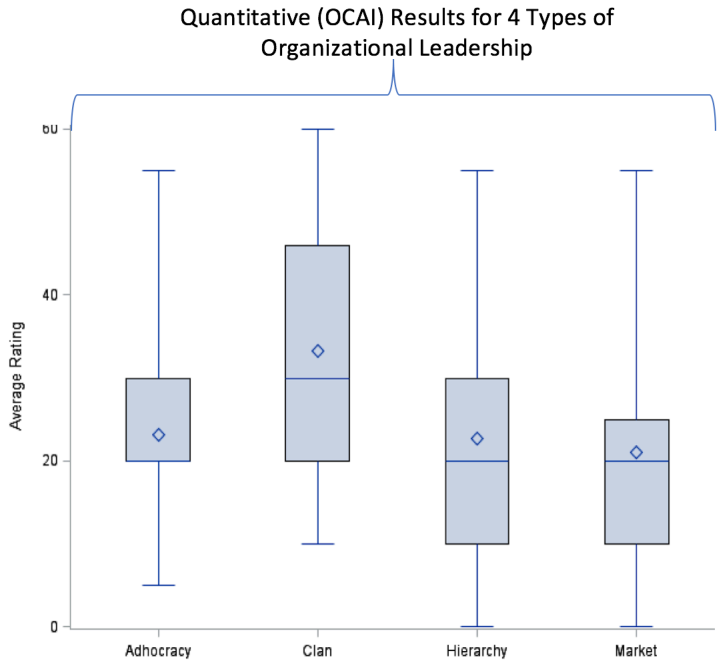
In addition, strategies identified in this study were balanced among creative, competitive, and controlling leadership types. This balance indicated that participants believed leaders should focus on utilizing a mix of leadership strategies and not focus on only one style of leadership strategy in order to improve their organization over time. Based on the responses to the open-ended questions, several participants perceived their deans/directors to be currently using a mix of leadership strategies and preferred that the deans/directors continue to use this approach.

The majority of participants, who represent different cultural backgrounds, i.e., including gender, age, nationality, ethnicity, educational background, professional rank, and years of experience, ranked the current leadership strategies and preferred leadership strategies as collaborative first and mixed leadership strategies second. Cameron and Quinn (2006) asserted that the highest-performing leaders should develop the capabilities and skills that encourage them to succeed in each organizational culture type. By implementing a mix of leadership strategies that represent the four organizational cultures, leaders will be self-directed in the sense that they can be, for instance, simultaneously strict and soft, and controlled and entrepreneurial. Lotfi, Mokhtarpour, Momenirad, Amini, and Kojuri (2012) and Keskes (2014) assert that

successful leaders are encouraged to use a combination of different components that representing various leadership styles such as transformational and transactional comportments. Lotfi et al. (2012) found that using various leadership strategies representing different leadership styles such as motivating employees, inspiring them, and providing them with individual attention, stimulating their intellectual needs, in addition to fulfilling contractual obligations, setting goals and monitoring performance, and controlling outcomes have a positive relationship with employees' organizational commitment.

The study participants identified facilitators and barriers they believe impact the capacity to implement the preferred leadership strategies. Facilitators related to the preferred leadership types reflect the importance of trust and respect, open communication, understanding faculty weaknesses, strengths, and cultural backgrounds, and building interpersonal and leadership skills. These characteristics are critical in leading a multicultural faculty. Creating a reward system, treating all members equally, and working toward a vision facilitate the quality of the work environment. Lewis & Olshansky (2016) suggested that leaders of diverse academic culture use a collective non-hierarchical approach that employs shared power, support, group cohesion, network development, recognition of members' differences, and spirit of collaboration. In this study, barriers were related to shortage of faculty members, low-level qualifications of some deans/directors and faculty, lack of university systems and resources, and poor communication. Similarly, Dahshan et al. (2017) identified challenges faced by nursing leaders included being in new leadership roles, new technology, financial or organizational constraints, cultural diversity, and educational level and background. Figure 4.7 and Figure 4.8 jointly display how faculty perspectives of the current and preferred leadership strategies complement the OCAI scores.

Figure 4.7: Converged OCAI scores: Faculty Perspectives of the Current Leadership Strategies

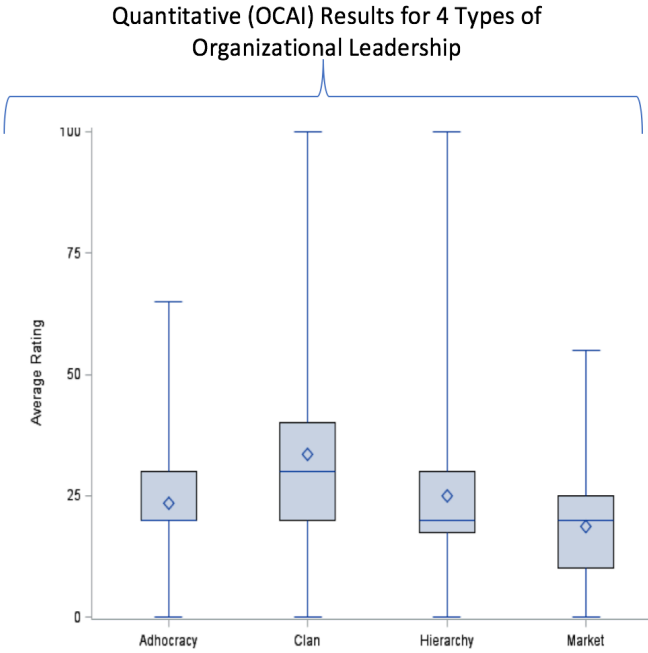


Qualitative Quote for Each Type of Leadership

Creative Leadership
"I work in a very young school, it has a dream and vision to be one of the best schools at the level of my country"
Collaborative Leadership
"The dean is open-minded, he delegates work to others under him"
Controlling Leadership
"My dean and faculty are close to control everything"
Competing Leadership
"Our dean is objective/ goal oriented, carry serious investigation on errors"
Mixed Leadership*
"He is quite democratic, but sometimes autocratic as needed"

**Mixed Leadership* is an emerged theme not identified in the CVF.*

Figure 4.8: Converged OCAI scores: Faculty Perspectives of the Preferred Leadership Strategies



Qualitative Quote for Each Type of Leadership

Creative Leadership
"I would prefer dean discusses innovations in teaching strategies"
Collaborative Leadership
"I want my dean to become people-oriented and immerse with the day-to-day operations"
Controlling Leadership
"I am happy with autocratic style because of people, it is very difficult to manage people"
Competing Leadership
"we all should work to achieve the nursing goals"
Mixed Leadership*
"supportive, fair, innovative, and motivational"

**Mixed Leadership* is an emerged theme not identified in the CVF.*

Finally, the quantitative and qualitative results are complementary and together confirm the need for faculty members to become a stronger focus of each Saudi nursing school's organizational culture. Faculty members wanted to be trusted and empowered to make decisions by having flexibility and discretion in their jobs. Faculty members in Saudi nursing schools preferred to work collaboratively with leaders and colleagues to accomplish their goals but need support and the organization's commitment to improving performance.

Overall, Cameron and Quinn (2006) state there is no correct culture for an organization. Each organizational culture supports some forms of behavior and prevents others. Some organizational cultures are well prepared toward rapid change and improvement whereas others are slow to make changes for improvement. The right organizational culture will be the one that fits the direction and strategy of a specific organization as it confronts its issues and own challenges (Hasler, 2009). Recent research conducted by Austin et al. (2014) on academic work culture and expatriate faculty shows that mixed elements within the organizational culture are significant contributors to expatriate faculty satisfaction, morale, and commitment, such as equity, autonomy and academic freedom, flexibility, professional growth, and collegiality. Leaders thus should acknowledge the leadership strategies that best complements the organizational culture, the tasks to be accomplished, the diverse characteristics of employees involved in the work environment, and the uniqueness and needs of each situation (Hasler, 2009; Sullivan, 2017), which matches the uniqueness of the multicultural nature of Saudi nursing schools.

Therefore, leaders should consider approaches for developing organizational cultures that contribute to stronger academic institutions (Hasler, 2009). Turrin (2016) reported that effective leaders of nursing schools need to understand how the leadership strategies are perceived by the

faculty and how varying leadership strategies impact satisfaction among faculty. They also should demonstrate a commitment to diversity, as recommended by Fries-Britt and colleagues (2011). Demonstrating a commitment to diversity, supporting equity, and respecting diverse perspectives are instrumental in moving the schools forward to serve in an educational context that is diverse. Lastly, Cameron and Quinn (2006) provided steps organizational leaders can take to change their culture successfully. Leaders should first reach consensus on the current organizational culture and then seek consensus on the preferred future organizational culture. Leaders will be then able to determine what the changes will and will not mean, identify illustrative stories, develop a strategic action plan, and finally develop an implementation plan (Cameron and Quinn, 2006).

Study Strengths and Limitations

This convergent mixed-methods study offers several strengths and limitations. A first strength of this study is its ability to draw meaningful and accurate conclusions from the two types of data obtained in the study. The combination of two data sets provides more extensive results than either data set alone (Creswell & Clark, 2011). A second strength is that sufficient evidence confirms the ability of the OCAI to investigate the organizational culture of higher education institutions successfully. Cameron and Quinn (2006) note that Zammuto and Krakower's (1991) study revealed that each organizational culture type (*Clan*, *Adhocracy*, *Market*, and *Hierarchy*) consistently reflect the core values of each culture mentioned by Cameron and Quinn (1999). Zammuto and Krakower's (1991) study asked more than 1,300 participants, including faculty, administrators, and trustees, to rate the organizational culture of their colleges and found that the reliability coefficients were .82 for *Clan*, .83 for *Adhocracy*, .78 for *Market*, and .67 for *Hierarchy*. A third strength of this study is that it considers perspectives

of faculty members from both public and private nursing schools. A fourth strength is that the study participants were self-selected, meaning that they might have been highly interested in and motivated by the topic, perhaps having more excitement to share their perspectives regarding the current and preferred organizational culture of their nursing schools and leadership strategies used by their deans/ directors.

The most significant limitation is that the mixed-methods research results reported only the perspectives of faculty members and not administrative leaders regarding the organizational culture of their Saudi nursing schools and the leadership strategies used by their dean/directors. The second limitation is that the study included only public and private nursing schools in only one country; thus, the results cannot be generalized to other higher educational institutions outside of Saudi Arabia. Third, using open-ended questions through online access and not through interview restricted the researcher's ability to ask the participants probing questions for more clarification. Fourth, because deans/ directors were asked to send the invitation with an embedded link to the online survey to all eligible faculty in their schools, there was no way to control to assure that the person who completed the survey was indeed the eligible participant, thus, the study findings could be threatened. Lastly, the sample size for this mixed-methods study was intended to have 85 participants for the descriptive and correlation analysis and between 90-150 participants under each cultural group for ANOVA; however, only 69 faculty members could participate. Consequently, the power of the study was weakened posing the risk that the results may not be valid.

Criteria from Guba and Lincoln were applied in this study to increase rigor and to ensure a trustworthy mixed-method study that offers credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1985). Credibility, and not internal validity, is one of the most

important factors in establishing trustworthiness (Shenton, 2004). In order to provide confidence in the truth of this study's findings, a convenient sampling technique might counter any charges of researcher bias in the selection of participants. Also, all participants were given opportunities to refuse to participate in the study or withdraw at any point they would like. Thus, data collection involved only those participants who were willing to take part in the study. Transferability is concerned with the extent to which the qualitative findings of this study can be applied to other nursing schools in other countries. Also, according to Guba and Lincoln (1994) and Shenton (2004), the findings from qualitative data are specific to a small number of particular environments and individuals. For this mixed-method study, the qualitative part included missing data and not having a representative sample size. Therefore, it is impossible to prove that the qualitative results or the study conclusions are applicable to other situations and populations.

The open-ended questions were answered in English by the study participants. Inter-coder agreement for about 10 percent of the responses was performed with the Ph.D. advisor as well as another inter-coder agreement for 10 percent of the responses was performed with a Ph.D. student who was familiar with the qualitative research. In this way, the reliability of the study should be improved. Finally, direct quotes from the participants' responses were considered with the results of the quantitative data in order to improve the confirmability and strengthen the trustworthiness of the study.

Implication for Practice, Education, and Research

Implications for Practice

The results from this mixed methods study have practical implications for organizational culture in schools of nursing in Saudi Arabia. Deans/ directors leading Saudi nursing schools are

recommended to realize the needed changes and then clearly communicate the visions for ameliorating the organizational culture to all faculty representing diverse cultural backgrounds and supporting systems as an empowerment and motivation for the new vision. The results thus recommended each dean/ director of Saudi nursing schools to examine the organizational culture of their individual school consistently in order to make changes to their schools in a positive way and to track these changes over time. Particularly, the organizational culture and leadership strategies of Saudi nursing schools that were newly established should be examined because we have no understanding of how the organizational culture of these newly established schools are developing over time and accommodating the institutional and individual needs. Deans/ directors should recognize that current organizational culture is a product of the practices, norms, and values; whereas, the preferred organizational culture reflects what is expected. All school's members including support/ administrative staff, faculty, administrators, and technicians are encouraged to be asked for their perspectives regarding the current and preferred organizational culture in order to enhance members' performance and improve school productivity.

Implications for Education

The results of this study offer a number of important implications for academic nursing, which would improve the quality of the higher education system and be relevant to the national vision for 2030. First of all, Saudi higher education, as a whole, and all nursing schools within Saudi Arabia should explicitly institutionalize a diversity statement that demonstrates the institution's commitment to diversity and uses the language of inclusion. The nursing academia is recommended to conduct systematic and growth-oriented evaluation processes and provide continuing education workshops for all faculty working in Saudi Arabia regardless of their cultural backgrounds to encourage them feel they are an integral part of their institutions and

improve their professional practice and school outcomes. In addition, regular meetings with all school members should be considered as ways to acknowledge faculty participation as well as discuss issues or barriers experienced while they are working in their academic careers in Saudi Arabia.

Implications for Research

Future research is needed to study the organizational culture and leadership strategies of Saudi nursing schools individually. Future research should examine the organizational culture on a regular basis to follow faculty perspectives over time, see how their institutional experiences in Saudi nursing schools differ from year to year. Then, the changes for the organizational culture of Saudi nursing schools should be analyzed on a regular basis/ longitudinally around key issues and challenges that encounter the current culture and what each school's leadership has to do in order to move the organization to embrace a different and fitting culture. Lastly, it is recommended that the study could be replicated with larger sample size of faculty members working in Saudi nursing schools or other healthcare disciplines.

Conclusion

This study is the first of its kind in Saudi higher education that examines the perceptions held by faculty members of Saudi nursing schools about their schools' current and preferred organizational culture and leadership strategies used by their deans/directors. The study provides data and analysis that mainly demonstrate similarities in current and preferred organizational culture types and leadership strategies. The *Clan* culture was found to be the dominant and preferred type of organizational culture, and its leadership type, which is collaborative leadership, was found to be the dominant and preferred type of leadership as well. Thus, *Clan* culture and collaborative leadership were strongly perceived and preferred by faculty members

of Saudi nursing schools who represent diverse cultural backgrounds. The values, attitudes, beliefs, and practices that characterize the *Clan* culture within the organization are widely shared, accepted, and preferred. This study also recommends that deans/directors and faculty members of Saudi nursing schools should develop an organizational culture that is able to fit into each of the four organizational cultures in order to succeed and facilitate organizational cultural improvement and change. Finally, the organizational culture cannot change itself. It is the members of each Saudi nursing school who can make a change and enhance performance.

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CHAPTER 5: SYNTHESIS OF FINDINGS AND IMPLICATIONS

Although the Saudi government plays a substantial role in increasing the number of graduates from nursing schools and providing them international scholarships to earn the highest degrees in nursing, diversification amongst faculty members remains a key trend affecting nursing education in Saudi Arabia. While this is important for a long-term solution to the faculty shortage, the current and foreseeable Saudi Arabian academic workplace will be characterized by diverse educators of varying cultural backgrounds, nationality, and ethnicity. The administrative system and nursing students, however, are all Saudis. The impact of this imbalance of Saudi and expatriates on the organizational culture of nursing schools has not been extensively studied, nor have the leadership strategies used by deans/directors of the nursing schools.

Therefore, the aim of the entire dissertation was to examine the multiple aspects of the diverse work environment in Saudi Arabia's schools of nursing. A scoping literature review (paper 1) examined the perspectives of faculty from diverse cultural backgrounds working in several regions of the world reporting strategies that encourage faculty diversity and improve the organizational culture of nursing schools worldwide. A pilot study investigated qualitative descriptions from deans/directors on the leadership strategies used to lead a diverse workforce presented in Chapter 3 (Paper 2). The third paper then moved toward examining a different perspective. It examined the perspectives of faculty working in Saudi nursing schools regarding the current and preferred organizational culture of schools and leadership strategies used by deans/ directors. The entire dissertation provided an overall picture for the organizational culture of Saudi nursing schools and how leaders' strategies and multicultural faculty's perspectives

impact creating, shaping, and changing the organizational culture of diverse work environments. Chapter 5 presents a synthesis of the three primary chapters of this dissertation (Chapters 2, 3, and 4). The primary findings and implications are briefly discussed.

Chapter 2 (Paper 1): The experience of culturally diverse faculty in academic environments: A multi-country scoping review

Chapter 2 (Paper 1) is a scoping review of current literature to examine the work experience of faculty members who represent culturally diverse backgrounds and work in schools of nursing around the world. A second aim was to explore the self-care and leadership strategies that promote diversity and improve the organizational culture of nursing schools. From a search of the literature, 18 eligible studies, including quantitative, qualitative, and mixed-methods studies were part of the scoping review representing Australia, Hong Kong, Japan, Kingdom of Saudi Arabia, Thailand, United Arab Emirates, and the United States. The first major finding from the scoping review is that the majority of expatriate/minority faculty members confronted difficult experiences and challenges while working with other faculty members from different cultural backgrounds. Difficulties included discriminatory attitudes, unsupportive behaviors, and communication barriers which contribute to faculty shortages in academic workplaces.

The studies make clear that expatriate and minority faculty members often are not supported in ways that could promote their professional growth. However, the studies also reported that some faculty members experienced some benefits from diversity in the academic workplace because of special programs, diverse viewpoints, and educational backgrounds. Faculty diversity can positively impact the level of students, faculty performance, and research production. The commitment of school leaders is needed in order to create a harmonious work culture that values diversity through communication, decision-making processes, and respectful engagement. These findings are consistent with findings from other parts of this dissertation that organizational culture and

leadership strategies of top administrators are very important to recruit and retain faculty.

Chapter 3 (Paper 2): Deans' perceptions of leadership strategies used to manage a multicultural faculty environment in Saudi Arabian nursing schools: A qualitative study

Chapter 3 (Paper 2) examines the perspectives of deans/directors of Saudi nursing schools about the leadership strategies they use to manage multicultural environments and how multiculturalism influences school outcomes. This study adopted a descriptive qualitative design and used open-ended semi-structured interviews for data gathering. The semi-structured interviews were conducted in English with eight deans of Saudi nursing schools; their responses were analyzed using qualitative content analysis. The demographic results indicated that all participants were Saudis, four were women, and three did not have any degrees specializing in nursing. The deans reported that non-Saudis from different cultures constituted 70 percent to 93 percent of their faculty, however all spoke English which is the language of instruction in Saudi Arabian nursing schools.

Four descriptive themes emerged from the data to describe the leadership strategies used by deans/directors for managing a multicultural environment and the impact on school outcomes. The first theme was Describing cultural diversity in Saudi schools of nursing. The eight participating deans described the diversity of the organizational culture in their Saudi nursing school as 70% to 93% of their faculty are non-Saudi. Faculty were from Egypt, India, the United Kingdom, South Africa, the Philippines, and other. The deans reported high turnover among non-Saudi faculty because many did not adapt to the Saudi culture which was new to them. Other factors included the instability of a school's leadership system, finding better job offers, and language barriers. Consequently, the eight deans expressed their support for the "Saudization" program in order to lower the rate of turnover. The second theme discussed the Challenges of managing a multicultural faculty environment. The most common challenges experienced by deans were 1) the diverse languages and educational and work backgrounds which require extra efforts and guidance from

deans; 2) the frequent and unexpected changes in the schools' leadership system which contributes to high turnover among non-Saudi faculty; and 3) helping non-Saudi faculty and their families acclimate to the Saudi lifestyle and culture.

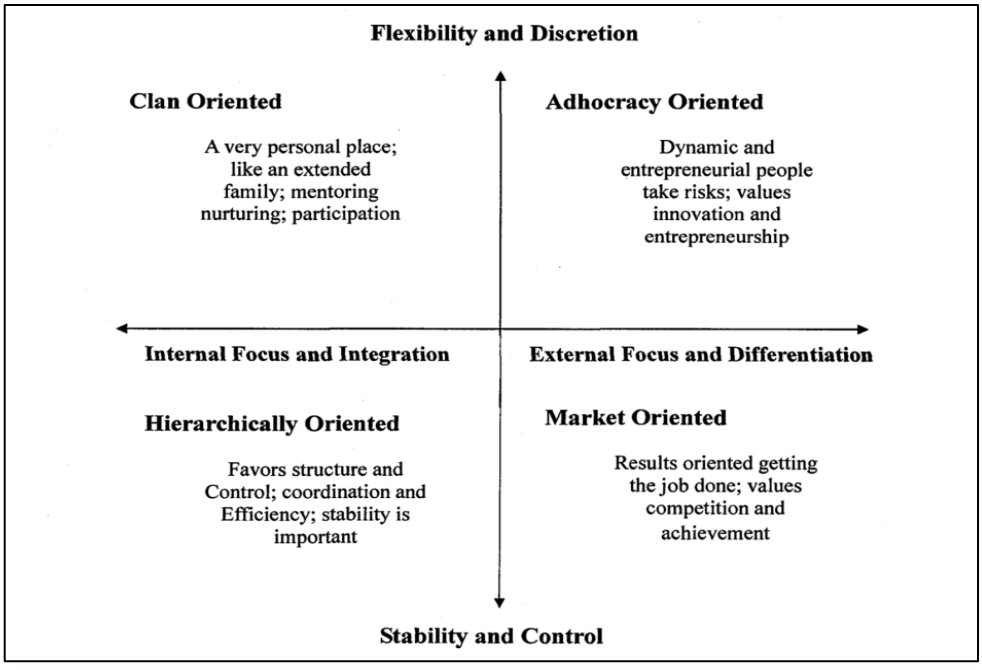
The Leadership strategies used by Saudi deans/directors was the third theme. Generally, deans recognized the importance of using various leadership strategies to meet faculty needs and desires to build a strong organizational culture. Deans identified several areas of leadership that impacted the organizational culture: acknowledging all faculty members in a personal way, providing mentoring and faculty development workshops, ensuring the appropriate skill mix among faculty, facilitating a culture of communication and listening, and promoting decentralization with shared decision making. The fourth theme explained the Impact of multiculturalism on Saudi nursing schools. Diverse educational backgrounds and perspectives among faculty of Saudi nursing schools exposes all school members including deans, faculty, and students to different methodologies, teaching styles, backgrounds, and experiences. This diversity, when channeled effectively, can contribute to a rich cultural environment that fosters productive outcomes.

Overall, the deans experienced challenges in leading a multicultural workforce, yet school outcomes benefitted from recruiting faculty members from diverse cultural backgrounds. These faculty members played a substantial role in shaping the work culture of their schools. It is ironic that in some countries, the lack of diversity is considered a drawback, yet in Saudi Arabia, deans are challenged to manage the diversity, thus adding to the importance of these findings. The implication for this study is that understanding the overall effects of multicultural environments can help deans implement various leadership strategies to foster an effective multicultural workforce and meet faculty needs and desires.

Chapter 4 (Paper 3): Faculty perceptions of organizational culture in Saudi Arabian schools of nursing: A mixed methods study

Chapter 4 (Paper 3) describes a mixed-methods study that examined faculty members' perspectives of the current and preferred organizational culture of Saudi nursing schools and leadership strategies used by deans/directors. The study was based on the Competing Values Framework (CVF), a useful guide to examine the existing and preferred organizational cultures of nursing schools in Saudi Arabia from the perspectives of the culturally diverse faculty members who work currently in the schools. The CVF formed the framework for examining the leadership strategies currently used by the deans/directors of schools of nursing and the leadership strategies that Saudi and non-Saudi faculty prefer. Figure 5.1 displays the CVF developed by Cameron and Quinn (1981).

Figure 5.1: The Competing Values Framework developed by Cameron and Quinn (1981).



The participants included faculty members from diverse cultural backgrounds including seven countries. The quantitative and qualitative datasets examining organizational culture and leadership strategies were similar and complementary. Thus, the results signal that the diverse

faculty members at Saudi nursing schools participating in this study, on average, strongly consider the current culture as a *Clan* culture. Quinn and Cameron (2006) describe the Clan culture as a family-like and corporate work environment that emphasizes consensus and commonality of goals and values among its members. A very good balance was found between the faculty members' perspectives of *Adhocracy* culture, which focuses on risk-taking, innovation, and doing things first, and the *Hierarchy* culture, which focuses on efficiency, stability, and doing things right. Quinn and Cameron point out the need for balance among the quadrants to create effective organizational cultures.

In ranking their preferred organizational culture, faculty members in this study preferred the culture to become a stronger *Clan* culture, sustain at the same level for the *Adhocracy* culture and *Hierarchy* culture, and reduce the focus on the *Market* culture. In the Market culture, competitiveness is emphasized not only between the organization and its competitors but also among employees. In ranking the current leadership strategies, most of the participating faculty members perceived the current leadership strategies as collaborative, which is a descriptor that falls under the *Clan* culture. They described their deans/directors as facilitators, supporters, and mentors. In terms of their preferred leadership strategies, participants preferred that their deans/directors continue to practice collaborative leadership strategies. Furthermore, the faculty members frequently mentioned and recommended the use of a combination of leadership strategies that represent the four different cultures. This is underscored by Quinn and Cameron (2006) who recommend that leaders of organizations should consider the values of all four cultural types to achieve success in managing diverse organizations within their competitive framework and to keep the organization moving forward.

Synthesis of Findings from the Three Chapters/Papers

The three papers contribute to the literature on the importance of diversity in the workplace for stimulating ideas, innovations, and balancing perspectives. Fostering an organizational culture that welcomes and embraces diversity can help mitigate the faculty shortage experienced in many nursing schools worldwide, not only in Saudi Arabia. Findings from all three papers confirm that deans/directors play a key role in creating an organizational culture through resource management for all faculty, programs and strategies to help each faculty develop their full potential and incorporating dimensions of shared decision making.

Findings from the three papers illustrate the critical role that deans/directors of higher education institutions play in shaping a work culture that values faculty diversity. The three papers (Chapters 2, 3, and 4) also demonstrate that diversity in cultural backgrounds among faculty members of Saudi nursing schools brings both challenges for deans/directors and faculty members and opportunities to contribute to the richness of the academic environment. Deans/directors and faculty members identified the importance of respecting, appreciating, and becoming aware of each other's cultural and stylistic differences and similarities that may influence their interactions, which in turn, minimizes the challenges and derives the maximum benefits from diversity.

Deans/ directors and faculty perspectives reported in Chapters 3 and 4 are similar regarding the leadership strategies deans/ directors of nursing schools used to manage the diverse work environments. Deans/ directors were mainly fair, allowing faculty to engage in committees, building collegial working relationships with all faculty regardless of their cultural backgrounds, sharing the school vision and common goals, energizing faculty in order to retain minority/ expatriate faculty, hence minimize the turnover rate. Findings of this dissertation are consistent with Lewis & Olshansky (2016) who reported that deans/ directors are the essential part of building an

academic school culture that understands cultural differences, supports and empowers all members equally, recognizes the faculty view of points, promotes sponsorship and coaching, and provides a safe space for faculty development.

Based on findings from the three papers, cultural diversity should be considered as an important aspect of the work environment. Faculty members, whether in Saudi Arabia or other countries, are seeking a more caring work culture that includes more participation, involvement, teamwork, open communication, recognition for each other's needs and abilities, and professional development programs and workshops (Evans, 2013; Sin., 2013). The most significant barriers identified by faculty working in Saudi Arabia are similar to those reported in other academic settings: heavy workloads, time limitations, underestimation of minority/ expatriate faculty, not having motivated leaders, and lack of frequent meetings with all faculty (Chambers, 2012; Austin et al., 2014). Deans/directors thus must understand that leadership is not only about 'getting things done' or even focusing either on employees or external competitors. Their leadership qualities are needed to implement various leadership strategies to address needs of all faculty and work on the important growth aspects in their schools' culture.

The three papers offer rich findings that can be important to deans/directors in academic settings in any region of the world. Appendix 5.1 shows the overall findings of the three-paper dissertation.

Dissertation's Strengths and Limitations

This three-paper dissertation includes several strengths and limitations. With regard to its strengths, all three papers share the perspectives of different populations in terms of faculty and organizational diversity. These populations are (1) faculty across countries (Chapter 2/Paper 1), (2) deans/directors of Saudi nursing schools (Chapter 3/Paper 2), and faculty members of Saudi nursing

schools (Chapter 4/Paper 3). Further, Chapters 3 and 4 reveal previously unreported descriptions of the organizational culture of Saudi nursing schools and the leadership strategies used by Saudi deans/directors to manage a large multicultural work environment. The mixed methods approach also provides a more complete and comprehensive understanding of faculty diversity, organizational culture, and leadership strategies in Saudi Arabia than either quantitative or qualitative approaches alone can provide. Chapter 3/Paper 2 describes a qualitative descriptive study, and Chapter 4/Paper 3 describes the mixed-methods study using both quantitative and qualitative datasets.

The study also employed the Organizational Cultural Assessment Instrument (OCAI), a valid, reliable, and practical software survey tool, to examine organizational cultures. The study included several member-checking strategies with the participants to increase the validity and reliability of the findings (for Chapter 3/Paper 2). Inter-coder agreements were reviewed with a Ph.D. faculty advisor and Ph.D. graduate students to validate with the qualitative analysis used for Chapter 4/Paper 3.

As is the case with any research study, this three-paper dissertation has limitations. First, the main scope of the three papers is limited to schools of nursing. Second, the three-paper dissertation is limited to information that was developed from the scoping review reported in Chapter 2/Paper 1, data generated through the interview process reported in Chapter 3/Paper 2, results from the open-ended questions reported in Chapter 4/Paper 3, and data gathered via the OCAI. While every effort was made to accurately report the findings, it is still possible that other perspectives were not represented in the overall sampling methods used in the three papers. Third, because the dissertation focuses on Saudi nursing schools, the results cannot easily be generalized to other nursing schools in other countries. Lastly, a small sample size was identified in the study, which in turn, restricted

the representative of the data and the generalizability of the dissertation results to other organizations in other countries.

Implications

Implications for Academic Leadership Practice

All members of Saudi nursing schools need to recognize that the concept of organizational culture is important to each school and its success. This study's findings provide insights into the relationships among organizational culture, leadership strategies, and faculty performance. Policymakers, who should understand the organizational culture at each Saudi nursing school, must become stronger change agents to foster effective organizational cultures and provide the necessary resources. Each Saudi nursing school should examine its current and preferred organizational culture using tools such as the OCAI in order to guide its future. This examination is recommended in order to consider the perspectives of the diverse faculty in each nursing school. These findings can inform, deans/ directors of factors in their current organizational culture to enable them to guide their school towards a successful future. Through better understanding of the organizational culture in the school they lead, deans/directors can identify leadership strategies that are most valued by their faculty members and the behaviors that are most likely to be recognized. In reviewing the overall findings, it is strongly recommended that deans/directors should be provided leadership training to strengthen their skills and improve the appropriate leadership/management behaviors that can contribute to a harmonious culture and lead the kinds of change to produce desired outcomes. Lastly, deans/directors should also participate in diversity training to be able to consider both the cultural differences and similarities among the faculty members who work in their schools. Employing a variety of leadership strategies, as suggested by Quinn and Cameron (2006) can help manage and change the work environment for effective outcomes

Implications for Education

The entire dissertation offers several implications for Saudi higher education that could help in achieving the aims of *Saudi Arabia's vision for 2030*. For the education discipline, the Saudi Arabia vision for 2030 aims to improve and develop the administrative environment in schools under the ministry of education, promote decentralization of the administration, and delegate powers to departments and schools to serve the education system (Ministry of Education, 2016). Vision 2030 also encourages developing rules and procedures to ensure work seriousness in the education system, promotes justice across all members, and rewards excellent performance (Ministry of Education, 2016). Thus, it is recommended that Saudi higher education establish on-going national dialogues among all nursing schools in Saudi Arabia. These discussions should include the schools' achievements and how the organizational culture of the schools is managed and improved to be compatible with surrounding environments.

It is recommended also that Saudi higher education considers the diversity of faculty in Saudi nursing schools and support deans/ directors of Saudi nursing schools in providing culturally and linguistically appropriate services for all school's members, regardless of their cultural backgrounds. To improve recruitment and retention, deans/directors also need support to consider faculty perspectives and preferences to improve the current organizational culture of schools. Thus, minimize faculty shortages in Saudi Arabia. Lastly, it is strongly recommended that Saudi higher education provides training for deans/ directors to strengthen and improve applicable leadership strategies to foster the growth of mixed leadership strategies, as reported in Paper 3, that reinforce the strengths and benefits of a diverse work environment.

Implications for Future Research

The findings of this dissertation suggest that additional research into the topic of diversity

among faculty members across the world, not only in Saudi Arabia, is needed in order to target effective retention strategies used by deans/directors to enhance faculty diversity, thereby minimizing the looming international problem of nursing faculty shortage. Given the uniqueness of work environments with a significant number of expatriates, additional research is needed to examine the organizational culture of Saudi nursing schools and leadership strategies from different perspectives including deans/directors, faculty members, nursing students, and administrative staff, to provide a more comprehensive examination.

Future research also could include a study that evaluates schools of nursing in one region in Saudi Arabia, because each region in Saudi Arabia has a distinct cultural landscape. It is further suggested that the organizational culture of Saudi nursing schools and leadership strategies should be studied on a regular basis in order to track possible changes in the organizational culture. In that way, cultural values, norms, and practices that are positively perceived by faculty members could be integrated to enhance leadership qualities and skills, faculty performance, and organizational productivity.

Conclusion

Diversity can be a *key strategy in* alleviating nursing school faculty *shortages*. The manner in which diversity is managed within organizational cultures impacts recruitment and retention of the existing workforce and impacts future recruitment to the discipline to assure a pipeline of graduates. Deans/directors and faculty members of nursing schools in Saudi Arabia experience both challenges and benefits from a diverse cultural environment. The uniqueness of Saudi culture and the large number of faculty members from various cultural backgrounds in Saudi nursing schools impact the organizational culture of those schools. The findings of this dissertation support the role of deans/directors as an essential driver in shaping organizational culture as they influence and

bring together the organizational values, norms, behaviors, and interpersonal and work relationships. Deans/directors should employ strategies to consider and examine the current culture and the preferred (desired) organizational culture. They also should implement various leadership strategies that represent all organizational cultural types in order to help faculty members from diverse backgrounds as well as all school members to work within a shared, supportive, competitive, and creative organizational culture.

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APPENDIX 3.1: A CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

IRB Study # 15-1372
Consent Form Version Date: May 20, 2016
Title of Study: Deans' Perceptions of Leadership Strategies Used to Manage A Multicultural Faculty Environment in Saudi Arabian Nursing Schools: A Qualitative Study
Principal Investigator (PI): Sanaa Awwad Alsulami
UNC-Chapel Hill Department: School of Nursing
Email Address: sanaa14@email.unc.edu
Faculty Advisor: Gwen Sherwood

Study Contact telephone number: +966 53 582 4285
Study Contact email: sanaa14@email.unc.edu

The following information should be read. All information contained in this fact sheet is true and remains in effect. Your participation is voluntary. You may refuse to participate, or may withdraw your consent to participate at any time, and for any reason, without jeopardizing your future work at your current institution.

The privacy of the participants in this qualitative study will be ensured by not recording names of the participants in transcripts of the interviews. The participants' personal information or the data obtained from them during the interviews will not be discussed with anyone not involved in the study or in a public area. The participants' records, audiotapes, and other information will be maintained in locked files and stored on password-protected computers.

The purpose of this pilot study is to provide a better understanding of deans' perspectives on leadership strategies used in leading a multicultural faculty environment and how this influences your school's outcomes.

Procedure: The proposed study will use a descriptive cross-sectional qualitative design. Semi-structured interviews would be conducted in-person or via Skype with a convenience sample of deans from schools of nursing in Saudi Arabia. The interviews will be audiotaped. Data will be aggregated for analysis without any names being recorded.

Duration and Location: It is expected each interview with deans of schools of nursing would be approximately 30 minutes to one hour.

Subject's Agreement:
I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this research study.

_____ _____
Signature of PI Obtaining Subject's Verbal Consent Date

_____
Printed Name of PI Obtaining Subject's Verbal Consent

APPENDIX 3.2: GUIDE FOR SEMI-STRUCTURED INTERVIEW WITH DEANS OF NURSING SCHOOLS IN SAUDI ARABIA

Interviewee#:…….. Method of interview:…… Date of interview:…… Start Time: …… End Time: …….
The Questions are:
1- What is the experience of deans of nursing schools in Saudi Arabia regarding how they lead the multicultural faculty environment? o What does a multicultural faculty environment mean to you? o Tell me about your faculty, what are their backgrounds? o What is it like to lead a multicultural faculty? What are examples? o What is your experience of working with the diverse cultural backgrounds of your faculty members? What are examples? o What leadership strategies are important to you in leading a diverse faculty? What are examples?
2- Describe the influence of cultural diversity on the outcomes of your school o Based on your work experience as a dean with a multicultural faculty workforce, tell me about the impact on the school outcomes. o What are examples of the effects of cultural differences?

APPENDIX 4.1: THREE-PART SURVEY

IRB Study # 17-2612

Title of Study:
A Mixed Methods Study: Faculty Perceptions on Organizational Culture and Leadership in Schools of Nursing in Saudi Arabia

Principal Investigator (PI): Sanaa Awwad Alsulami, RN, MSN
School of Nursing
University of North Carolina-Chapel Hill
United States of America
E-mail Address: sanaa14@email.unc.edu
Faculty Advisor: Gwen Sherwood, PhD, RN, FAAN
Study Contact telephone number: +966 53 582 4285
Study Contact email: sanaa14@email.unc.edu

The following information should be read:

The purpose of this mixed-method study is to examine the current and preferred organizational culture of schools of nursing in Saudi Arabia as well as reveal the existing and desirable leadership strategies used by deans/ directors of Saudi schools of nursing in leading their largely diverse faculty environments. The dissertation also aims to better understand leadership strategies that shape the organizational culture to help faculty be successful to be able to accommodate the rapid change in the nursing environment.

Your participation is voluntary. You may refuse to participate, or may withdraw your consent to participate at any time, and for any reason, without jeopardizing your future work at your current institution. All information being collected anonymously, any information you provide will be kept STRICTLY CONFIDENTIAL.

In addition, you may withdraw from this survey at any point prior to clicking the "submit" button at the end of the questionnaire and any information you have provided will be deleted.

The survey has three parts, including the demographic data survey "Part I," the Organizational Cultural Assessment Instrument "Part II," and the open-ended questions "Part III." The participants should take approximately 20 to 25 minutes to complete this three-part survey.

There are no other known risks associated with participation in this study. There may be no personal benefit from your participation in the study but the knowledge received may provide value information for the educational settings, future research, and policy.

If you have questions about this study, you should contact the principal investigator listed above.
If you have questions about your rights as a research participant, you may contact the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Note, clicking the "submit" button will confirm your willingness to participate.

Part I: Organizational Culture Assessment Instrument (OCAI)

Instructions for completing the OCAI

The purpose of the OCAI is to assess six key dimensions of organizational culture; dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, and criteria of success. In completing the instrument, you will be providing a picture of how your organization operates and the values that characterize it. No right or wrong answers exist for these questions just as there is not right or wrong culture.

The OCAI consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in question one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and five points to D. Just be sure your total equals 100 points for each question.

Note, the first pass through the six questions is labeled "Now". This refers to the culture, as it exists today. After you complete the "Now", you will find the same questions repeated under a heading of "Preferred". Your answers to these questions should be based on how you would like the organization to look five years from now.

Sample

1. Dominant Characteristics		**Now**	**Preferred**
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	55	30
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.	20	40
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	20	20
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	5	10
	Total	**100**	**100**

The Organizational Culture Assessment Instrument – Current

1. Dominant Characteristics		**Now**	
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	Total		
2. Organizational Leadership		**Now**	
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
	Total		
3. Management of Employees		**Now**	
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard- driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
	Total		

4. Organization Glue		**Now**	
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
	Total		
5. Strategic Emphases		**Now**	
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
	Total		
6. Criteria of Success		**Now**	
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.		
	Total		

The Organizational Culture Assessment Instrument – Preferred

1. Dominant Characteristics			**Preferred**
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	Total		
2. Organizational Leadership			**Preferred**
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
	Total		
3. Management of Employees			**Preferred**
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
	Total		

4. Organization Glue			**Preferred**
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
	Total		
5. Strategic Emphases			**Preferred**
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
	Total		
6. Criteria of Success			**Preferred**
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.		
	Total		

Part II: open-ended questions

1. Describe your experience working with faculty from diverse cultural backgrounds.

   - Describe an example when working with faculty from other cultural backgrounds went well.

   - Describe an example when working with faculty from other cultural backgrounds was challenging.

     ---

2. Describe the leadership strategies that your dean/director currently uses to manage the work environment that includes diverse faculty at your school of nursing.

   ---
3. What strategies would you like the deans/directions to use that are not being used currently? Why?

   - What would help dean/ director use these leadership strategies?

   - What are the barriers for them to use these leadership strategies?

     ---
4. How can deans/directors of nursing schools with diverse faculty influence organizational culture?

   ---

5. What else would you like to share about working in an environment with diverse cultural backgrounds?

Part III: Demographic Survey

Please read the following general questions carefully and tick (✓) your answers.

1. **What is your Gender?**
   - O Male
   - O Female
2. **Which category below includes your Age?**
   - O 24-29
   - O 30-35
   - O 36-41
   - O 42-47
   - O 48-53
   - O 54 or more
3. **What is your Nationality?**
   - O Saudi
   - O Egyptian
   - O Sudanese
   - O Jordanian
   - O Indian
   - O Pakistani
   - O Malaysian
   - O Filipino
   - O South African
   - O Canadian
   - O Australian
   - O British

   If other, please specify …….
4. **How would you classify yourself?**
   - O Arab
   - O Asian/ Pacific Islander
   - O Black/ African American
   - O Caucasian/ White
   - O Hispanic
   - O Latino
   - O Multiracial
   - O Would rather not say
   - O Other…….
5. **What is your Primary Language?**
   - O Arabic
   - O English
   - O Other……
6. **What is your Marital Status?**
   - O Married
   - O Single

- O Divorced
- O Widowed
- O Would rather not say

7. Indicate your living arrangement?

- O My family/significant other lives in Saudi Arabia with me
- O I live in Saudi Arabia while my family lives elsewhere
- O Would rather not say

8. Indicate your type of school?

- O Public
- O Private

9. What is the Highest Degree you have received in Nursing?

- O PhD
- O Master's
- O BSN
- O Not applicable

10. What is the Highest Degree you have received outside of Nursing?

- O PhD
- O EdD
- O Master's
- O BS
- O If other, please specify…….
- O Not Applicable

11. What is your Professional Rank in the School of Nursing in Saudi Arabia?

- O Professor
- O Associate Professor
- O Assistant Professor
- O Lecturer
- O Clinical Instructor

12. How long have you been teaching in the current School of Nursing in Saudi Arabia?

- O Less than one year
- O 1-5 years
- O 6-10 years
- O 11-15 years
- O 16 or more years

13. What is your teaching experience in nursing before coming to Saudi Arabia?

- O Less than one year
- O 1-5 years
- O 6-10 years
- O 11-15 years
- O 16 or more years

14. Indicate if you are teaching in:

- O An undergraduate program
- O Graduate program
- O Both

15. Do you have an administrative position in the current School of Nursing in Saudi Arabia?

- O Yes
- O No
- O If yes, please Specify……

16. Are you considering leaving your current school of nursing within the next 12 months?

- O Yes
- O No
- O Not Sure

If yes, please indicate why you are considering leaving your school of nursing (Check All the Apply):

- O Organizational structure
- O Organizational Culture
- O Leadership
- O Work environment
- O Salary
- O Seeking promotion
- O Family
- O Location
- O Language
- O If other, please specify…….

Based on those you selected, please rank order why you are considering leaving:

1. ……
2. ……
3. ……
4. ……
5. ……
6. ……
7. ……
8. ……
9. ……
10. ……
11. ……

Thank you for your time spent taking this survey

APPENDIX 4.2: PERMISSION TO USE ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT

From: **Meredith Smith** meredithbusiness@gmail.com
Subject: Permission to Use Organizational Culture Assessment Instrument (OCAI)
Date: March 17, 2017 at 8:48 AM
To: sanaa14@email.unc.edu

Dear Sanaa,

Thank you for your inquiry regarding the Organizational Culture Assessment Instrument (OCAI). Kim Cameron copyrighted the OCAI in the 1980s, but because it is published in the Diagnosing and Changing Organizational Culture book, it is also copyrighted by Jossey Bass.

The instrument may be used free of charge for research or student purposes, but a licensing fee is charged when the instrument is used by a company or by consulting firms to generate revenues. As a graduate student, you may use it free of charge. Please be sure all surveys include the appropriate copyright information (© Kim Cameron). Professor Cameron would appreciate it if you would share your results with him when you finish your study.

We do have a local company (BDS, Behavioral Data Services, 734-663-2990, Sherry.Slade@b-d-s.com) which can distribute the instrument on-line, tabulate scores, and produce feedback reports for a fee. These reports include comparison data from approximately 10,000 organizations--representing many industries and sectors, five continents, and approximately 100,000 individuals.

I hope this explanation is helpful. Congratulations on your program, and I wish you well on your project.

Best wishes,

Meredith Smith

Assistant to Kim Cameron

APPENDIX 5.1: OVERALL FINDINGS OF THREE-PAPER DISSERTATION

Scoping Review	Qualitative Pilot Study	Mixed Methods Study
Multi-Country Perspectives	**Deans' Perspectives**	**Faculty's Perspectives**
Descriptions of cultural diversity among faculty in the academic workplace	Descriptions of Cultural Diversity in Saudi Schools of Nursing	Faculty Descriptions of Organizational Culture: *Current and Preferred*
Factors associated with increasing retention among diverse faculty members	Challenges of Managing Diverse Faculty Environments	Faculty Descriptions of Leadership Strategies: *Current and Preferred*
Strategies for building an academic culture that values faculty diversity	Leadership Strategies Used by Saudi Deans	Facilitators of Preferred Leadership Strategies
	Effects of Cultural Diversity in Saudi Nursing Schools	Barriers to Preferred Leadership Strategies