

Appendix 1: Table of Literature

Article	Contributing Factors	Manifestations	Impact	Strategies
Aquino et al. (2018)	<ul style="list-style-type: none"> •PhD-prepared faculty •Older faculty •Academic work 	<ul style="list-style-type: none"> •Burnout (emotional exhaustion and depersonalization) 	<ul style="list-style-type: none"> •Intent to leave nursing academia 	<ul style="list-style-type: none"> •Increase faculty from diverse backgrounds, including younger faculty •Supportive and positive work environments •Promote faculty well-being •Emotional support for PhD-prepared faculty
Braswell (2022)	<ul style="list-style-type: none"> •Uncaring behaviors •Unsupportive work environment 	<ul style="list-style-type: none"> •Decreased prioritization of self-care practices 		<ul style="list-style-type: none"> •Self-caring practices (Caring Science) •Supportive work environment •Organizational support for a caring culture
Drafahl (2020)	<ul style="list-style-type: none"> •Negative workplace culture 	<ul style="list-style-type: none"> •Burnout (personal, work, and student) 	<ul style="list-style-type: none"> •Decreased faculty feelings of creativity 	<ul style="list-style-type: none"> •Leadership support for a healthy work environment
Farber et al. (2020)	<ul style="list-style-type: none"> •Institutional support •Bullying, incivility, and lack of respect •Tenure expectations (research, practice, and teaching demands) •Workload •Salary 	<ul style="list-style-type: none"> •Burnout (average) •Secondary traumatic stress •Life balance (moderate) •Compassion satisfaction (average) •Lack of self-care 	<ul style="list-style-type: none"> •Leaving the institution •Intent to leave the profession 	<ul style="list-style-type: none"> •Improve workload and work-life balance •Promote intergenerational collaborations •Mentoring •Communication with leadership •Use of joint appointments •Prepare students for the nurse faculty role

<p>Hosseini et al. (2022)</p>	<ul style="list-style-type: none"> •Gender, level of education, and marital status •Hours of work and full-time work •Number of classroom students taught •Job pressure •Perceived stress •Subjective well-being •Job satisfaction •Work setting satisfaction •Workplace empowerment •Collegial support •Management style •Fulfillment of self-expectations •Communication style •Humor •Academic position 	<ul style="list-style-type: none"> •Burnout (emotional exhaustion, depersonalization, and personal accomplishment) 		<ul style="list-style-type: none"> •Health policy and psychosocial support and interventions
<p>Hudgins et al. (2022)</p>	<ul style="list-style-type: none"> •Toxic leadership (micromanagement, abusive supervision, and authoritarian leadership) 		<ul style="list-style-type: none"> •Faculty attrition •Job satisfaction 	<ul style="list-style-type: none"> •Positive and healthy work environment •Identify and address toxic leadership behaviors
<p>Kinser et al. (2019)</p>	<ul style="list-style-type: none"> •Research challenges •Confusion regarding role and expectations •Lack of mentoring and resources for midcareer 	<ul style="list-style-type: none"> •Burnout 	<ul style="list-style-type: none"> •Attrition •Career dissatisfaction 	<ul style="list-style-type: none"> •Mentoring programs •Career workshops •Research support time

	<ul style="list-style-type: none"> faculty •Workload •Work-life balance •Organizational policies, practices, and culture •Nurse faculty shortage •Faculty-to-student ratio •Clinical supervision •Older faculty, women, and faculty of color 			<ul style="list-style-type: none"> •Awards and recognition •Support to improve teaching •Supportive culture •Clear communication strategies •Reduce workload •Individual and family policies
Lee et al. (2017)	<ul style="list-style-type: none"> •PhD-prepared faculty •Older faculty •Academic work 	<ul style="list-style-type: none"> •Burnout (emotional exhaustion) 	<ul style="list-style-type: none"> •Intent to leave academic position 	<ul style="list-style-type: none"> •Increase diversity of nursing faculty age
Luckett (2020)	<ul style="list-style-type: none"> •Workload demands (teaching, service, scholarship, and clinical competence) •Organizational changes and requirements during a crisis 	<ul style="list-style-type: none"> •Burnout (frustration, decreased productivity, overworked, emotionally drained, overeating/undereating, hypersomnia/insomnia, and gastrointestinal symptoms) 		<ul style="list-style-type: none"> •Crisis preparedness training •Healthy work environment •Early recognition •Decrease workload •Communication •Meaningful relationships
Melnyk et al. (2023)	<ul style="list-style-type: none"> •Lack of appreciation (organizational support and salary) •Role concerns (DNP/PhD and tenure/clinical track) 	<ul style="list-style-type: none"> •Anxiety •Depression •Burnout •Low mattering 		<ul style="list-style-type: none"> •Wellness culture •Decrease system issues •Build resiliency (faculty, staff, and students)

	<ul style="list-style-type: none"> •Time for scholarship •Burnout cultures (workload) •Faculty preparation for teaching 			<ul style="list-style-type: none"> •Increase mattering
Miller (2021)	<ul style="list-style-type: none"> •Institutional factors (workload, not enough time, unsupportive leadership, salary, and administrative work) •Student coping (negative) •Student learning (negative) 	<ul style="list-style-type: none"> •Compassion fatigue 	<ul style="list-style-type: none"> •Role attrition or intent to leave 	<ul style="list-style-type: none"> •Early identification and intervention
Moyer (2022)	<ul style="list-style-type: none"> •Workload (course preparation, grading, student advisement, online teaching, and email management) •Role demands (increasing enrollments, large class sizes, expectations for student success, tenure and promotion, and teaching, scholarship, and service) •Working schedule (weekend, evenings, and breaks) 	<ul style="list-style-type: none"> •Poor work-life balance •Decreased self-care (rest and recreation) •Burnout 		<p>Workload:</p> <ul style="list-style-type: none"> •Aligning teaching, research, and practice interests •Use of simulation and dedicated education units for clinical supervision •Academic-practice partnerships •Joint appointment contracts •Professional development programs •Using part-time faculty •Faculty release time <p>Supportive Work Environments:</p> <ul style="list-style-type: none"> •Family support •Administrative support •Manageable class sizes

				<ul style="list-style-type: none"> •Resources •Collaboration and relationship building <p>Mentoring:</p> <ul style="list-style-type: none"> •Orientation to the institution and nursing program <p>Professional Development:</p> <ul style="list-style-type: none"> •Time management, prioritization, boundary setting, protected time, teamwork, conflict resolution, and resilience training •Preparing graduate students for the nurse faculty role •Incorporating self-care concepts across nursing programs <p>Internal Motivation:</p> <ul style="list-style-type: none"> •Consider personal, family, and professional priorities to identify realistic role expectations
Mullins and McQueen (2017)	<ul style="list-style-type: none"> •Faculty demands (teaching, research, and service) •Heavy workloads •Maintaining clinical competence 	<ul style="list-style-type: none"> •Compassion fatigue (exhaustion, avoidance of situations, hyperarousal, numbness, post-traumatic stress disorder, hopelessness, depersonalization, detachment, burnout, headaches, gastrointestinal issues, sleep disturbances, mood swings, irritability, depression, poor 		<ul style="list-style-type: none"> •Self-care practices •Education (coping mechanisms and teamwork) •Administrative leadership (creating an environment that promotes teamwork and positive working relationships) •Mentoring

		concentration and judgment, decreased empathy, loss of meaning in work, chronic fatigue, muscle tension, cynicism, frustration, self-medication with alcohol, increased use of sick/vacation days, and existential questioning)		<ul style="list-style-type: none"> •Renewal techniques •Recognition and rewards •Supportive work environment and culture •Early recognition •Employee assistance programs and onsite counseling •Art therapy, support groups, debriefing, breaks, massage chairs, aromatherapy, journaling, meditation and prayer, nutrition, exercising, reducing stress, social events, hobbies, and nurturing spiritual needs
Oermann (1998)	<ul style="list-style-type: none"> •Job expectations for clinical nursing faculty •Work-life balance •Workload •Teaching unprepared students •Work-related constituencies •Maintaining clinical competence 	•Physical and emotional exhaustion		<ul style="list-style-type: none"> •Mentoring •Recognition and awards •Preparing clinical faculty for the role
Owens (2017)	<ul style="list-style-type: none"> •Lack of administrative and institutional support •Environment (bullying, incivility, and lack of respect) •Demands (student, technology, and tenure) •Workload (salary, faculty turnover, clinical practice, and teaching models) 	<ul style="list-style-type: none"> •Life balance (moderate) •Professional quality of life (compassion satisfaction [high scores], burnout [low scores], and secondary stress [high scores]) 		

	<ul style="list-style-type: none"> •Time for self-care 			
Rothacker-Peyton et al. (2022)	<ul style="list-style-type: none"> •Limited administrative and organizational support •Faculty with increased experience and tenured/tenured track faculty 	<ul style="list-style-type: none"> •Burnout •Secondary traumatic stress •Trouble sleeping, easily annoyed, thinking about work, and arousal, intrusion, and avoidance symptoms •Low resilience 		<ul style="list-style-type: none"> •Sabbaticals for tenured faculty •Workload calculations •Transparent communication •Collaborative decision making •Compensation
Ruth-Sahd and Grim (2020)		<ul style="list-style-type: none"> •High compassion satisfaction •Low burnout •Low secondary traumatic stress 		<ul style="list-style-type: none"> •Improving the work environment •Self-care (stress management, self-regulation techniques, and therapeutic coping strategies) •Faculty presence at conferences (networking and empowerment) •Compensation •Faculty involvement in decision-making processes
Sacco and Kelly (2021)	<ul style="list-style-type: none"> •COVID-19 pandemic •Academic position •University/administrative related issues •Increased workload/decreased resources •Uncertainty (work and life) •Students' educational experiences •Historical context (sociopolitical concerns) 	<ul style="list-style-type: none"> •Student and faculty well-being •Burnout (occasional) 		<ul style="list-style-type: none"> •Resilience and adaptive skills •Supporting new faculty

	<ul style="list-style-type: none"> •Decreased teaching experience 			
Sciarra (2020)	<ul style="list-style-type: none"> •Personal and professional factors •Academic teaching level, tenure status, and educational preparation did not significantly impact burnout symptoms 	<ul style="list-style-type: none"> •Burnout (emotional exhaustion and depersonalization) •High personal accomplishment 		<ul style="list-style-type: none"> •Early identification and prevention •Supportive interventions and programs for nursing faculty
Shirey (2006)	<ul style="list-style-type: none"> •Heavy workload •Personal/professional life balance •Clinical competence •Demands of multiple constituencies •Early career faculty •Marital status •Higher level of educational preparation •Lower hardiness •Poor self-esteem •Type A personality •External locus of control •High job expectations and idealism (teaching, service, and research) •Expectations for promotion and tenure •Lack of empowerment structures 	<ul style="list-style-type: none"> •Burnout •Exhaustion (physical, emotional, and mental) •Cynicism and depersonalization •Inefficacy (reduced personal accomplishment) 		<ul style="list-style-type: none"> •Mentoring programs •Renewal techniques •Organizational engagement factors
Singh et al. (2019)	<ul style="list-style-type: none"> •Work-life balance 	<ul style="list-style-type: none"> •Burnout 	<ul style="list-style-type: none"> •Job dissatisfaction •Attrition/intent to 	<ul style="list-style-type: none"> •Mentorship

	<ul style="list-style-type: none"> •Workload •Resources and support •Adapting to change and resilience •Age (novice academics and preretirement) •Noncaring culture (bullying) •Lack of sense of belonging •Lack of autonomy •High leader role expectations •Role ambiguity •Nurse faculty shortage 	<ul style="list-style-type: none"> •Anxiety •Isolation 	leave	<ul style="list-style-type: none"> •Resiliency training •Supportive relationships and reducing bullying •Support for professional development and research •Support and resources for decreasing workload •Work-related empowerment to enhance job satisfaction
Thomas et al. (2019)	<ul style="list-style-type: none"> •Organizational, interpersonal, or individual/personal factors •Teaching expectations, service, and research •Incivility and bullying •Professional service commitments •Promotion and tenure •Online learning formats •Low salary •Workload •Work-life balance •Student demands and expectations (NCLEX pass rates, graduation rates, faculty-to-student 	<ul style="list-style-type: none"> •Burnout •Exhaustion, insomnia, lack of concentration, isolation, decrease in job performance, impatience, apathy, frustration, anxiety, depression, sadness, anger, hopelessness, pessimism, cynicism, lack of enjoyment, and detachment •Physical symptoms (chest pain, palpitations, shortness of breath, dizziness, headaches, fainting, gastrointestinal discomfort, increase in illnesses, and loss of appetite) 	<ul style="list-style-type: none"> •Leaving the profession •Nurse faculty shortage •Job dissatisfaction 	<ul style="list-style-type: none"> •Leadership support (transformational leadership) •Decreasing demands •Balancing workload •Healthy work environment •Mentorship and coaching •Early intervention •Recognition •Self-care practices

	ratios) <ul style="list-style-type: none"> •Mentoring, counseling, and advising students and faculty 	<ul style="list-style-type: none"> •Secondary stress 		
Yedidia et al. (2014)	<ul style="list-style-type: none"> •Workload •Role and status •Administrative responsibilities •Work-life balance •Availability of travel funds •Salary and benefits •Relationships with administration •Direction of department or school •Teaching and technology support •Age (preretirement) •Meaningfulness of work 	<ul style="list-style-type: none"> •Burnout (emotional exhaustion) 	<ul style="list-style-type: none"> •Intent to leave academic nursing •Work dissatisfaction 	<ul style="list-style-type: none"> •Dedicated education units •Use of simulation •Belonging to an academic consortium •Incentives for graduate-prepared nurses to pursue faculty careers

Appendix 2: Faculty Burnout and Related Concepts: Emergent Themes

	Aquin o et al. (20 18)	Bras well (20 20)	Dra fahl (20 20)	Far ber et al. (20 20)	Hos seini et al. (20 22)	Hud gins et al. (20 22)	Kin ser et al. (20 19)	Lee et al. (20 17)	Luc kett (20 20)	Mel nyk et al. (20 23)	Mil ler (20 21)	Mo yer (20 22)	Mull ins and McQ ueen (19 8) (20 17)	Oer man (19 8)	Ow ens (20 17)	Rothacke r-Peyton et al. (2022)	Ruth- Sahd and Grim (202 0) (20 21)	Sac co and Kel ly (20 21)	Sci arra (20 20)	Shi rey (20 06)	Sin gh et al. (20 19)	Tho mas et al. (20 19)	Yed idia et al. (20 14)
Contributing Factors																							
PhD-prep ared faculty	X						X																
Gender				X		X															X		
Age of faculty	X					X	X													X	X	X	
Marital status				X															X				
Faculty experienc e															X		X	X	X	X			
Teaching , service, and scholarsh ip			X			X		X	X		X	X							X		X		
Tenure and promotio n			X						X		X			X	X				X		X		
Clinical competen ce								X				X	X						X				
Workplac e culture and environm ent	X	X		X		X			X						X					X	X		
Incivility, bullying, and lack of respect	X		X												X					X	X		

Toxic leadership behaviors					X																	
Organizational support and empowerment			X	X					X	X				X	X				X	X	X	
Workload			X			X		X	X	X	X	X	X			X		X	X	X	X	X
Work-life balance						X						X						X	X	X	X	
Working schedule				X						X												
Salary			X						X	X				X						X	X	
Faculty-to-student ratio						X														X		
Nurse faculty shortage						X													X			
Advising											X									X		
COVID-19 pandemic									X								X					
Sociopolitical concerns																X						
Manifestations																						
Burnout	X		X	X	X		X	X	X	X	X	X			X	X		X	X	X	X	X
Compassion fatigue										X		X			X							
Secondary traumatic stress			X											X	X		X				X	

Physical and emotional expressions		X		X					X	X		X	X	X		X		X	X	X		
Impact																						
Intent to leave and attrition	X			X		X	X	X			X									X	X	X
Job or career satisfaction						X	X													X	X	X
Nursing shortage																					X	
Strategies Reported																						
Healthy work environment and culture	X	X	X			X	X		X	X						X					X	
Leadership support and style						X						X									X	
Recognition and rewards							X			X			X	X								X
Mentorship				X			X					X	X	X						X	X	X
Decreasing workload and supporting work-life balance				X			X			X					X			X		X	X	
Communication, collaboration, and relationship				X			X			X	X				X						X	

building																						
Resilienc e									X		X						X			X		
Stress managem ent and self-care practices		X									X	X					X			X	X	