The State of the Schools

Creating a Professional Nursing Workforce for the Future

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President
American Association of Colleges of Nursing
The Infrastructure for Baccalaureate and Graduate Education in Nursing

- 722 senior colleges and universities in the U.S. that produce BSN/MSN/or doctoral graduates
- Growth over the last decade from 632 institutions in 1996 to 709 institutions which offer baccalaureate degrees – moratorium in Georgia
What Are the Issues?

- Demand outstripping capacity
- Faculty – aging and finding other options
- Infrastructure – where is capitation when we need it
- Creating a Diverse Workforce – how are we doing?
A Tale of Two Realities

It was the best of times – it was the worst of times.  
(With apologies to Dickens)
The Best of Times –
A Clamor for Nursing

- Seven years of declining enrollments – and a dramatic reversal of interest in the profession
- Multiple factors – press coverage of growing demand for professional nurses in a complex health care system
- Johnson & Johnson media campaign
Enrollments and Graduations in Generic (Entry-Level) Baccalaureate Nursing Programs, 1993-2006

N of Programs: 408 435\(^1\) 441\(^1\) 439\(^1\) 456 443 455 443 476 487 479 564 577 585
Response Rate: - - - - - - 88% 85% 69% 78% 84% 86% 85% 88% 88% 89%

\(^1\) No denominator data for 1993 - 1996.

Enrollments and Graduations in Master’s Nursing Programs, 1993-2006


1 No denominator data for 1993 - 1996.
Figure 1. Minority Status of Baccalaureate Students, 1990–2006

NOTE: Race/ethnicity data were not collected in 1996. The categories of “race/ethnicity unknown” and “non-resident alien” (foreign) were excluded from the analysis.

Figure 4. Distribution of Baccalaureate, Master’s, and Doctoral Students by Race/Ethnicity, Fall 2004

* Research-focused doctoral students
Be Careful What You Ask For!

“You will spend many years in a luxurious mansion sprawled in front of a warm fireplace.”
Be Careful What You Ask For!

- Dramatic effect from the multiple efforts
- Demand far outpaces ability to respond in schools of nursing
- Revealed other problems that we knew existed but couldn’t address given declining enrollment picture – faculty aging and shortage
Reverse Field of Dreams?

If they come can we build it?
Enrollments and Qualified Students Turned Away

Enrollments in Baccalaureate and Graduate Nursing Programs
Qualified Students Turned Away from Baccalaureate and Graduate Nursing Programs (Applications)

2002: 153,785
2003: 167,786
2004: 193,781
2005: 214,376
2006: 241,021

5,283
28,552
32,797
41,683
42,866

SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2007. AACN is not responsible for errors in reporting by respondent institutions.
Faculty

- Where do they come from? The effect of focusing on numbers
- How long does it take to make a faculty member?
- Who are our competitors?
- Where is nursing in the priority list of academic administrators?
Age of Full-Time Nurse Faculty in 589 Institutions, 2006–2007
(Valid N=12,175)

Mean +/- SD = 51.9 ± 8.7
Median = 53.0
Mode = 51.0
Range = 23–81
{Not Reported = 303}

American Association of Colleges of Nursing © 2007
Aging faculty –

- Age of nurse faculty at retirement is 62.5 years
- Average age of doctorally-prepared faculty currently 53.5 years
- 200–300 doctorally-prepared faculty are expected to retire each year over the next ten years
- 220–280 master's-prepared nurse faculty will be eligible for retirement each year between 2012 and 2018
High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.
Number of Research Focused Doctoral Programs and Graduates, 1991-2006

- 1991 – 54 programs and 351 graduates
- 1999 – 73 programs and 361 graduates
- 2006 – 103 research-focused doctoral programs and 437 graduates: 20 DNP programs and 74 graduates
## Estimated Number and Percent of Nurses with Doctoral Degrees in Nursing Employed in Schools of Nursing (Baccalaureate and Higher)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>1992</td>
<td>2,689</td>
<td>67.7%</td>
</tr>
<tr>
<td>1996</td>
<td>4,214</td>
<td>61.9%</td>
</tr>
<tr>
<td>2000</td>
<td>4,119</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

Percent Change: 18.9%

Mean Time to Receiving the Doctorate Since Receipt of an Undergraduate Degree, 2001

- **Nursing**: 21.8 Years
- **Other Fields**: 12.7 Years

Special Survey of AACN Membership on Vacant Faculty Positions for Academic Year 2007-2008, July 2007

Di Fang, PhD, Director of Research and Data Services
Aye Htut, Research and Data Manager
Special AACN Survey on Vacant Full-Time Faculty Positions for Academic Year 2007-2008: Number and Percent of Schools With and Without Vacant Positions, N=344 AACN Member Respondents (Response Rate = 55.4% of Membership), June 2007

- No Vacancies, No Additional Faculty Needed: N = 58, 17.0%
- No Vacancies, Need Additional Faculty: N = 243, 71.3%
- No Vacancies, But Need Additional Faculty: N = 43, 12.6%

Source: 2007 Survey on Faculty Vacancies, Washington, DC: AACN. © American Association of Colleges of Nursing 2007. All rights reserved.
Most Critical Issues (in Rank Order) Faced by Schools of Nursing for Academic Year 2007-2008
RE: Faculty Recruitment and Retention, July 2007
(N=344 Schools; 55.4% of AACN Membership)

- Noncompetitive salaries
- Limited pool of doctorally prepared faculty
- Lack of qualified applicants
- Finding faculty with the right specialty mix
- Finding faculty willing/able to teach clinical courses and
  finding faculty willing/able to conduct research
- High faculty workload

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Insufficient funds to hire new faculty

Unwillingness of administration to commit to additional full-time positions

Inability to recruit qualified faculty because of competition for jobs with other marketplaces

Qualified applicants for faculty positions are unavailable in your geographic area

Source: 2007 Survey on Faculty Vacancies. Washington, DC: AACN. © American Association of Colleges of Nursing 2007. All rights reserved.
Comparison of Full-Time Calendar Year Instructional Nurse Faculty Salaries and Selected Non-Academic Base Salaries 2006-2007 (All US)

<table>
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<tr>
<th>Instructional Faculty:</th>
<th>Median*</th>
<th>75th Percentile</th>
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<tbody>
<tr>
<td>Assoc. Prof. (Doctoral)</td>
<td>$85,556</td>
<td>$95,471</td>
</tr>
<tr>
<td>Asst. Prof. (Doctoral)</td>
<td>$74,948</td>
<td>$81,741</td>
</tr>
<tr>
<td>Assoc. Prof. (Master’s)</td>
<td>$69,141</td>
<td>$77,708</td>
</tr>
<tr>
<td>Asst. Prof. (Master’s)</td>
<td>$62,683</td>
<td>$70,000</td>
</tr>
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<table>
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<tr>
<th>Non-Academic Positions:</th>
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<tbody>
<tr>
<td>Head of Nursing</td>
<td>$166,209</td>
<td>$194,318</td>
</tr>
<tr>
<td>Nursing Director</td>
<td>$101,835</td>
<td>$115,941</td>
</tr>
<tr>
<td>NPs (Specialty Care)</td>
<td>$ 84,481</td>
<td>$ 92,754</td>
</tr>
<tr>
<td>Head Nurse</td>
<td>$ 82,631</td>
<td>$ 90,297</td>
</tr>
<tr>
<td>CNS</td>
<td>$ 76,672</td>
<td>$ 82,512</td>
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*Median is calculated based on the average of 25th percentile and 75th

Salary.com (September 2007)
"Hey, Bucko...I'm through begging."
Infrastructure and Finances

- Aging Infrastructure – where is capitation when we need it?
- 1970 investment in capitation equal to $600 million in today’s dollars; legislative proposals unlikely to be realized given current federal budgetary pressures
- State budgets see higher education as a competitor for limited discretionary dollars – health professions workforce not on the radar screen
Budgetary Pressures on Schools of Nursing

- Almost 55% of all entry-level baccalaureate nursing students are enrolled in a publicly funded institution.
- Constraints on state budgets have created multiple years of dramatic budget cuts for schools of nursing.
- Many state schools are now “state-related” not state supported.
Nursing Education –
A Labor Intensive Model

- Pressures on school of nursing administrators to defend the required model for education of nurses with small size (relative to the rest of the higher education enterprise) classes and clinical laboratory experiences

- Faculty workload assessments and benchmarking to other disciplines
Creating a Professional Nursing Workforce

- Schools of Nursing - challenged to deliver high quality education in times of limited resources, with limited access to clinical facilities, and limited faculty resources – personnel and financial – while the demand for access to nursing programs has surged.
Partnering to Address the Nursing Shortage

Education-Practice partnerships are being used to address the RN and nurse faculty shortages

- A leading cause for the RN shortage is a lack of faculty to expand student capacity at schools of nursing
- Without more faculty, class sizes cannot be expanded
Partnering to Address the Nursing Shortage

- Many practice sites are assisting schools by:
  - "Loaning" graduate-prepared clinicians to serve as educators
  - Funding faculty positions at schools of nursing
  - Permitting dual appointments at the practice site and the school of nursing

- In exchange, practice partners have access to new nurse recruits as well as input on how these nurses are educated
Partnering to Address the Nursing Shortage

Clinical Placement Arrangements
(N=48 Academic Health Centers)

- 89.6% Faculty Provided by Clinical Site
- 45.8% Fee for Clinical Placements
- 54.2% Financial Faculty Support from Clinical Partner
- 10.4% No

Data Source: American Association of Colleges of Nursing
What Are We Doing?

Focusing on faculty scholarship programs –

- California Endowment-AACN Minority Nurse Faculty Scholarship
- Johnson & Johnson-AACN Minority Nurse Faculty Scholars Program
- AfterCollege-AACN Scholarship Fund
- Lydia’s Uniforms-AACN Scholarship
What Are We Doing?

- Collaborating with other nursing organizations to mobilize support for more federal funding for nursing education (ie. Nurse Faculty Loan Program; and new legislation including NEED Act)
- Leading the effort to expand the Graduate Assistance in Areas of National Need program administered by the U.S. DOE to include nursing
- Hosting an annual Faculty Development Conference to help prepare and retain new faculty
- Generating media awareness of the faculty shortage via Issue Bulletins, articles and Web
How Do We Get to Our Mutual Goals?

- Expand the pipeline of the best educated nurses for today’s complex healthcare environment
- Create a pipeline of younger graduates moving directly to advanced levels of education and preparation for leadership and scholarly roles
How Do We Get to Our Mutual Goals?

- Recognize the outcomes of policies directed at producing the least educated nurses in what is perceived to be the "fastest" route to practice as an RN
How Do We Get to Our Mutual Goals?

- Put investment in the nursing education infrastructure on the priority list of policy makers
- How to create a stable source of support for nursing education? GME as a failed option
How Do We Get to Our Mutual Goals?

- Recognize the economic welfare of this nation depends upon access to a well educated nursing workforce