

Faculty Recruitment and Retention Challenges

Information Brief

Background: The demand for nursing roles across all licensing categories remains high. Entering the nursing profession requires high quality nursing education, passing of a nationally recognized entry to practice board certification, and licensure. As one may only become eligible to sit for the entry-to-practice examination once the appropriate education is completed, nursing education is critical to ensuring an adequate nursing workforce today and in the future.

For most schools, expansion of current or development of new nursing programs are impracticable. In order to create new academic programs, schools must be able to demonstrate the existence of persistent enrollment demand, have faculty who possess the necessary expertise to teach in the specialty, and secure specialty-specific clinical education opportunities from a clinical environment that is nearly at maximum capacity to accept students.ⁱ

Current State of Nursing Faculty Recruitment: In the 2019 Nursing Supply Survey findings, nursing faculty report greater satisfaction with their role and more likelihood to remain in their role for at least 12 months, as compared to all nurses. However, as compared to the general nursing population, 96% of faculty have completed graduate education and 53% have completed doctoral education, whereas only 13% and 2% of nurses have, respectively. This creates a deficit in available workforce for faculty recruitment. Compounding this, nurse faculty annual mean salary is \$79,560 whereas RNs annual mean salary is \$98,080, NPs is \$120,580, and CRNAs is \$192,580.ⁱⁱ

In the 2017-2018 Academic Year Education Capacity Surveyⁱ, 50% of schools of nursing in Hawai'i reported each of the following: difficulty filling full-time faculty positions, lack of funding for new faculty lines or raises, and insufficient funding, faculty, or other resources for new program development. Further, though salary for academic nursing faculty is competitive as compared to nursing faculty roles in the continental United States, they are not competitive as compared to clinical nursing salaries.

Faculty Findings from the AY 2017-2018 Education Capacity Surveyⁱ

- ▼ The overall faculty vacancy rate is 5%. The vacancy rate for full-time positions (7%) is higher than for part-time positions (2%).
- ▼ 30% of full-time nurse faculty are over the age of 60.
- ▼ As compared to the total nursing workforce, nurse faculty are more likely to be over the age of 60 and Caucasian and less likely to be male or Native Hawaiian.
- ▼ 81% of full-time nurse faculty have their highest degree in nursing; 26% have a PhD in nursing.

In the 2019-2020 academic year, schools of nursing communicated to HSCN challenges related to the proportion of retiring and/or retirement age faculty, proportion of a novice nursing faculty (less than three years of experience in a teaching role), and lack of available local resources to develop nurse educators.

National Trends related to Nursing Faculty Recruitment and Retention Challenges: The National Forum of Nursing Workforce Centersⁱⁱⁱ members report trends in high faculty turnover in many states. Though studies^{iv,v} have found that nursing faculty enjoy their role, reasons for leaving include low salaries, unmanageable workloads, and poor work environment. Mitigating strategies implemented include nurse faculty training, salary negotiations, loan forgiveness, and workload redistribution.

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Hawai'i Board of Nursing Administrative Rules (HAR Chapter 89):

The Hawai'i Board of Nursing Administrative Rules^{vi} provides guidance on qualifications for nursing faculty. In section §16-89-45,

- (c) Organization of the faculty shall enable it to carry fully its responsibility for planning, implementing, and evaluating the philosophy, mission, objectives, and curriculum of the educational program.
- (5) Faculty members in a program which prepares advanced practice registered nurses shall be recognized as an advanced practice registered nurse by the board and hold a minimum of:
 - (A) A master's degree in nursing;
 - (B) Preferably, an earned doctorate from an accredited institution;
 - (C) Clinical nursing experience, of which at least one year shall be in their area(s) of teaching responsibility; and §16-89-45 89-24
 - (D) Preferably education in curriculum development, evaluation, or teaching methods; or related experience in the above.
- (6) Faculty members in a program which prepares registered nurses shall hold a minimum of:
 - (A) A master's degree in nursing with one year of nursing experience in their area(s) of teaching responsibility; or
 - (B) If a bachelor's degree in nursing is the highest degree obtained, at least three years of nursing experience in their area(s) of teaching responsibility; and
 - (C) Preferably education in curriculum development, evaluation, or teaching methods; or related experience in the above;
- (7) Faculty members in a program which prepares practical nurses shall hold a minimum of:
 - (A) Preferably, a master's degree in nursing with one year of nursing experience in their area(s) of teaching responsibility; or
 - (B) If a bachelor's degree is the highest degree obtained, at least three years of nursing experience shall be in their area(s) of teaching responsibility; and
 - (C) Preferably education in curriculum development, evaluation, or teaching methods; or related experience in the above.
- (e) The maximum instructional load shall permit the faculty member opportunities for professional development, curriculum development, student guidance, scholarship, research, and service as appropriate to the nursing program.
- (f) In the clinical area, the faculty shall be adequately prepared in education and experience to develop and implement the program approved by the board to meet the requirements of sections 16-89-47 and 16-89-48.

Reference List

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- ⁱ Hawai‘i State Center for Nursing (2019). Hawai‘i State Nurse Education Capacity Report: Academic Year 2017-2018.
- ⁱⁱ Bureau of Labor Statistics. (2018). Occupational Wage Estimates for Hawai‘i. Retrieved from: [bls.gov](https://www.bls.gov)
- ⁱⁱⁱ National Forum of Nursing Workforce Centers. (2019). Conference call on Nursing Faculty Shortages. nursingworkforcecenters.org
- ^{iv} Oregon Center for Nursing. (2017). Why are they leaving? Retrieved from: oregoncenterfornursing.org
- ^v Louisiana Center for Nursing. (2018). Identifying Factors Contributing to the Nurse Faculty Shortage in Louisiana: Findings from the Louisiana Center for Nursing 2018 Nurse Faculty Survey. Retrieved from: lcn.lsbn.state.la.us
- ^{vi} Department of Commerce and Consumer Affairs. (2018). Amendment and Compilation of Chapter 16-89 Hawai‘i Administrative Rules. Retrieved from: cca.hawaii.gov/pvl