2004 Survey of Iowa's Nursing Faculty and Nursing Education Programs

2004

CENTER FOR HEALTH WORKFORCE PLANNING
BUREAU OF HEALTH CARE ACCESS
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BACKGROUND

A viable supply of qualified faculty nurse educators is required to educate Iowa's nursing workforce. Key stakeholders, including the Iowa Council of Nurses, Iowa Nurses Association, Iowa Association of Colleges of Nursing and Iowa Community College Nurse Education Directors Association have identified a need to support the current pool of Iowa's nursing educators and prepare replacement faculty. At the request of the Center for Health Workforce Planning's Recruitment/Nursing Education Forecasting Group, three concurrent surveys were conducted to collect information about Iowa's nursing faculty and nursing education programs. The purposes of the surveys were: 1) to quantify the supply and projected demand for nursing faculty and 2) to identify incentives and barriers to building and sustaining a career in nursing education.

The faculty surveys were created in two versions. One version was designed to learn more about the experience of nursing faculty members who are not enrolled in formal education programs. The second was designed to learn about the experience of nursing faculty members who are enrolled in formal education programs while teaching nursing. In Iowa, many nursing faculty members enroll in baccalaureate and higher degree programs to meet the academic requirements of Iowa Administrative Code, Nursing Board (655) subsection 2.6 (2) c. that states, in part:

> *(1) A faculty member who was hired to teach in a prelicensure registered nurse program after July 1, 1992, shall have at least a baccalaureate degree with a major in nursing or in an applicable field at the time of hire. This person shall make annual progress toward the attainment of a master's or doctoral degree with a major in nursing or in an applicable field. One degree shall be in nursing. Annual progress means a minimum of one course per year taken as part of an organized plan of study.*
>
> *(3) A registered nurse hired to teach in a master's program shall hold a master's or doctoral degree with a major in nursing at the time of hire.*
>
> *(4) If hired after July 1, 1992, a faculty member hired to teach only in the clinical setting shall have a baccalaureate degree in nursing or in an applicable field or shall make annual progress toward the attainment of such a degree.*

METHODS

The center created three on-line surveys: 1) a program survey to be completed by the director of every Iowa nursing education program; 2) a nursing faculty survey to be completed by individuals currently enrolled in a formal education program; and 3) a nursing faculty survey to be completed by individuals not enrolled in a formal education program. The surveys were pilot tested by 18 nurse educators and eight program directors in five institutions.

Programs directors from 12 baccalaureate, 17 associate degree or combined associate/practical nursing, and one combined associate/baccalaureate degree nursing programs were sent an electronic request to complete the program companion survey, and forward notification and a

request to complete the faculty surveys to all nursing faculty in their institutions. Twenty-one of 30 programs completed the survey for a response rate of 70%.
The faculty surveys (enrolled and not enrolled versions) were distributed by the program directors to 196 faculty in baccalaureate programs and 219 faculty in associate degree programs. Of the 415 faculty who received the survey, 162 faculty members (41 enrolled and 121 not enrolled) completed their respective version for a response rate of 39%.

Respondents directly entered data into an on-line survey engine. The Iowa Department of Public Health Center for Health Statistics performed data analysis, with additional analysis and reporting completed by the Center for Health Workforce Planning.

RESULTS

The data are summarized by survey type as follows:

I. Nursing Program Companion Survey
II. Nursing Faculty Survey – Currently Enrolled in a Formal Education Program
III. Nursing Faculty Survey - Not Enrolled in a Formal Education Program

The summary has been prepared using detailed results of both quantitative and qualitative data maintained in the center.

NOTE: All percentages in this report are rounded to the nearest whole number and do not reflect missing responses. In addition, some items permitted respondents to select multiple answers if applicable. For these reasons, percentages may not always total 100.

I. NURSING PROGRAM COMPANION SURVEY RESULTS

TABLE 1 Position of Program Companion Survey Respondents in the Nursing Education Program

	n	%
Full-time administrator	8	38%
Administrator with teaching responsibility	11	52%
Full-time faculty	2	10%
TOTAL	**21**	

Over one-half of those completing the program companion survey are program administrators with teaching responsibility. More than one-third of respondents are full-time administrators.

TABLE 2 Type of Degree, Diploma or Certificate Offered by Nursing Program[1]

	n	% of 21 Programs Surveyed
Practical Nursing	11	52%
Associate Degree	13	62%
Baccalaureate	9	43%
Academic Masters	2	10%
Professional Masters	0	0%
Post Masters	2	10%
Doctorate	0	0%
Other	0	0%
Programs Offering Multiple Degrees, Diplomas or Certificates		
Practical Nursing and Associate Degree	11	52%
Associate Degree and Baccalaureate	1	5%
Baccalaureate, Academic Masters and Post Masters	2	10%

The largest proportion (62%) of the programs offer an associate degree in nursing, and over half (52%) of respondents offer a practical nursing program. Baccalaureate degrees are offered by 43% of the programs. Fourteen of the programs (67%) offer more than one type of nursing program.

[1] Programs may offer more than one degree, diploma or certificate.

TABLE 3 Number of Faculty Employed by Position Type

	Full-Time		Part-Time		Adjunct	
	n	%	n	%	n	%
Classroom only	11	6%	7	3%	15	6%
Clinical only	6	3%	160	80%	184	78%
Classroom/clinical combined	178	90%	34	17%	32	14%
Other	3	2%	0	0%	5	2%
TOTAL	**198**		**201**		**236**	

The majority (90%) of full-time faculty positions are classified as having both classroom and clinical responsibilities whereas the majority of part-time faculty positions (80%) and adjunct faculty positions (78%) are clinical only.

Thirty-seven percent of all faculty are employed on an adjunct basis. Full-time and part-time faculty comprise 31% and 32% of the total nursing faculty workforce respectively.

The following operational definitions of full-time, part-time and adjunct were provided to survey respondents to guide them in completing these items:

Full-time: Contracted approximately 40 hours per week for at least 9 months per year.
Part-time: Contracted for continuing employment for less than a full-time position.
Adjunct: Employed on a term-by-term "as needed" part-time basis with no continuing contract.

TABLE 4 Number of Unfilled Nursing Faculty Positions by Specialty – Spring 2004[2]

	Full-Time		Part-Time		Adjunct	
	n	%	n	%	n	%
Medical only	0	0%	0	0%	0	0%
Surgical only	0	0%	0	0%	0	0%
Medical/Surgical	9	82%	10	40%	17	77%
Obstetrics	0	0%	2	8%	1	5%
Pediatrics	1	9%	2	8%	2	9%
Maternal/Child	0	0%	9	36%	0	0%
Psychiatric	0	0%	1	4%	0	0%
Community Health	0	0%	0	0%	0	0%
Critical Care	0	0%	0	0%	0	0%
Gerontology	0	0%	0	0%	2	9%
ARNP-CRNA	0	0%	0	0%	0	0%
ARNP-NP	0	0%	1	4%	0	0%
ARNP-CNS	0	0%	0	0%	0	0%
ARNP-CNM	0	0%	0	0%	0	0%
Program Administrator	1	9%	0	0%	0	0%
Clinical Preceptors	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%
TOTAL	**11**		**25**		**22**	

Respondents report 58 faculty vacancies (11 full-time, 25 part-time and 22 adjunct) in spring 2004. The greatest need for faculty is in the medical/surgical specialty area where 36 vacant positions, or 62 percent of total vacancies, are found.

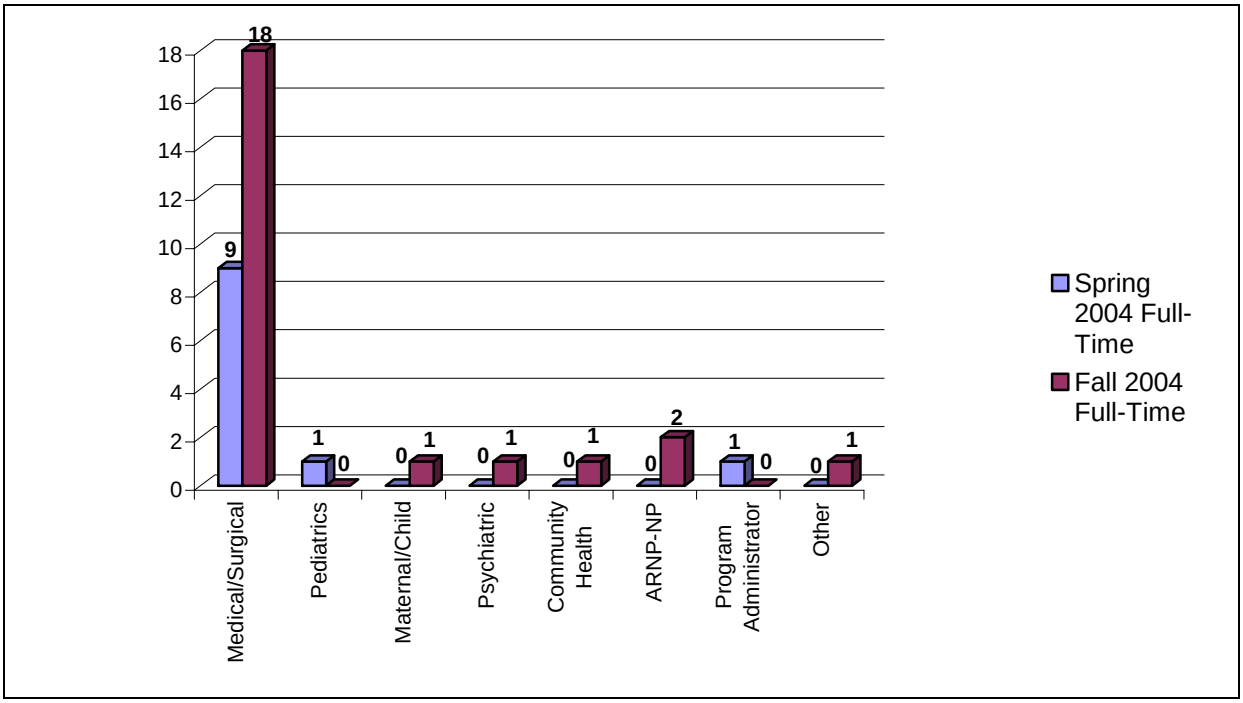
[2] In the annual reports of nursing education programs submitted to the Iowa Board of Nursing (IBON) in November 2003, programs reported 70 (29 full-time and 41 part-time) nursing faculty vacancies. The number of vacancies in the present survey is lower than the number reported to the IBON because the survey does not include data from 100% of the nursing education programs.

TABLE 5 Number of Projected Unfilled Nursing Faculty Positions by Specialty – Fall 2004

	Full-Time		Part-Time		Adjunct	
	n	%	n	%	n	%
Medical only	0	0%	0	0%	0	0%
Surgical only	0	0%	0	0%	0	0%
Medical/Surgical	18	75%	25	64%	32	49%
Obstetrics	0	0%	2	5%	0	0%
Pediatrics	0	0%	3	8%	3	5%
Maternal/Child	1	4%	0	0%	1	2%
Psychiatric	1	4%	1	3%	4	6%
Community Health	1	4%	4	10%	5	8%
Critical Care	0	0%	0	0%	0	0%
Gerontology	0	0%	0	0%	5	8%
ARNP-CRNA	0	0%	0	0%	0	0%
ARNP-NP	2	8%	4	10%	0	0%
ARNP-CNS	0	0%	0	0%	0	0%
ARNP-CNM	0	0%	0	0%	0	0%
Program Administrator	0	0%	0	0%	0	0%
Clinical Preceptors	0	0%	0	0%	12	18%
Other	1	4%	0	0%	3	5%
TOTAL	**24**		**39**		**65**	

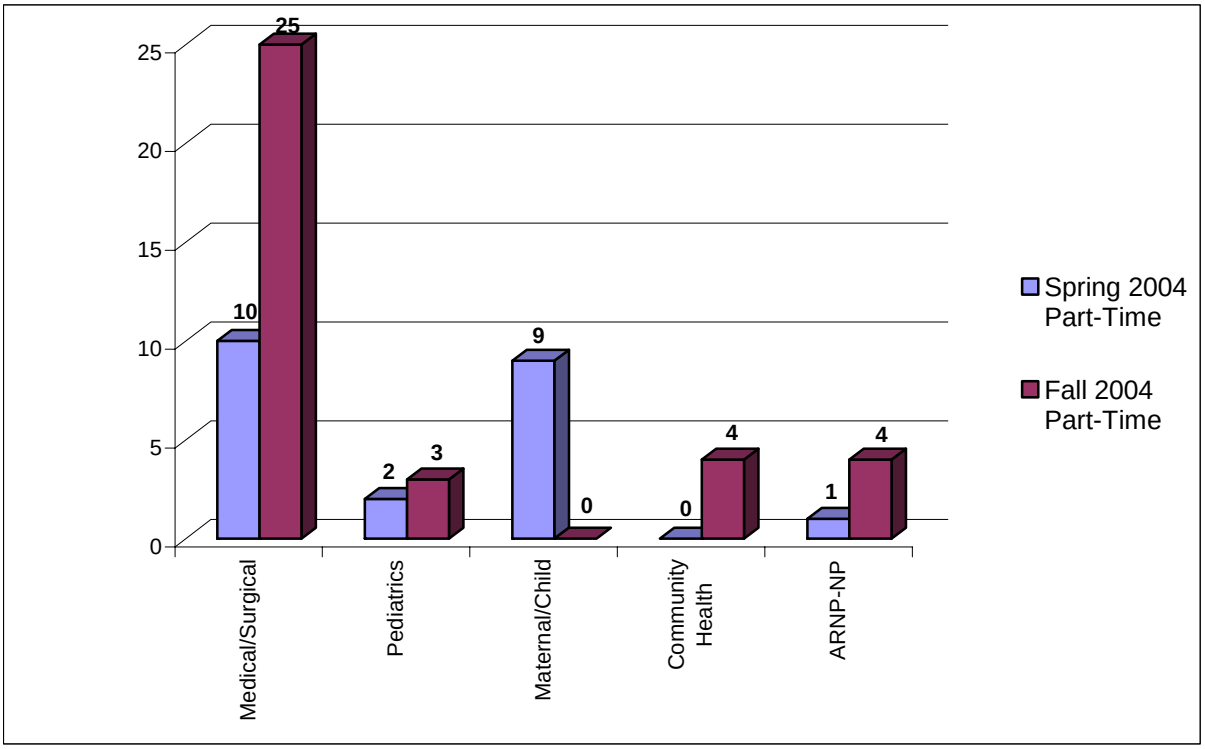
Respondents project 128 faculty vacancies (24 full-time, 39 part-time and 65 adjunct) in fall 2004. The greatest need for faculty is projected in the medical/surgical specialty area where 75 vacant positions or 59% of total vacancies are projected.

CHART 1 Unfilled Full-Time Nursing Faculty Positions by Specialty – Spring 2004 (Current) and Fall 2004 (Projected)



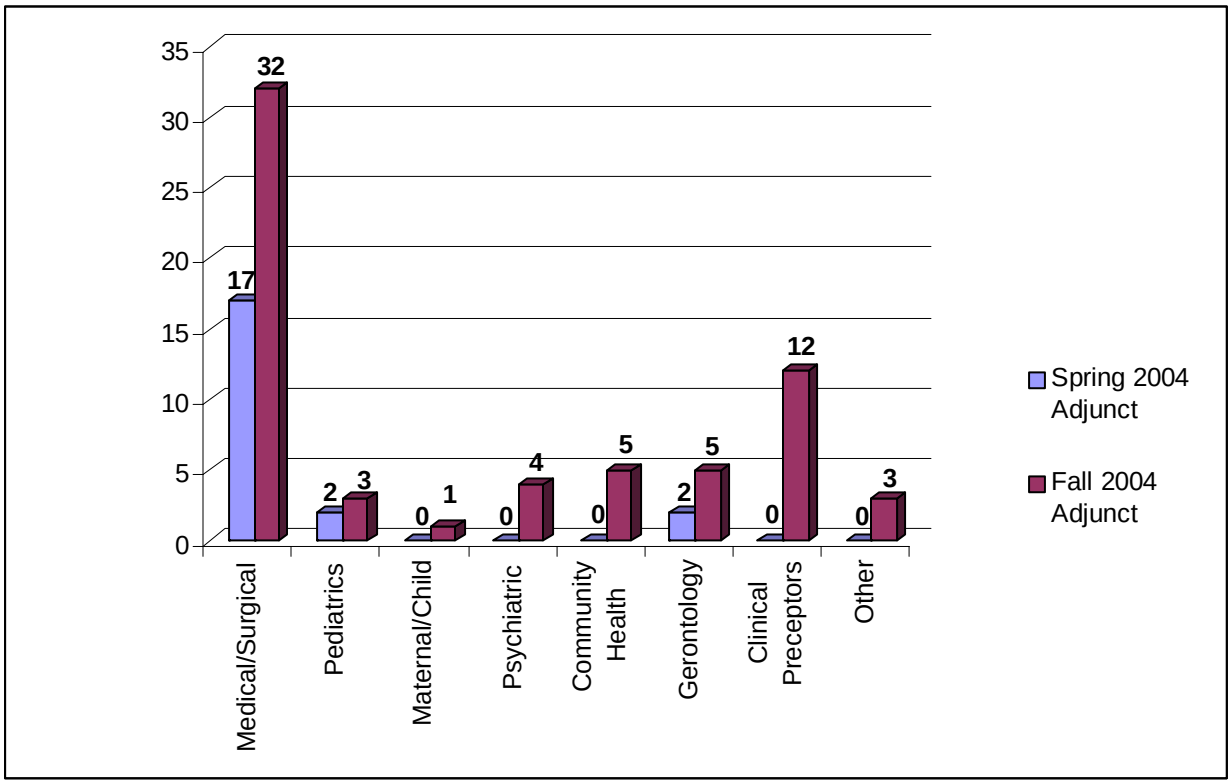
The number of unfilled full-time nursing faculty positions is expected to increase from spring 2004 to fall 2004 in the following specialties: medical/surgical, maternal/child, psychiatric, community health, ARNP-NP, and other.

CHART 2 Unfilled Part-Time Nursing Faculty Positions by Specialty – Spring 2004 (Current) and Fall 2004 (Projected)



The number of unfilled part-time nursing faculty positions is expected to increase from spring 2004 to fall 2004 in the following specialties: medical/surgical, pediatrics, community health and ARNP-NP.

CHART 3 Unfilled Adjunct Nursing Faculty Positions by Specialty – Spring 2004 (Current) and Fall 2004 (Projected)



The number of unfilled adjunct nursing faculty positions is expected to increase from spring 2004 to fall 2004 in the following specialties: medical/surgical, pediatrics, maternal/child health, psychiatric, community health, gerontology, clinical preceptors, and other.

TABLE 6 Perception of Whether the Number of Budgeted Faculty Positions Accurately Reflects Current Faculty Need

	n	%
Yes	9	43%
No	12	57%

Over half (57 %) of respondents do not believe that the number of faculty positions budgeted by their institutions accurately reflects the number of faculty currently needed to teach. Further analysis revealed that the answers to this item do not vary significantly by the type of nursing program(s) offered by the responding institution.

Iowa Administrative Code, Nursing Board (655) subsection 2.6 (1) f.:

In a pre-licensure program, a ratio of one faculty member to a maximum of eight students in practice situations involving direct patient care after September 1, 2002.

TABLE 7 External Subsidization of Nursing Faculty Positions

	n	%
Number of fully subsidized faculty positions	0	0%
Number of partially subsidized faculty positions	0	0%
No faculty positions subsidized but need for external funding anticipated	6	29%
No faculty positions subsidized and no need for external funding anticipated	7	33%

No respondents say that nursing faculty positions are either fully or partially subsidized by an entity external to the institution. Twenty-nine percent of respondents identify a need for such financial support.

TABLE 8 Benefits Offered to Part-Time Nursing Faculty

	N	%
Yes	8	38%
No	13	62%

Nearly two-thirds (62%) of respondents report that their institution does not offer benefits to part-time nursing faculty. Benefits were not defined in this survey.

TABLE 9 Current Institutional Cap on Nursing Student Enrollment

	N	%
Yes	10	48%
No	11	52%

Almost half (48%) of respondents report that their institutions cap nursing student enrollments.

TABLE 10 Projected Need to Cap Enrollments of Nursing Students

	N	%
Yes	18	86%
No	3	14%

The majority (86%) of respondents anticipate a need to cap nursing student enrollments in the future.

TABLE 11 Projected 3-Year Need for Additional Nursing Faculty Beyond Current Budgeted Positions

		Range		Mean	Standard Deviation
	n	Minimum	Maximum		
Full-Time	61	0	6	2.90	1.84
Part-Time	69	0	10	3.83	3.40

Projecting three years out, respondents identify an aggregate need for 61 full-time (ranging from 0 to 6 per institution) and 69 part-time (ranging from 0 to 10 per institution) nursing faculty beyond the current number of budgeted positions if enrollment trends continue. On average, the program directors project a need to add 2.90 full-time and 3.83 part-time nursing faculty positions per institution by 2007.

TABLE 12 Need for Nursing Faculty Compared to One Year Ago

	n	%
More	16	76%
Same	5	24%
Fewer	0	0%

When asked to compare their present need for nursing faculty to the previous year, 76% of respondents report a need for more nursing faculty.

TABLE 13 Projected 3-Year Nursing Faculty Retirements

	n	Range		Mean	Standard Deviation
		Minimum	Maximum		
Full-Time	27	0	6	1.42	1.54
Part-Time	18	0	3	1.13	1.15

In the aggregate, respondents project a total of 27 full-time (ranging from 0 to 6 per institution) and 18 part-time (ranging from 0 to 3 per institution) nursing faculty retirements over the next three years. On average, the program directors anticipate 1.42 full-time and 1.13 part-time faculty retirements per institution.

TABLE 14 Time Required to Fill Vacant Faculty Positions

	n	%
<60 days	1	5%
60-90 days	8	38%
>90 days	12	57%

Over half (57%) of the respondents report that the time required to fill a vacant nursing faculty position exceeds 90 days. Only 5% of programs are able to fill nursing faculty positions in less than 60 days.

TABLE 15 Average Number of Applicants for a Vacant Faculty Position

Range		Mean	Standard Deviation
Minimum	Maximum[3]		
2	6	3.63	1.56

The respondents report receiving an average of 3.63 applicants for each vacant nursing faculty position. This item does not address applicant qualifications.

[3] The maximum value excludes one response that identifies an average of 14 applicants per vacant position. This value is deemed an outlier.

TABLE 16 Number of Applicants Academically Unqualified and Unwilling or Unable to Pursue Advanced Education

	Range		Mode
n	Minimum	Maximum	
60	0	12	0

Respondents report a total of 60 applicants (ranging from 0 to 12 per institution) who were academically unqualified and did not wish or were unable to pursue the academic requirements of the position. This item does not identify specific degrees or reasons why applicants do not wish to pursue advanced education. Refer to the background section of this report (p. 5) for the academic requirements of Iowa Administrative Code, Nursing Board (655) subsection 2.6 (2) c.

TABLE 17 Number of Applicants Who Declined a Nursing Faculty Position Due to Unacceptable Salary

	Range		Mode
n	Minimum	Maximum	
39	0	6	0

In the past twelve months, respondents report a total of 39 applicants (ranging from 0 to 6 per institution) who declined employment because the salary was unacceptable.

TABLE 18 Number of Nursing Faculty Enrolled in Master's Degree Programs

	Range		Mean	Standard Deviation
N	Minimum	Maximum		
44	0	6	2.10	2.05

Respondents report a total of 44 nursing faculty currently enrolled in programs leading to a master's degree in nursing or an applicable field. This reflects an average of 2.10 enrolled faculty per program.

TABLE 19 Number of Clinical Instructors Enrolled in Baccalaureate Programs

	Range		Mean	Standard Deviation
N	Minimum	Maximum		
40	0	7	2.00	2.45

Respondents report a total of 40 clinical instructors currently enrolled in baccalaureate programs. This reflects an average of 2.00 enrolled clinical instructors per program.

TABLE 20 Change in Nursing Student Enrollment Compared to Previous Year

	%
Stayed the same	14%
Increased by <10%	10%
Increased by 10-20%	29%
Increased by 21-30%	10%
Increased by >30%	33%
Decreased by <10%	0%
Decreased by 10-20%	0%
Decreased by 21-30%	0%
Decreased by >30%	0%

More than 80% of responding programs report that nursing student enrollments have increased in the current academic year. Enrollments increased by more than 30% in one-third of the reporting programs and remained level in 14% of the programs. No program reports a decrease in enrollments.

TABLE 21 Impact of Increased Student Enrollment on Institution

	%
New or longer waiting list for admission	62%
More students in the classroom	86%
Larger number of clinical groups	57%
Increased faculty work load	95%
Increased need for support services (e.g., tutoring, personal or financial aid counseling)	81%
No impact	0%
Not applicable, enrollments have not increased	0%

The most frequently reported impact is increased faculty workload (95%) followed by more students in the classroom (86%), increased need for support services (81%), new or longer admission waiting lists (62%) and more clinical groups (57%). More than half the respondents report their institutions are being impacted in all these ways.

TABLE 22 Projected Change in Nursing Student Enrollment in the Next Academic Year

Projected to:	%
Stay the same	10%
Increase by <10%	33%
Increase by 10-20%	33%
Increase by 21-30%	24%
Increase by >30%	0%
Decrease by <10%	0%
Decrease by 10-20%	0%
Decrease by 21-30%	0%
Decrease by >30%	0%

Ninety percent of reporting programs project an increase in nursing student enrollments in the next academic year. Over half (57%) anticipate more than a 10% increase in enrollments, and almost one-fourth anticipate more than a 20% increase. Many programs that project an increase are constrained by capped enrollments. No program projects a decrease in enrollments in the next year.

TABLE 23 Adequacy of Faculty Staffing Levels to Meet Projected Enrollment Demand

	n	%
Yes	8	38%
No	13	62%

Almost two-thirds of the respondents (62%) do not think that nursing faculty staffing levels will be adequate to meet enrollment demand in the next academic year.

TABLE 24 Adequacy of Number of Student Clinical Experiences to Meet Projected Enrollment Demand

	n	%
Yes	11	48%
No	10	52%

Respondents are almost evenly split in their perception of the adequacy of the number of student clinical experiences to meet projected enrollment demand in the next academic year. More than half do not think the number of clinical experiences will be adequate.

TABLE 25 Adequacy of Quality of Student Clinical Experiences to Meet Projected Enrollment Demand and Clinical Objectives

	n	%
Yes	13	62%
No	8	38%

Despite the increased demand for clinical experiences and clinical instructors, 62% of respondents feel the quality of student clinical experiences is adequate to meet enrollment demand and clinical objectives in the next academic year. Thirty-eight percent do not think the quality of student clinical experiences will be adequate.

TABLE 26 Helpful Strategies to Accommodate Increased Enrollment

	N	%
Increased full-time nursing faculty	8	38%
Increased part-time nursing faculty	12	57%
Sponsored joint faculty-clinical appointments	6	29%
Expanded clinical experiences	9	43%
Altered admission and/or progression policies	6	29%
Increased academic support services	6	29%
Increased other student support services	2	10%
Increased faculty salaries	4	19%
Expanded evening/weekend classes	8	38%
Expanded on-line classes	3	14%
No changes	1	5%
Other (e.g., expanded classroom and lab space, preceptorships)	2	10%
Not applicable, enrollment has not increased	2	10%

The top strategies (i.e., identified by more than one-third of respondents) that help to accommodate increased enrollment are: increased part-time nursing faculty (57%), expanded clinical experiences (43%), increased full-time nursing faculty (38%) and expanded evening/weekend classes (38%). Strategies least frequently identified include increased non-academic support services, expanded on-line classes, and increased faculty salaries.

TABLE 27 Faculty Flexibility in Scheduling Clinical Teaching

	n	%
Yes, evenings	16	76%
Yes, weekends	10	48%
No	5	24%

Over three-fourths of respondents report that nursing faculty in their programs have flexibility to schedule clinical teaching in the evenings (76%) and on the weekends (48%).

TABLE 28 Helpful Strategies to Retain Nursing Faculty

	n	%
Salary and benefit incentives	11	52%
New faculty orientation	4	19%
Faculty mentoring during first 12 months of employment	10	48%
Tuition reimbursement or waiver	6	29%
Tuition agreement for family members	8	38%
Release time to earn advanced degrees	4	19%
Opportunities for professional advancement (e.g., promotion, tenure track)	7	33%
Access to institutional amenities (e.g., cultural events, fitness center, child care, library)	5	24%
Part-time employment option	8	38%
In-services (e.g., computer training, teaching strategies)	6	29%
Other (e.g., schedule flexibility)	3	14%

The top strategies identified by more than one-third of respondents that help to retain nursing faculty are: salary and benefits incentives (52%), faculty mentoring during first 12 months of employment (48%), tuition agreement for family members (38%), part-time employment option (38%) and opportunities for professional advancement (33%). Some respondents comment that while they are not presently making use of some of these strategies, they would like to be able to do so. One respondent identifies a need for recommendations on the use of substitute faculty.

Tuition Reimbursement and Support for Faculty Development

When asked to describe their institutional policy on tuition reimbursement, nine respondents (43%) state that their institution does not offer tuition reimbursement for faculty or has no formal policy. Only full-time faculty members are eligible for tuition reimbursement or professional development funds in five institutions (24%). Varying levels of tuition reimbursement or professional development funds are available to both full-time and part-time faculty in six institutions (29%). One college offers free tuition for courses taken at the institution toward completion of a bachelor's degree. Five institutions provide faculty salary increases upon completion of additional coursework.

Faculty Release Time for Formal Education

Eleven of the reporting institutions (52%) provide release time to faculty who pursue advanced degrees. Most require the faculty member to schedule release time around existing clinical and classroom teaching responsibilities. Only 19% of respondents identify release time as a helpful strategy to retain nursing faculty (see Table 28). Nine responding institutions (43%) do not have a policy on faculty release time for pursuing advanced degrees.

II. NURSING FACULTY SURVEY RESULTS – CURRENTLY ENROLLED IN A FORMAL EDUCATION PROGRAM RESULTS

TABLE 29 Number of Years of Faculty Experience – Enrolled Nursing Faculty

Range		Mean	Median	Standard Deviation
Minimum	Maximum			
1	36	6.31	4.00	6.60

Nursing faculty respondents who are currently enrolled in formal education programs exhibit between 1 and 36 years of teaching experience with a mean of 6.31

TABLE 30 Work Effort - Enrolled Nursing Faculty

	n	%
Full-time	29	71%
Part-time	7	17%
Adjunct	4	10%

The majority (71%) of nursing faculty respondents who are enrolled in formal education programs are full-time faculty members.

TABLE 31 Average Number of Hours per Week Spent Fulfilling Faculty Responsibilities – Enrolled Nursing Faculty

Faculty Responsibility	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
Teach nursing theory in classroom	0	30	6.95	6.00	5.61
Teach laboratory skills	0	16	3.60	2.00	4.35
Teach in a clinical setting	0	32	13.00	15.00	6.58
Prepare for teaching	2	32	10.32	10.00	6.57
Evaluate learning	1	20	6.46	5.00	5.20
Advise and/or counsel students	0	20	2.84	2.00	3.50
Recruit students	0	6	0.54	0.00	1.34
Provide service to the college	0	6	1.36	1.00	1.20
Provide program coordination	0	10	1.35	1.00	1.97
Committee responsibilities (college and program)	0	8	2.06	2.00	1.69
Other	0	2	1.00	1.00	1.00

Nursing faculty respondents who are enrolled in formal education programs spend an average of 13.00 hours per week teaching in a clinical setting, 10.32 hours per week preparing for teaching, 6.95 hours per week teaching nursing theory in the classroom, 6.46 hours per week evaluating learning and 3.60 hours per week teaching laboratory skills. Respondents reported means of fewer than 3 hours per week on all other faculty responsibilities.

TABLE 32 Length of Nursing Faculty Contract – Enrolled Nursing Faculty

Range		Mean	Median	Standard Deviation
Minimum	Maximum			
2	12	9.47	9.00	1.72

The average contract period for nursing faculty respondents who are enrolled in formal education programs is 9.47 months per year. Contract periods range from 2 to 12 months per year.

TABLE 33 Number of Hours Worked for Another Employer in an Average Week – Enrolled Nursing Faculty

	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
While teaching nursing	0	40	4.47	0.00	8.23
While not teaching nursing	0	36	6.45	0.00	9.92

Nursing faculty respondents who are enrolled in formal education programs work an average of 4.47 hours per week for another employer while teaching nursing and 6.45 hours per week while not teaching nursing. Most do not work for another employer.

TABLE 34 Change in Teaching Load Over Faculty Career – Enrolled Nursing Faculty

	N	%
Increased	25	61%
Decreased	2	5%
Stayed the same	13	32%

The majority (61%) of nursing faculty respondents who are enrolled in formal education programs report that their teaching loads have increased over the course of their nursing education careers. Almost one-third report no change in their teaching load.

TABLE 35 Intent to Build and/or Continue Nursing Education Career – Enrolled Nursing Faculty

	N	%
Yes, definitely	34	83%
Yes, somewhat	5	12%
No	1	2%

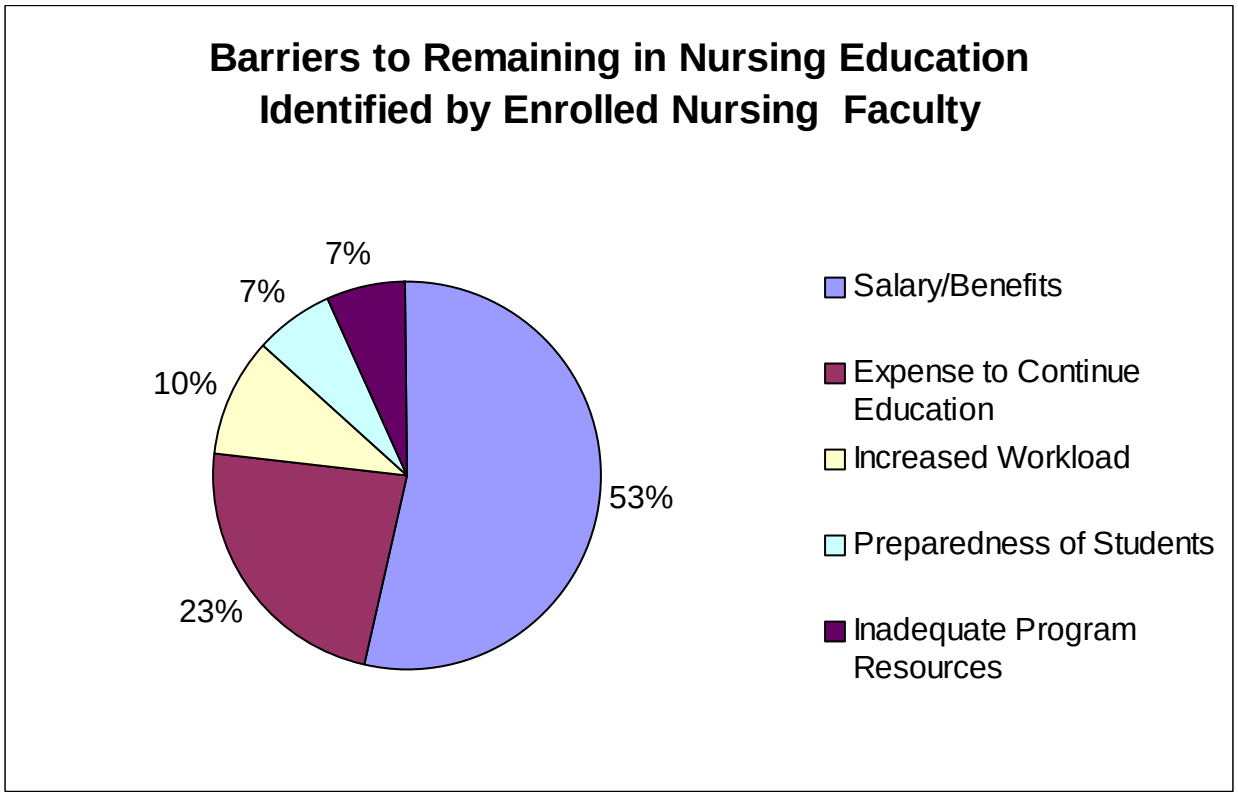
A large majority (83%) of nursing faculty respondents who are enrolled in formal education programs intend to build and/or continue their nursing education career. An additional 12% indicate their tentative intent to do so.

TABLE 36 Top Incentives to Remain in Nursing Education – Enrolled Nursing Faculty

	n	%
Enjoyment of teaching	34	83%
Salary and other financial benefits	6	15%
Academic schedule and work hours	30	73%
Institutional support for advanced degrees	5	12%
Creative work environment	14	34%
Opportunity for personal growth	21	51%
Recognition from administration and colleagues	1	2%
Potential for career advancement	7	17%
Opportunity to maintain clinical competence	4	10%
Other (e.g., complements family responsibilities, personal satisfaction in seeing growth in students, opportunity to work with wonderful nursing instructors)	3	7%

Among enrolled nursing faculty respondents enrolled in formal education programs, the most commonly identified incentive to remain in nursing education is enjoyment of teaching (83%). This is followed by academic schedule and work hours (73%) and opportunity for personal growth (51%). The least frequently identified incentive is recognition from administration and colleagues.

CHART 4



When asked to identify barriers that might prevent them from remaining in nursing education, the nursing faculty respondents enrolled in formal education programs identify salary and benefits (53%), expense to continue their education (23%), increased workload (10%), lack of preparedness of incoming students (7%), and inadequate program resources such as curriculum, administrative support and supplies (7%).

Selection of Representative Responses

"Teaching nursing is very demanding and not like teaching most subjects. There is so much to educating a good, safe nurse. Without nurses where would our health care system and the health of our people in this country be?"

"I really enjoy teaching our nursing students, but the time and energy required, along with the great financial burden to advance education is very great. My hospital-based friends are making nearly the same salary and when they are off work, their time is their own."

"There are very few opportunities in my area of the state for teaching and for advancing education. We have a very difficult time hiring new instructors because the pay does not compete with other nursing jobs that offer hour flexibility."

"My biggest problem with my education program currently is that, as a new instructor, I only have time to take one course per semester, and it is not enough to qualify for student loans."

TABLE 37 Decreased Salary to Teach Nursing – Enrolled Nursing Faculty

	n	%
Yes	25	61%
No	15	37%

The majority (61%) of nursing faculty respondents who are enrolled in formal education programs report that they accepted lower salaries to teach nursing.

TABLE 38 Highest Academic Degree Obtained – Enrolled Nursing Faculty

	n	%
Associate in Nursing	3	7%
Baccalaureate in Nursing	15	37%
Masters in Nursing	15	37%

Of those nursing faculty respondents who are enrolled in formal education programs, 37% have as their highest degree a masters in nursing, 37% have a baccalaureate degree in nursing and 7% have an associate degree in nursing. Twenty percent of survey respondents did not complete this item.

TABLE 39 Degree Granting Institutions in Which Nursing Faculty Are Presently Enrolled

	n	%
Allen College	2	5%
Clarke College	3	8%
Clarkson College*	2	5%
Coe College	1	3%
Des Moines Area Community College	1	3%
Eastern Iowa Community College	1	3%
Graceland University*	1	3%
Illinois State University*	1	3%
Iowa State University	5	13%
Kirkwood Community College	1	3%
Nebraska Methodist College*	1	3%
Northeast Iowa Community College	1	3%
Scott Community College	1	3%
University of Iowa	9	23%
University of Minnesota*	1	3%
University of Northern Iowa	2	5%
University of Phoenix – Online*	3	8%
University of South Dakota*	2	5%
University of Wyoming*	1	3%

*Denotes out-of-state program.

Nursing faculty respondents in formal education programs are enrolled in 19 programs, eight of which are out-of-state. The largest number (23%) are enrolled at the University of Iowa. An additional 13% are enrolled at Iowa State University, and 8% are enrolled at either Clarke College or the University of Phoenix – Online.

TABLE 40 Academic Track Selected – Enrolled Nursing Faculty

	n	%
Education	29	71%
Administration	4	10%
Clinical	7	17%
Other (e.g., research)	1	2%

Almost three-fourths (71%) of nursing faculty respondents enrolled in formal education programs select a nursing education track. Other tracks selected by the respondents are clinical (17%), administration (10%), and research (2%).

TABLE 41 Degree Pursued – Enrolled Nursing Faculty

	n	%
Baccalaureate in nursing	4	10%
Other baccalaureate	0	0%
Masters in nursing	14	34%
Other masters	0	0%
Doctorate in nursing	3	7%
Other doctorate	0	0%

Approximately one-third (34%) of nursing faculty respondents enrolled in formal education programs are pursuing a masters degree in nursing. Ten percent are pursuing a baccalaureate degree in nursing, and 7% are pursuing a doctorate degree in nursing. Almost half of the respondents did not complete this item.

Length of Enrollment

Nursing faculty were asked to estimate the total number of semesters they would be enrolled from beginning to completion of their program of study. Several respondents misinterpreted this item and provided the number of semester hours instead. While this precluded data analysis, the amount of time required to complete a degree is an important issue that warrants further research.

TABLE 42 Anticipated Total Debt to be Incurred by Completion of Degree – Enrolled Nursing Faculty

Range		Mean	Median	Standard Deviation
Minimum	Maximum			
$5,000	$40,000	$17,843.75	$11,250.00	$14,568.15

Nursing faculty respondents who are enrolled in formal education programs anticipate an average total debt of $17,843.75 by the time they complete their degree. The minimum amount of debt projected is $5,000 and the maximum is $40,000.

TABLE 43 Anticipated Increase in Salary within First Year of Completion of Degree – Enrolled Nursing Faculty

	n	%
<$5,000	30	73%
$5,000 – 10,00	3	7%

Within the first year of completion of their degree, 73% of nursing-faculty respondents who are enrolled in formal education programs anticipate an increase in salary of less than $5,000. No respondent projected an increase greater than $10,000.

TABLE 44 Tuition Reimbursement Provided by College – Enrolled Nursing Faculty

	n	%
Yes, 100% of actual expenses	1	2%
Yes, 50-99% of actual expenses	2	5%
Yes, <50% of actual expenses	10	24%
No	24	59%

Less than one-third of nursing faculty respondents who are enrolled in formal education programs report that their nursing-education employer offers tuition reimbursement. When tuition reimbursement is provided, it is most likely to be less than half of actual expenses.

TABLE 45 Impact of Tuition Reimbursement on Choice to be Nursing Faculty – Enrolled Nursing Faculty

	n	%
Yes, definitely	7	17%
Yes, somewhat	8	20%
No	15	37%
Not applicable	9	22%

Equal proportions of nursing faculty respondents who are enrolled in formal education programs report that the availability of tuition reimbursement does (37%) or does not (37%) impact their choice to be a faculty member.

TABLE 46 Availability of Release Time to Attend Class Offered by the Employing Institution – Enrolled Nursing Faculty

	n	%
Yes	13	32%
No	23	56%

Less than one-third of nursing-faculty respondents who are enrolled in formal education programs report that their employing institution offers release time to attend class.

TABLE 47 Impact of Release Time to Attend Class on Choice to be Nursing Faculty – Enrolled Nursing Faculty

	N	%
Yes, definitely	4	10%
Yes, somewhat	13	32%
No	10	24%
Not applicable	12	29%

Release time to attend class impacts the choice of 42% of enrolled nursing faculty respondents to teach nursing. Approximately one-fourth of the respondents responded that release time to attend class did not impact their choice to be a faculty member.

Sixty-eight percent of respondents report that their employing institution provides incentives other than tuition reimbursement and release time to attend classes which impact their choice to teach nursing. Incentives identified include health care benefits, tenure and ability to advance to a full professorship, peer support, salary advancement, professional development funding, and on-line course work.

TABLE 48 Perceived Barriers to Pursuing an Advanced Degree to Teach Nursing – Enrolled Nursing Faculty

	n	%
Tuition and fees	26	63%
Anticipated loan burden	14	34%
Net income loss while enrolled	2	5%
Minimal salary differential after graduation	18	44%
Distance to educational institution	5	12%
Personal responsibilities	16	39%
Intensity of academic study	9	22%
Timeline to graduation	5	12%
Difficulty scheduling courses	8	20%
None	2	5%
Other (e.g., possible loss of faculty position, poor advancement potential, age, and declining interest in nursing)	6	15%

Tuition and fees are the most common barriers to pursuing an advanced degree to teach nursing identified by respondents who are enrolled in formal education programs (63%). Other barriers include minimal salary differential after graduation (44%), personal responsibilities (39%), and anticipated loan burden (34%).

TABLE 49 Age of Enrolled Nursing Faculty

	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
Current age	33	58	45.33	44.50	6.36
Age at time respondent became nursing faculty	23	51	39.08	40.00	7.04

The mean current age of nursing faculty respondents who are enrolled in formal education programs is 45.33 years. The mean age for this group at the time they became nursing faculty was 39.08 years.

TABLE 50 Planned Years Remaining in Nursing Education – Enrolled Nursing Faculty

	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
Years planned remaining in nursing education	0	30	15.18	15.00	7.34
Years planned remaining in nursing education in Iowa	0	30	14.24	15.00	7.87

On average, nursing faculty enrolled in formal education programs plan to remain in nursing education 15.18 years. They plan to teach nursing in Iowa for an average of 14.24 years.

TABLE 51 Gender of Enrolled Nursing Faculty

	n	**%**
Female	38	93%
Male	2	5%

Ninety-three percent of nursing faculty enrolled in formal education programs are female.

TABLE 52 Type of Nursing Education Program in which Respondents Currently Teach - Enrolled Nursing Faculty

	n	%
Practical Nursing	18	44%
Associate Degree	21	51%
Baccalaureate	12	29%
Masters	1	2%
Doctorate	1	2%
Other	0	0%

The largest proportion (51%) of nursing faculty enrolled in formal education programs teach in associate degree programs followed by those who teach in practical nursing programs (44%). Twenty-nine percent teach in baccalaureate programs while only 2% teach in masters and doctorate programs. A total of 11 nursing faculty members enrolled in a formal education program teach in an institution that offers more than one type of nursing degree or teach at multiple institutions.

Note: In Iowa, most practical nursing programs are offered in community colleges that also provide associate degree RN programs.

III. NURSING FACULTY SURVEY RESULTS – NOT ENROLLED IN A FORMAL EDUCATION PROGRAM

TABLE 53 Number of Years of Faculty Experience – Not Enrolled Nursing Faculty

Range		Mean	Median	Standard Deviation
Minimum	Maximum			
1	36	12.97	13.00	10.16

Nursing faculty who are not enrolled in a formal education program range in years of faculty experience from 1 to 36 years with a mean of 12.97 years.

TABLE 54 Work Effort – Not Enrolled Nursing Faculty

	n	%
Full-time	88	73%
Part-time	20	17%
Adjunct	12	10%

Almost three-fourths (73%) of nursing faculty who are not enrolled in formal education programs are employed as full-time faculty members.

TABLE 55 Average Number of Hours per Week Spent Fulfilling Faculty Responsibilities – Enrolled Nursing Faculty

Faculty Responsibility	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
Teach nursing theory in classroom	0	24	5.35	5.00	4.25
Teach laboratory skills	0	16	3.14	1.50	3.99
Teach in a clinical setting	0	37	10.55	12.00	6.97
Prepare for teaching	1	32	9.03	6.00	7.18
Evaluate learning	1	24	5.10	3.50	4.06
Advise and/or counsel students	0	10	2.66	1.50	2.39
Recruit students	0	12	0.66	0.50	1.54
Provide service to the college	0	40	2.61	1.50	5.06
Provide program coordination	0	30	3.04	1.50	5.21
Committee responsibilities (college and program)	0	9	2.58	2.00	2.41

Nursing faculty not enrolled in formal education programs spend a mean of 10.55 hours per week teaching in a clinical setting, 9.03 hours per week preparing for teaching, 5.35 hours per week teaching nursing theory in the classroom, 5.10 hours per week evaluating learning, 3.14 hours per week teaching laboratory skills, and 3.04 hours per week providing program coordination. On average, respondents reported fewer than 3 hours per week on all other faculty responsibilities.

TABLE 56 Length of Nursing Faculty Contract – Not Enrolled Nursing Faculty

Range		Mean	Median	Standard Deviation
Minimum	Maximum			
0	12	9.58	9.00	1.54

The average contract period for nursing faculty members who are not enrolled in a formal education program is 9.58 months per year.

TABLE 57 Number of Hours Worked for Another Employer in an Average Week – Not Enrolled Nursing Faculty

	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
While teaching nursing	0	56	3.06	0.00	8.98
While not teaching nursing	0	56	7.07	0.00	11.63

Faculty not enrolled in a formal education program work an average of 3.06 hours per week for another employer while teaching nursing and 7.07 hours per week while not teaching nursing. Seventy-three percent of this group do not work for another employer while teaching nursing, and 55% do not work for another employer even while not teaching.

TABLE 58 Change in Teaching Load Over Faculty Career – Not Enrolled Nursing Faculty

	n	%
Increased	81	67%
Decreased	9	7%
Stayed the same	30	25%

The majority (67%) of nursing faculty not enrolled in a formal education program report an increase in teaching load over the course of their nursing education careers. One-quarter report no change in their teaching load.

TABLE 59 Intent to Build and/or Continue Nursing Education Career – Not Enrolled Nursing Faculty

	n	%
Yes, definitely	60	50%
Yes, somewhat	48	40%
No	10	8%

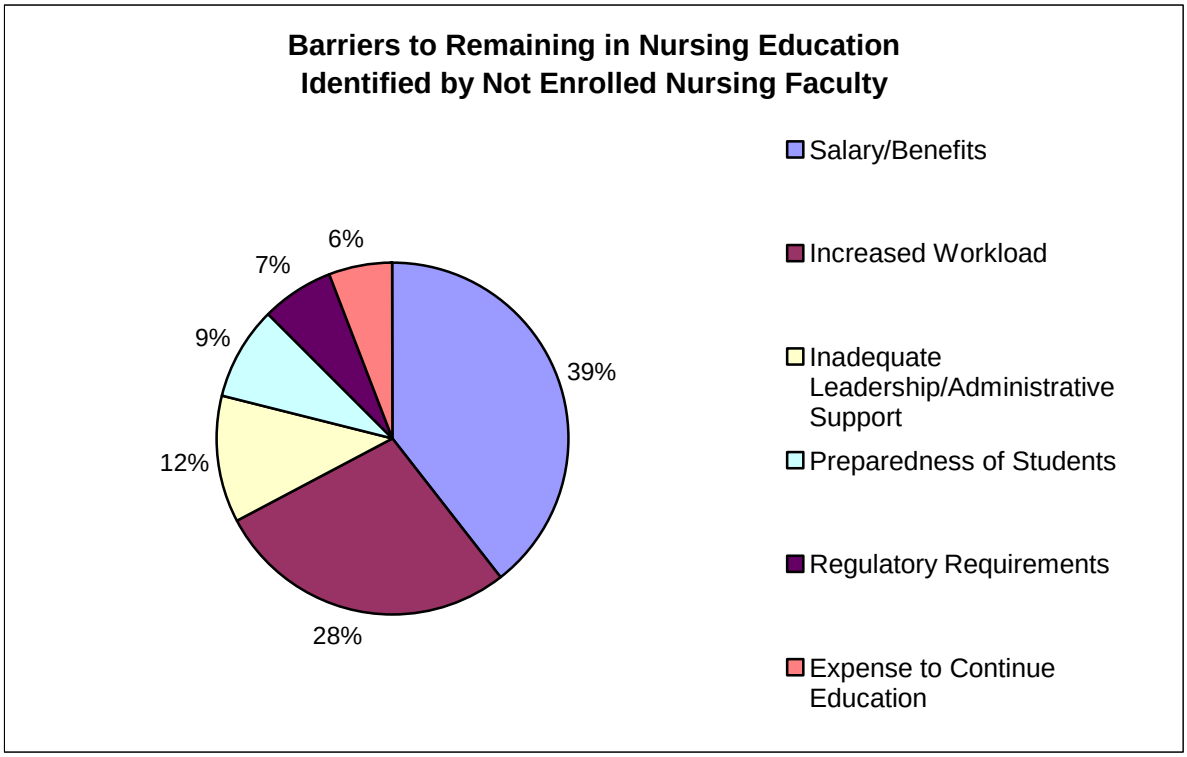
Half of the nursing faculty who are not enrolled in formal education programs reported they definitely intend to build and/or continue their nursing education career. An additional 40% tentatively indicated their intent to do so.

TABLE 60 Top Incentives to Remain in Nursing Education – Not Enrolled Nursing Faculty

	n	%
Enjoyment of teaching	113	93%
Salary and other financial benefits	24	20%
Academic schedule and work hours	74	61%
Institutional support for advanced degrees	4	3%
Creative work environment	45	37%
Opportunity for personal growth	59	49%
Recognition from administration and colleagues	3	3%
Potential for career advancement	3	3%
Opportunity to maintain clinical competence	23	19%
Other (e.g., students, IPERS, working with other professional nurses, opportunity to facilitate expert care giving, opportunity to conduct research, lack of other opportunities in this area)	12	10%

Among nursing faculty not enrolled in formal education programs, the most commonly identified incentive to remain in nursing education is the enjoyment of teaching (93%). This is followed by academic schedule and work hours (61%) and opportunity for personal growth (49%).

CHART 5



When asked to identify barriers that might prevent them from remaining in nursing education, the nursing faculty not enrolled in formal education programs identified the following factors: salary and benefits (39%), increased workload (28%), inadequate leadership/administrative support (12%), lack of preparedness of incoming students (9%), regulatory requirements (7%), and expense to continue their education (6%).

Selection of Representative Responses

"Lack of time to accomplish adequate preparation for the nursing students to comprehend the material and put it into long term memory. Nursing is becoming more complex, with more for the students to learn, with fewer faculty doing the teaching, and less time."

"Long days - expectations to start clinical prior to 6 am - drive to another location and teach classroom content - resulting in a 12 hour day without a break or time to prepare adequately for class. I will not do this on a regular basis!"

"It is very draining!!! You do not feel a sense of accomplishment at the end of the day. I remember feeling that I was very good with patients, and sensing that your efforts were appreciated. Today's students are very demanding and unappreciative."

"Increased class size; lack of faculty input into curriculum changes; lack of support by department and college administration."

"Lack of administrative support, substandard students progressing in program, inconsistent goals with administration."

"SALARY is not enough to compensate for the required education. New grads are making $6 less per hour than me with a MSN and 30 years nursing experience."

"Salaries are not good for the amount of knowledge and preparation. Compare salaries to university salaries and we are seriously underpaid! We are also underpaid in regard to what a hospital nurse is making per hour."

TABLE 61 Decreased Salary to Teach Nursing – Not Enrolled Nursing Faculty

	n	%
Yes	81	67%
No	39	32%

More than two-thirds (67%) of nursing faculty who are not enrolled in formal education programs reported accepting a decrease in salary to teach nursing.

TABLE 62 Highest Academic Degree Obtained – Not Enrolled Nursing Faculty

	n	%
Associate in nursing	1	1%
Baccalaureate in nursing	24	20%
Masters in nursing	69	57%
Doctorate in nursing	2	2%

Of those nursing faculty not enrolled in a formal education program, 57% respondents hold a masters in nursing, 20% hold a baccalaureate in nursing, 2% hold a doctorate in nursing and 1% hold an associate degree in nursing. Twenty percent of survey respondents did not complete this item.

TABLE 63 Perceived Barriers to Pursuing an Advanced Degree to Teach Nursing – Not Enrolled Nursing Faculty

	N	%
Tuition and fees	37	31%
Anticipated loan burden	20	17%
Net income loss while enrolled	9	7%
Minimal salary differential after graduation	37	31%
Distance to educational institution	16	13%
Personal responsibilities	31	26%
Intensity of academic study	18	15%
Timeline to graduation	6	5%
Difficulty scheduling courses	10	8%
None	3	3%
Other	17	14%
NA – already hold required advanced degree and do not intend to pursue additional education	49	41%
NA – do not hold required advanced degree and do not intend to pursue required degree	6	5%

Forty-one percent of nursing faculty members who are not enrolled in a formal education program report that they already have the degree required to continue teaching nursing and do not intend to pursue additional education at this time. The most commonly identified barriers to pursuing an advanced degree to teach nursing are tuition and fees (31%) and minimal salary differential after graduation (31%). Nursing faculty not enrolled in formal education programs identified other significant barriers, including personal responsibilities (26%) and anticipated loan burden (17%).

TABLE 64 Age of Not Enrolled Nursing Faculty

	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
Current age	28	70	48.52	49.00	8.21
Age at time respondent became nursing faculty	22	61	35.12	34.00	9.21

The mean current age of nursing faculty not enrolled in a formal education program is 48.52. The mean age for this group at the time they became nursing faculty was 35.12.

TABLE 65 Planned Years Remaining in Nursing Education – Not Enrolled Nursing Faculty

	Range		Mean	Median	Standard Deviation
	Minimum	Maximum			
Years planned remaining in nursing education	1	30	9.55	10.00	6.62
Years planned remaining in nursing education in Iowa	0	30	9.00	7.50	6.57

On average, nursing faculty not enrolled in a formal education program plan to remain in nursing education 9.55 years. They plan to teach nursing in Iowa for an average of 9.00 years.

TABLE 66 Gender of Not Enrolled Nursing Faculty

	n	%
Female	118	98%
Male	1	1%

Ninety-eight percent of nursing faculty who are not enrolled in a formal education program are female.

TABLE 67 Type of Nursing Education Program in which Respondents Currently Teach - Not Enrolled Nursing Faculty

	n	%
Practical nursing	45	37%
Associate degree	60	50%
Baccalaureate	41	34%
Masters	9	7%
Doctorate	3	3%
Other	0	0%

The largest proportion (50%) of nursing faculty not enrolled in a formal education program teach in associate degree programs followed by those who teach in practical nursing programs (37%). Thirty-four percent teach in baccalaureate programs, 7% teach in a masters program while only 3% teach in doctorate programs.

Note: In Iowa, most practical nursing programs are offered in community colleges that also provide associate degree RN programs.

COMPARISON DATA

Further analysis of the two faculty groups, those enrolled in formal education programs and those not enrolled, reveal many similarities. Items on which the two groups vary significantly ($p < 0.05$) are identified in this section. Analysis of differences of statistical significance is limited by the relatively small sample sizes (n = 41 for enrolled faculty and n = 121 for not enrolled faculty).

Note: Forty-one percent of nursing faculty members who are not enrolled in a formal education program report that they already hold the degree required to continue teaching nursing.

Number of Years of Faculty Experience – Enrolled vs. Not Enrolled Nursing Faculty

Nursing faculty not enrolled in formal education programs have been faculty members significantly longer (mean = 12.97 years) than their enrolled counterparts (mean = 6.28 years).

Intent to Build and/or Continue Nursing Education Career – Enrolled vs. Not Enrolled Nursing Faculty

Seventy-five percent of nursing faculty not enrolled in formal education programs intend to build and/or continue their careers in nursing education. This varies significantly from the proportion of nursing faculty enrolled in formal education programs who intend to build and/or continue their careers in nursing education (25%).

Top Incentives to Remain in Nursing Education – Enrolled vs. Not Enrolled Nursing Faculty

When asked to identify their top incentives to remain in nursing education, nursing faculty enrolled in formal education programs varied significantly from those not enrolled on the following incentives:

Top Incentives to Remain in Nursing Education	Enrolled Faculty	Not Enrolled Faculty
Enjoyment of teaching	83%	93%
Institutional support for advanced degrees	12%	3%
Potential for career advancement	17%	3%

Perceived Barriers to Pursuing an Advanced Degree to Teach Nursing – Enrolled vs. Not Enrolled Nursing Faculty

When asked to identify their perceived barriers to pursuing an advanced degree to teach nursing, nursing faculty enrolled in formal education programs varied significantly from those not enrolled on the following perceived barriers:

Perceived Barriers to Remaining in Nursing Education	Enrolled Faculty	Not Enrolled Faculty
Tuition and fees	63%	31%
Anticipated loan burden	34%	17%
Difficulty scheduling courses	20%	8%

Current Age - Enrolled vs. Not Enrolled Nursing Faculty

Nursing faculty not enrolled in formal education programs are significantly older (mean = 48.52 years old) than their enrolled counterparts (mean = 45.33 years old).

Age at the Time of First Becoming a Nursing Faculty Member - Enrolled vs. Not Enrolled Nursing Faculty

Nursing faculty members not enrolled in formal education programs were significantly younger (mean = 35.12 years old) at the time they became nursing faculty members than were their enrolled counterparts (mean = 39.08 years old).

Planned Years Remaining in Nursing Education – Enrolled vs. Not Enrolled Nursing Faculty

Nursing faculty members enrolled in formal education programs intend to remain in nursing education significantly longer (mean = 15.18 years, 14.24 years in Iowa) than their not enrolled counterparts (mean = 9.55 years, 9.45 years in Iowa).

SUMMARY COMMENTS

The 2004 Survey of Iowa's Nursing Faculty and Nursing Education Programs results demonstrate that:

I. Nursing Program Companion Survey

- Over one-half of those completing the program companion survey work as a program administrator with teaching responsibility. More than one-third of respondents are full-time administrators.

- The largest proportion (62%) of the programs offer an associate degree in nursing, and over half (52%) of respondents offer a practical nursing program. Baccalaureate degrees are offered by 43% of the programs. Fourteen of the programs (two-thirds) offer more than one type of nursing program.

- The majority (90%) of full-time faculty positions are classified as having both classroom and clinical responsibilities, whereas the majority of part-time faculty positions (80%) and adjunct faculty positions (78%) are clinical only.

- Thirty-seven percent of all faculty are employed on an adjunct basis. Full-time and part-time faculty comprise 31% and 32% of the total nursing faculty workforce respectively.

- Respondents report 58 faculty vacancies (11 full-time, 25 part-time and 22 adjunct) in spring 2004. The greatest need for faculty is in the medical/surgical specialty area where 36 vacant positions, or 62 percent of total vacancies, are found.

- Respondents project 128 faculty vacancies (24 full-time, 39 part-time and 65 adjunct) in fall 2004. The greatest need for faculty is projected in the medical/surgical specialty area where 75 vacant positions, or 59% of total vacancies, are projected.

- The number of unfilled full-time nursing faculty positions is expected to increase from spring 2004 to fall 2004 in the following specialties: medical/surgical, maternal/child, psychiatric, community health, ARNP-NP, and other.

- The number of unfilled part-time nursing faculty positions is expected to increase from spring 2004 to fall 2004 in the following specialties: medical/surgical, pediatrics, community health and ARNP-NP.

- The number of unfilled adjunct nursing faculty positions is expected to increase from spring 2004 to fall 2004 in the following specialties: medical/surgical, pediatrics, maternal/child health, psychiatric, community health, gerontology, clinical preceptors, and other.

- Over half (57%) of respondents do not feel that the number of faculty positions budgeted by their institutions accurately reflects the number of faculty needed to teach. Further analysis revealed that the answers to this item do not vary significantly by the type of nursing program(s) offered by the responding institution.

- No respondents report that nursing faculty positions are either fully or partially subsidized by an entity external to the institution. Twenty-nine percent of respondents identify a need for such financial support.

- Nearly two-thirds (62%) of respondents report that their institution does not offer benefits to part-time nursing faculty. Benefits were not defined in this survey.

- Almost half (48%) of respondents report that their institution caps nursing student enrollments.

- The majority (86%) of respondents anticipate a need to cap nursing student enrollments in the future.

- Projecting three years out, respondents identify an aggregate need for 61 full-time and 69 part-time nursing faculty beyond the current number of budgeted positions if enrollment trends continue. On average, the program directors project a need to add 2.90 full-time and 3.83 part-time nursing faculty positions per institution by 2007.

- When asked to compare their present need for nursing faculty to the previous year, 76% of respondents report a need for more nursing faculty.

- In the aggregate, respondents project a total of 27 full-time and 18 part-time nursing faculty retirements over the next three years. On average, the program directors anticipate 1.42 full-time and 1.13 part-time faculty retirements per institution.

- Over half (57%) of the respondents report that the time required to fill a vacant nursing faculty position exceeds 90 days. Only 5% of programs are able to fill nursing faculty positions in less than 60 days.

- The respondents report receiving an average of 3.63 applicants for each vacant nursing faculty position. This item does not address applicant qualifications.

- Respondents report a total of 60 applicants (ranging from 0 to 12 per institution) who were academically unqualified and did not wish or were unable to pursue the academic requirements of the position. This item does not identify specific degrees or reasons why applicants do not wish to pursue advanced education.

- Respondents report a total of 39 applicants (ranging from 0 to 6 per institution) who declined employment in the past twelve months because the salary was unacceptable.

- Respondents report a total of 44 nursing faculty currently enrolled in programs leading to a master's degree in nursing or an applicable field. This reflects an average of 2.10 enrolled faculty per program at single point in time.

- Respondents report a total of 40 clinical instructors currently enrolled in baccalaureate programs. This reflects an average of 2.00 enrolled clinical instructors per program at a single point in time.

- More than 80% of responding programs report that nursing student enrollments have increased in the current academic year. Enrollments increased by more than 30% in one-third of the reporting programs and remained level in 14% of the programs. No program reports a decrease in enrollments.

- The most frequently reported impact is increased faculty workload (95%) followed by more students in the classroom (86%), increased need for support services (81%), new or longer admission waiting lists (62%) and more clinical groups (57%). More than half the respondents report their institution is being impacted in all these ways.

- Ninety percent of reporting programs project an increase in nursing student enrollments in the next academic year. Over half (57%) anticipate more than a 10% increase in enrollments, and almost one-fourth anticipate more than a 20% increase. Many programs that project an increase are constrained by capped enrollments. No program projects a decrease in enrollments in the next year.

- Almost two-thirds of the respondents (62%) do not think that nursing faculty staffing levels will be adequate to meet enrollment demand in the next academic year.

- Respondents are almost evenly split in their perception of the adequacy of the number of student clinical experiences to meet projected enrollment demand in the next academic year. More than half do not think the number of clinical experiences will be adequate in one year.

- Despite the increased demand for clinical experiences and clinical instructors, 62% of respondents feel the quality of student clinical experiences is adequate to meet enrollment demand and clinical objectives in the next academic year. Forty percent do not think the quality of student clinical experiences will be adequate in one year.

- The top strategies (i.e., identified by more than 30% of respondents) that help to accommodate increased enrollment are: increased part-time nursing faculty (57%), expanded clinical experiences (43%), increased full-time nursing faculty (38%) and expanded evening/weekend classes (38%). Strategies least frequently identified include increased non-academic support services, expanded on-line classes, and increased faculty salaries.

- Over three-fourths of respondents report that nursing faculty in their programs have flexibility to schedule clinical teaching in the evenings (76%) and on the weekends (48%).
- The top strategies identified by more than 30% of respondents that help to retain nursing faculty are: salary and benefits incentives (52%), faculty mentoring during first 12 months of employment (48%), tuition agreement for family members (38%), part-time employment option (38%) and opportunities for professional advancement (33%). Some respondents comment that while they are not presently making use of some of these strategies, they would like to be able to do so. One respondent identifies a need for recommendations on the use of substitute faculty.

- When asked to describe their institutional policy on tuition reimbursement, nine respondents (43%) state that their institution does not offer tuition reimbursement for faculty or has no formal policy.

- Only full-time faculty are eligible for tuition reimbursement or professional development funds in five institutions (24%).

- Varying levels of tuition reimbursement or professional development funds are available to both full-time and part-time faculty in six institutions (29%).

- One college offers free tuition for courses taken at the institution toward completion of a bachelor's degree.

- Five institutions provide faculty salary increases upon completion of additional coursework.

- Eleven (52%) reporting institution provide for release time to faculty who pursue advanced degrees. Most require the individual faculty member to schedule release time around existing clinical and classroom teaching responsibilities.

- Nine responding institutions (43%) do not have a policy on faculty release time in pursuit of advanced degrees.

II. Nursing Faculty Survey – Currently Enrolled in a Formal Education Program

- Nursing faculty respondents who are currently enrolled in formal education programs exhibit between 1 and 36 years of teaching experience with a mean of 6.31

- The majority (71%) of nursing faculty respondents who are enrolled in formal education programs are employed as full-time faculty.

- Nursing faculty respondents who are enrolled in formal education programs spend an average of 13.00 hours per week teaching in a clinical setting, 10.32 hours per week preparing for teaching, 6.95 hours per week teaching nursing theory in the classroom, 6.46 hours per week evaluating learning and 3.60 hours per week teaching laboratory skills. Respondents reported means of fewer than 3 hours per week on all other faculty responsibilities.

- The average contract period for nursing faculty respondents who are enrolled in formal education programs is 9.47 months per year. Contract periods range from 2 to 12 months per year.

- Nursing faculty respondents who are enrolled in formal education programs work an average of 4.47 hours per week for another employer while teaching nursing and 6.45 hours per week while not teaching nursing. Most do not work for another employer.

- The majority (61%) of nursing faculty respondents who are enrolled in formal education programs report that their teaching loads have increased over the course of their nursing education careers. Almost one-third report no change in their teaching load.

- A large majority (83%) of nursing faculty respondents who are enrolled in formal education programs definitely intend to build and/or continue their nursing education career. An additional 12% indicate their tentative intent to do so.

- Among enrolled nursing faculty respondents enrolled in formal education programs, the most commonly identified incentive to remain in nursing education is enjoyment of teaching (83%). This is followed by academic schedule and work hours (73%) and opportunity for personal growth (51%). The least frequently identified incentive is recognition from administration and colleagues.

- When asked to identify barriers that might prevent them from remaining in nursing education, the nursing faculty respondents enrolled in formal education programs identify salary and benefits (53%), expense to continue their education (23%), increased workload (10%), lack of preparedness of incoming students (7%), and inadequate program resources such as curriculum, administrative support and supplies (7%).

- The majority (61%) of nursing faculty respondents who are enrolled in formal education programs report that they accepted lower salaries to teach nursing.

- Of those nursing faculty respondents who are enrolled in formal education programs, 37% have as their highest degree a masters in nursing, 37% have a baccalaureate degree in nursing and 7% have an associate degree in nursing. Twenty percent of survey respondents did not complete this item.

- Nursing faculty respondents who are enrolled in formal education programs are enrolled in 19 programs, 8 of which are out-of-state. The largest number (23%) are enrolled at the University of Iowa. An additional 13% are enrolled at Iowa State University, and 8% are enrolled at either Clarke College or the University of Phoenix – Online.

- Almost three-fourths (71%) of nursing faculty respondents who are enrolled in formal education programs select a nursing education track. Other tracks selected by the respondents are clinical (17%), administration (10%), and research (2%).

- Approximately one-third (34%) of nursing faculty respondents who are enrolled in formal education programs are earning a masters degree in nursing. Ten percent are earning a baccalaureate degree in nursing, and 7% are earning a doctorate degree in nursing. Almost half of the respondents did not complete this item.

- Nursing faculty respondents who are enrolled in formal education programs anticipate that an average total debt of $17,843.75 will be incurred by the time they complete their degree. The minimum amount of debt projected is $5,000 and maximum amount is $40,000.

- Within the first year of completion of their degree, 73% of nursing faculty respondents who are enrolled in formal education programs anticipate an increase in salary of less than $5,000. No respondent projected an increase greater than $10,000.

- Less than one-third of nursing faculty respondents who are enrolled in formal education programs report that their nursing education employer offers tuition reimbursement. When tuition reimbursement is provided, it is most likely to be less than half of actual expenses.

- Equal proportions of nursing faculty respondents who are enrolled in formal education programs report that the availability of tuition reimbursement does (37%) or does not (37%) impact their choice to be a faculty member.

- Less than one-third of nursing faculty respondents who are enrolled in formal education programs report that their employing institution offers release time to attend class.

- Release time to attend class impacts the choice of 42% of enrolled nursing faculty respondents to teach nursing. Approximately one-fourth of the respondents reported that release time to attend class did not impact their choice to be a faculty member.

- Sixty-eight percent of respondents report that their employing institution provides incentives other than tuition reimbursement and release time to attend classes which impact their choice to teach nursing. Incentives identified include health care benefits, tenure and ability to advance to a full professorship, peer support, salary advancement, professional development funding, and on-line coursework.

- Tuition and fees are the most common barriers to pursuing an advanced degree to teach nursing identified by respondents who are enrolled in formal education programs (63%). Other barriers include minimal salary differential after graduation (44%), personal responsibilities (39%), and anticipated loan burden (34%). Barriers identified in the 'other' category included possible loss of faculty position, poor advancement potential, age, and declining interest in nursing.

- The mean current age of nursing faculty respondents who are enrolled in formal education programs is 45.33 years. The mean age for this group at the time they became nursing faculty was 39.08 years.

- On average, nursing faculty enrolled in formal education programs plan to remain in nursing education 15.18 years. They plan to teach nursing in Iowa for an average of 14.24 years.

- Ninety-three percent of nursing faculty enrolled in formal education programs are female.

- The largest proportion (51%) of nursing faculty enrolled in formal education programs teach in associate degree programs followed by those who teach in practical nursing programs (44%). Twenty-nine percent teach in baccalaureate programs while only 2% teach in masters and doctorate programs. A total of 11 nursing faculty members enrolled in a formal education program teach in institutions that offer more than one type of nursing degree or teach at multiple institutions.

III. Nursing Faculty Survey - Not Enrolled in a Formal Education Program

- Nursing faculty who are not enrolled in a formal education program range in years of faculty experience from 1 to 36 years with a mean of 12.97 years.

- Almost three-fourths (73%) of nursing faculty who are not enrolled in formal education programs are employed as full-time faculty members.

- Nursing faculty not enrolled in a formal education program spend a mean of 10.55 hours per week teaching in a clinical setting, 9.03 hours per week preparing for teaching, 5.35 hours per week teaching nursing theory in the classroom, 5.10 hours per week evaluating learning, 3.14 hours per week teaching laboratory skills, and 3.04 hours per week providing program coordination. On average, respondents reported fewer than 3 hours per week on all other faculty responsibilities.

- The average contract period for nursing faculty members who are not enrolled in a formal education program is 9.58 months per year.

- Faculty not enrolled in a formal education program work an average of 3.06 hours per week for another employer while teaching nursing and 7.07 hours per week while not teaching nursing. Seventy-three percent of this group do not work for another employer while teaching nursing, and 55% do not work for another employer even while not teaching.

- The majority (67%) of nursing faculty not enrolled in a formal education program report an increase in teaching load over the course of their nursing education careers. One-quarter report no change in their teaching load.

- Half of the nursing faculty who are not enrolled in formal education programs reported they definitely intend to build and/or continue their nursing education career. An additional 40% tentatively indicated their intent to do so.

- Among nursing faculty not enrolled in formal education programs, the most commonly identified incentive to remain in nursing education is the enjoyment of teaching (93%). This is followed by academic schedule and work hours (61%) and opportunity for personal growth (49%).

- When asked to identify barriers that might prevent them from remaining in nursing education, the nursing faculty not enrolled in formal education programs identified the following factors: salary and benefits (39%), increased workload (28%), inadequate leadership/administrative support (12%), lack of preparedness of incoming students (9%), regulatory requirements (7%), and expense to continue their education (6%).

- More than two-thirds (67%) of nursing faculty who are not enrolled in formal education programs reported accepting a decrease in salary to teach nursing.

- Of those nursing faculty not enrolled in a formal education program, 57% respondents have a masters in nursing, 20% have a baccalaureate in nursing, 2% have a doctorate in nursing and 1% have an associate degree in nursing. Twenty percent of survey respondents did not complete this item.

- Forty-one percent of nursing faculty members who are not enrolled in a formal education program report that they already have the degree required to continue teaching nursing and do not intend to pursue additional education at this time. The most commonly identified barriers to pursuing an advanced degree to teach nursing are tuition and fees (31%) and minimal salary differential after graduation (31%). Nursing faculty not enrolled in formal education programs identified other significant barriers including personal responsibilities (26%) and anticipated loan burden (17%).

- The mean current age of nursing faculty not enrolled in a formal education program is 48.52 years old. The mean age for this group at the time they became nursing faculty was 35.12 years.

- On average, nursing faculty not enrolled in a formal education program plan to remain in nursing education 9.55 years. They plan to teach nursing in Iowa for an average of 9.00 years.

- Ninety-eight percent of nursing faculty who are not enrolled in a formal education program are female.

- The largest proportion (50%) of nursing faculty not enrolled in a formal education program teach in associate degree programs followed by those who teach in practical nursing programs (37%). Thirty-four percent teach in baccalaureate programs, 7% teach in a masters program while only 3% teach in doctorate programs.

Comparative Analysis – Faculty Enrolled in Formal Education Programs vs. Faculty Not Enrolled in Formal Education Programs

- Nursing faculty not enrolled in formal education programs have been faculty members significantly longer (mean = 12.97 years) than their enrolled counterparts (mean = 6.28 years).

- Seventy-five percent of nursing faculty not enrolled in formal education programs intend to build and/or continue their careers in nursing education. This varies significantly from the proportion of nursing faculty enrolled in formal education programs who intend to build and/or continue their careers in nursing education (25%).

- When asked to identify their top incentives to remain in nursing education, nursing faculty enrolled in formal education programs varied significantly from those not enrolled on the following incentives: enjoyment of teaching (83 vs. 93%), institutional support for advanced degrees (12% vs. 3%), and potential for career advancement (17% vs. 3%).

- When asked to identify their perceived barriers to pursuing an advanced degree to teach nursing, nursing faculty enrolled in formal education programs varied significantly from those not enrolled on the following perceived barriers: tuition and fees (63 vs. 31%), anticipated loan burden (34% vs. 17%), and difficulty scheduling courses (20 vs. 8%).

- Nursing faculty not enrolled in formal education programs are significantly older (mean = 48.52 years old) than their enrolled counterparts (mean = 45.33 years old).

- Nursing faculty members not enrolled in formal education programs were significantly younger (mean = 35.12 years old) at the time they became nursing faculty members than were their enrolled counterparts (mean = 39.08 years old).

- Nursing faculty members enrolled in formal education programs intend to remain in nursing education significantly longer (mean = 15.18 years, 14.24 years in Iowa) than their not enrolled counterparts (mean = 9.55 years, 9.45 years in Iowa).

ACTION PLAN

Recommendations from the Center for Health Workforce Planning's Recruitment/Nursing Education Forecasting Group will be incorporated into a white paper and posted on the center's web site.

The center values and invites the input of nurses in practice and education, and the public. Comments may be directed to Eileen Gloor at egloor@idph.state.ia.us or Jeneane Moody at jmoody@idph.state.ia.us.