

Identifying and Describing Nursing Faculty Workload Issues: A Looming Faculty Shortage

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Conflicts of Interest and Disclosures:
This project (statistical analysis)
was supported in part by a grant
*from **Robert Wood Johnson***
Foundation (RWJF) to create a
more highly educated, diverse
nursing workforce.

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- Partnership of nursing organizations in MA
- Nationwide Campaign for Action, a joint initiative of AARP Foundation and the Robert Wood Johnson Foundation
- Goal to help implement the Institute of Medicine's (2010) recommendations on the future of nursing
- One of nine states awarded Robert Wood Johnson Foundation (RWJF) Grant to create a more highly educated, diverse nursing workforce
- Second RWJF grant national Academic Progression in Nursing (APIN) initiative
- Support efforts for current and future nurses to advance their education to the BSN or higher degree



Background

- Shortage of nursing faculty
 - Total of 1,328 faculty vacancies were identified in a survey of 741 nursing schools
 - Major reason for qualified students not being accepted into nursing programs
 - U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014

Background

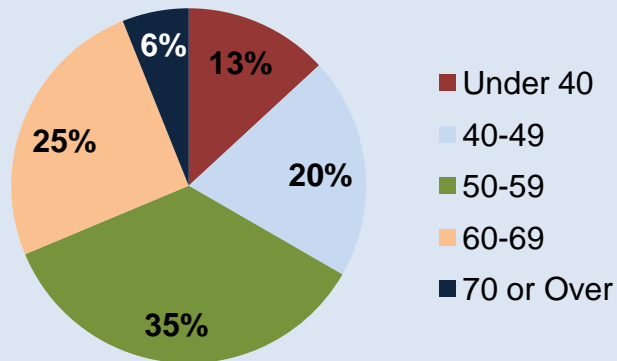
- Average age nursing faculty 55 with retirement approaching
- Difficulty recruiting faculty
 - Limited # doctorally prepared faculty
 - Salaries not competitive
 - Workload

Overview of Project

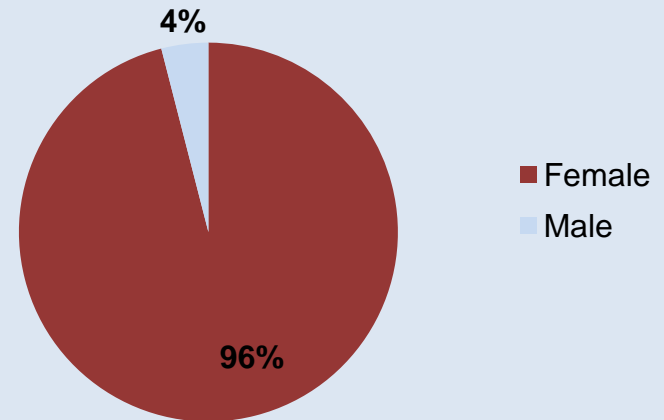
- Developed by MAAC Faculty Opportunities Project Team
- Administered by the UMASS Donahue Institute via the Qualtrics online platform in May and June 2015
- No faculty database in MA-approximately 2% reported to be instructors 2012- approx. 1,200.
- Anonymous; N=182

Demographics

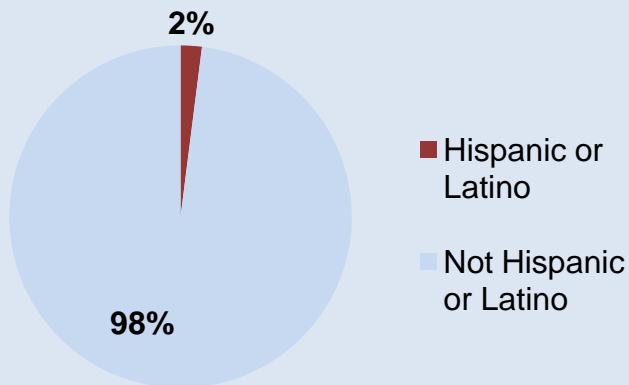
Survey Respondents' Age



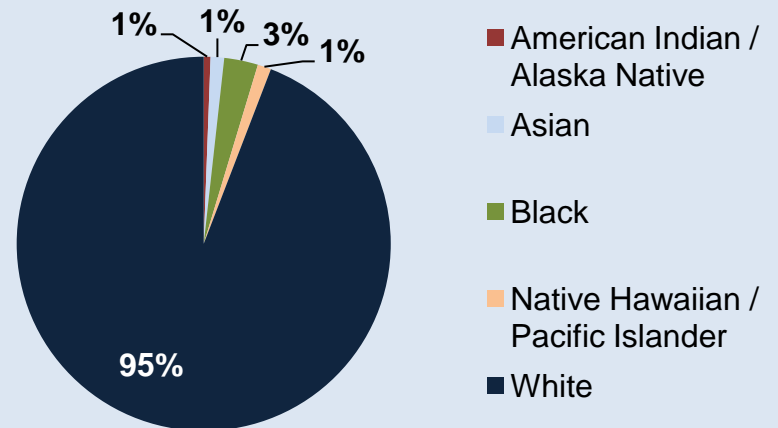
Survey Respondents' Gender



Survey Respondents' Ethnicity

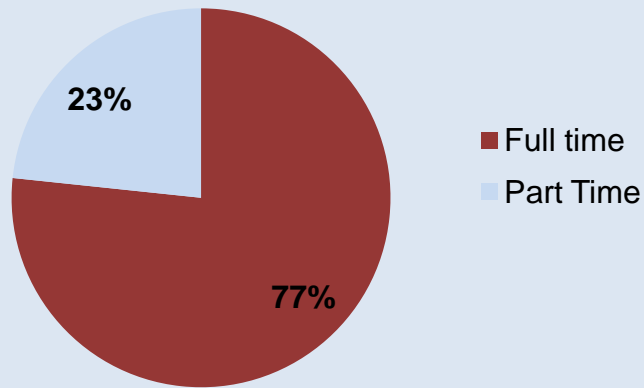


Survey Respondents' Race

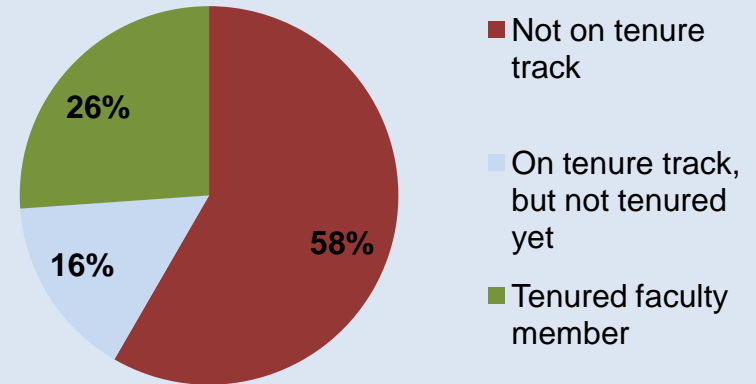


Teaching Experience

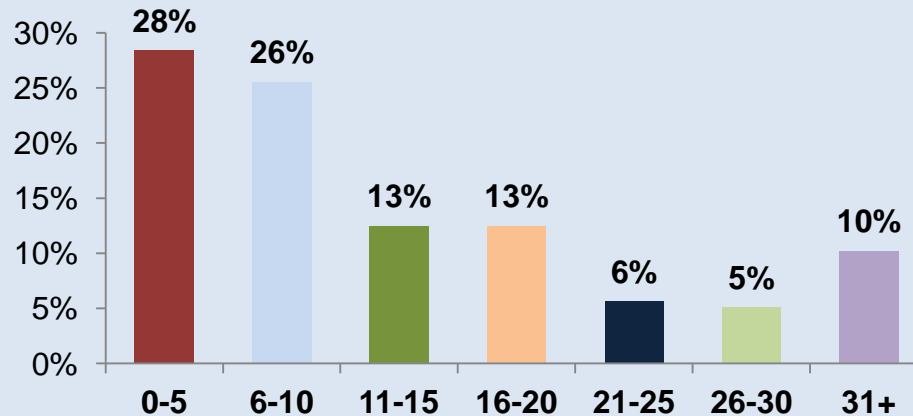
Survey Respondents' Employment Status



Survey Respondents' Tenure Status

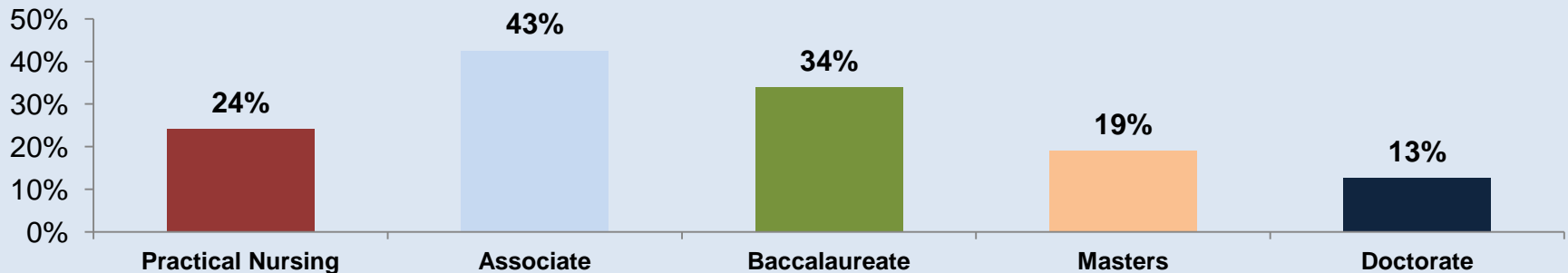


Survey Respondents' Years Teaching



Teaching & Other Responsibilities

Survey Respondents Who Teach at Different Degree Levels

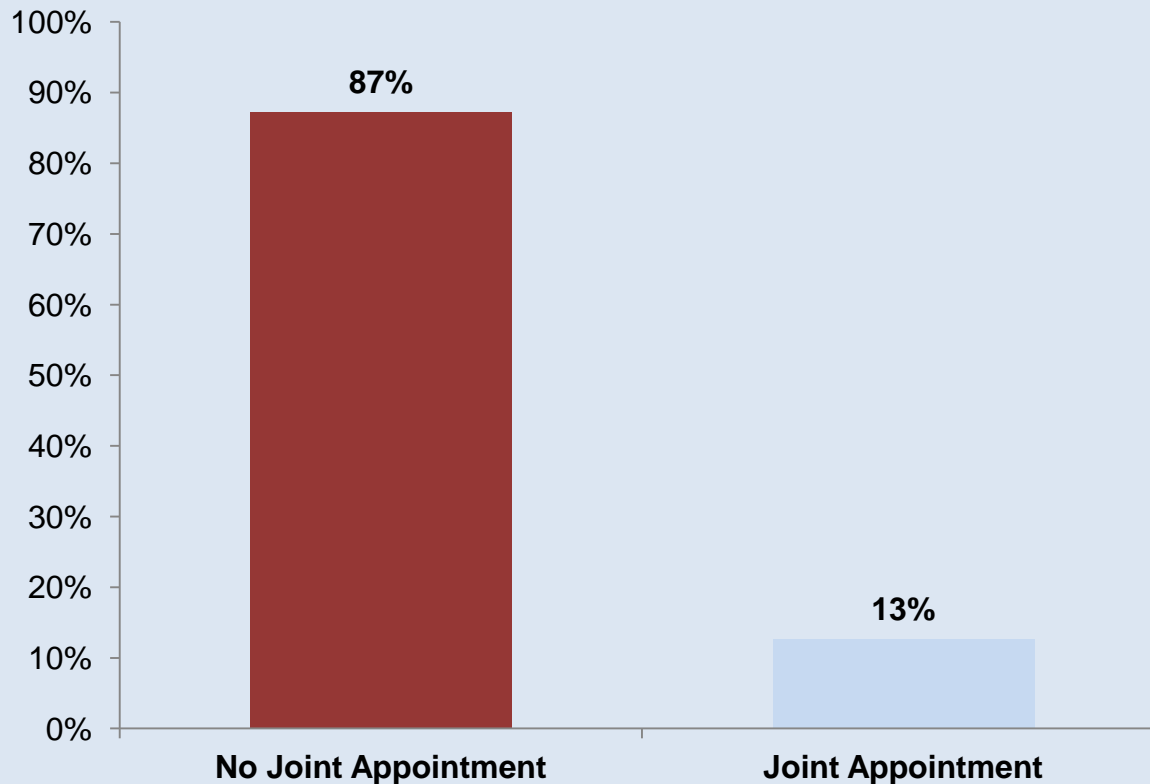


Percentage of Respondents' Time Related to Different Tasks by Level of Teaching

	Practical	Associates	Bachelors	Masters	Doctorate
Administrative Responsibilities	15%	17%	16%	15%	18%
Teaching-Classroom	42%	40%	43%	43%	40%
Teaching-Clinical	13%	15%	11%	6%	1%
Research	10%	7%	9%	14%	17%
Service	6%	6%	7%	7%	9%
Clinical Practice	8%	6%	7%	10%	11%
Student Advisement	7%	7%	7%	6%	4%
Skills Lab Instruction	0%	3%	1%	0%	0%

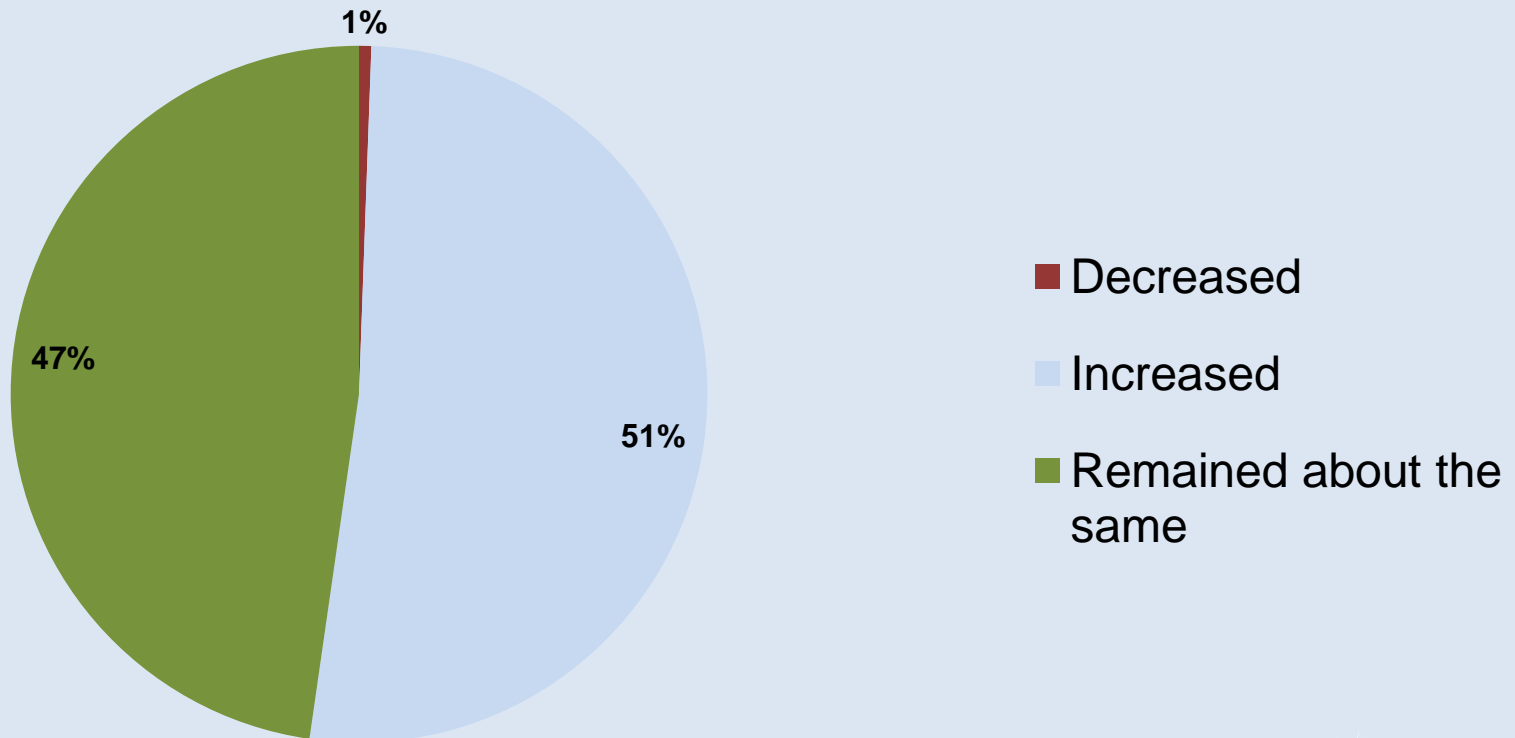
Joint Appointment

Joint Appointments Held by Survey Respondents



Workload Assessment

Effect of Faculty Shortage on Respondents' Workload



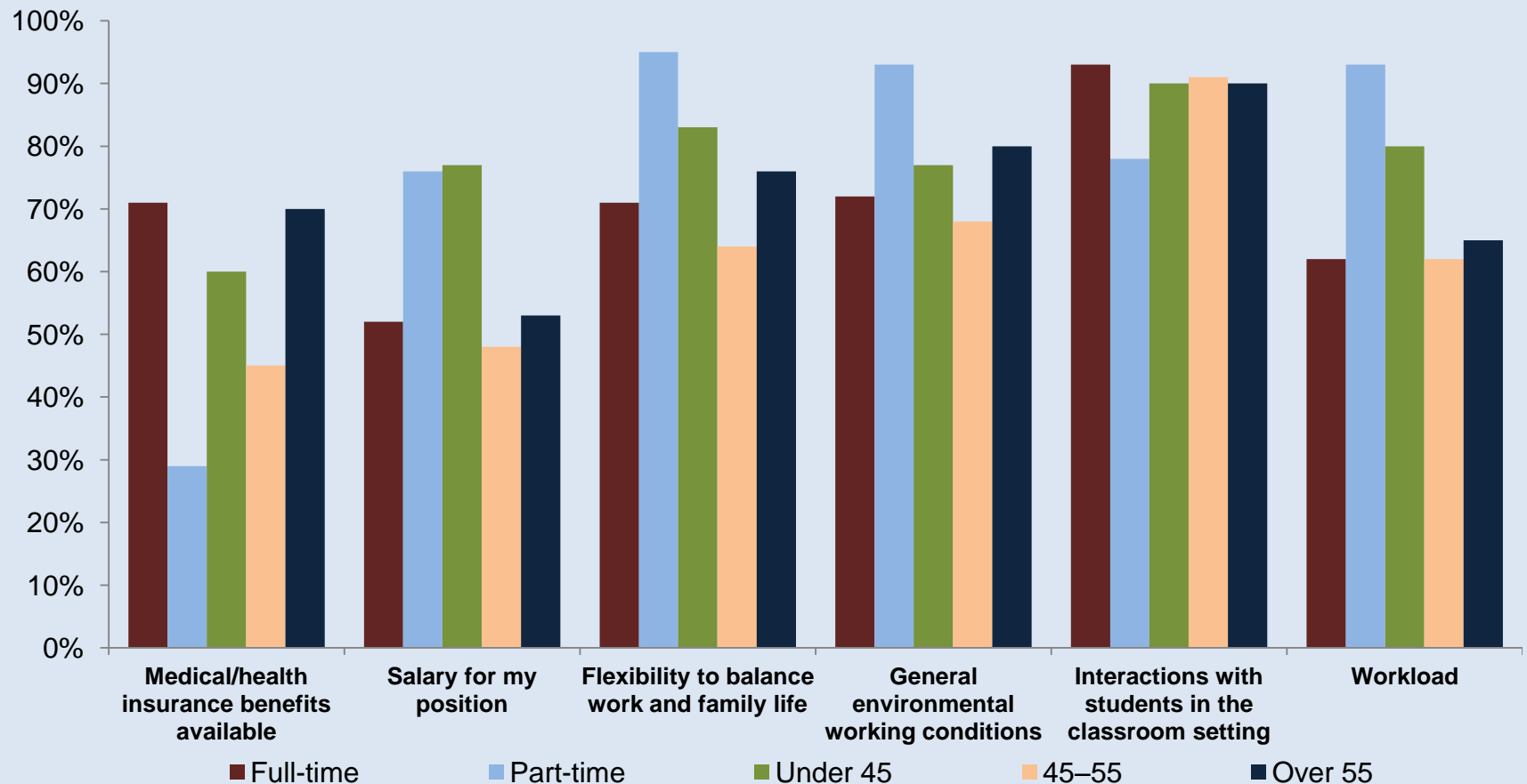
Average Number of Hours Spent

Respondents' Average Number of Hours Spent in Roles For Those Who Reported Spending at Least Some Time in that Role

Role	All	Full-time	Part-time
Administrative Responsibilities	10	11	3
Teaching-Classroom	15	16	9
Teaching-Clinical	15	14	17
Research	5	5	3
Service	4	4	4
Clinical Practice	14	11	22
Student Advisement	4	4	5
Skills Lab Instruction	9	10	5

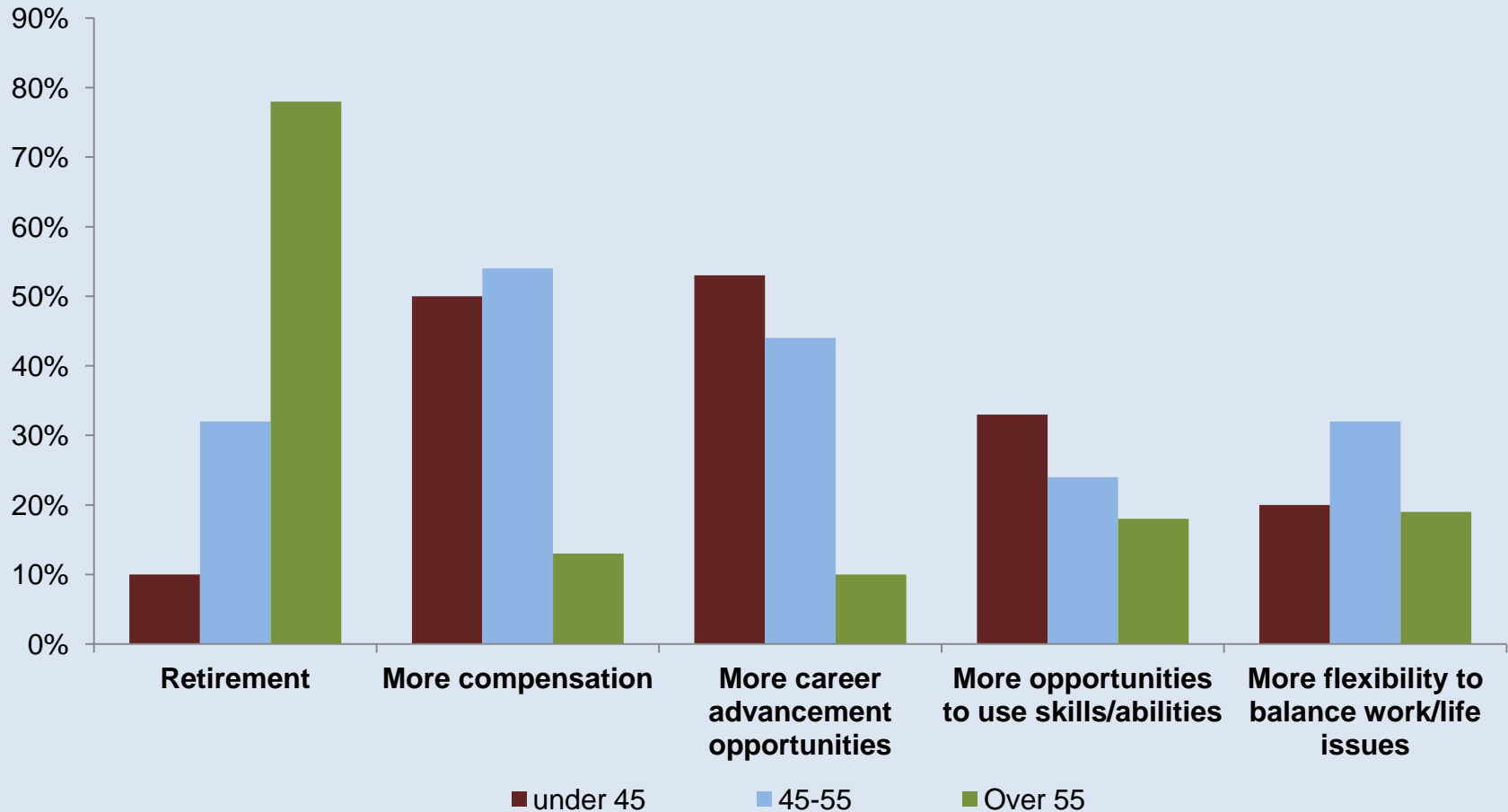
Job Satisfaction

Respondents' Satisfaction with Aspects of Their Job at Their Primary Institution by Employment Status or Age Group



Intent to Leave/Stay

Respondents' Reasons They Are Likely to Leave Their Primary Academic Institution by Age: % Choosing Issue as a Reason



Validation

- Aging: 32% of survey respondents were 60 or older
- Lack of Diversity- 96% of respondents identified as female and 95% identified as White
- Increase in workload- 51% of respondents reported workload had increased as a result of the faculty shortage
- Wide variety of means for calculating workload-
 - 29% of respondents did so via credits per semester
 - 22% courses per semester
 - 20% credits per academic year
 - 17% other means

Validation

- Range of responsibilities and additional activities- amount of time spent in particular roles varied according to employment status (full- versus part-time) and teaching level (associate versus bachelor's versus master's)
- Undergraduate level- larger proportion of time in clinical teaching than graduate level
- Graduate level -larger proportion of their time in research than respondents at the undergraduate level
- Most frequent type of joint appointment- combined faculty and advanced practice position

New Information

- Percentage of joint appointments-lower than expected (13% of respondents)
- Unclear whether 35% of those were actual joint appointments or simply multiple, separate jobs
- Same proportion of time in administrative responsibilities (15–18%), classroom teaching (40–43%), and student advisement (4–7%) regardless of their teaching level (e.g., practical, associate, bachelor's)

New Information

- Satisfaction- varies considerably according to position
- Important factors affecting satisfaction - include employment status (full- or part-time), race/ethnicity, and age

New Information

- Younger faculty- cohorts were not necessarily more diverse in terms of gender and race/ethnicity than older ones
- Workload calculations- courses versus credits do not measure the same thing and are not comparable

Implications

- Increased workloads combined with increased age level of those entering the profession, lack of flexibility to balance work/life issues, will make filling faculty positions more difficult.
- Evidence that the nature of faculty positions may be out of alignment with current demand within the workforce: one in five full-time respondents hold multiple positions.
- When overlaid with job satisfaction information, a picture emerges of part-time and/or non-tenure track positions with less satisfactory benefits adds to the shortage

Implications

- Faculty not in alignment with the communities for which they are preparing nurses is a concern, especially given that minority respondents were much less satisfied with the climate for racial and ethnic minority faculty members than non-minority respondents (60% versus 92% respectively).

Recommendations

- Nursing Faculty Shortage-
 - Identify strategies (including salary challenges) to increase recruitment and retention of qualified nursing faculty
 - Access to doctoral preparation
 - Retirement strategies to stem the loss of qualified faculty
 - Attracting younger nurses into the role (second career)
- Diversity Balance-
 - Utilize existing programs available to assist with preparation of qualified diverse faculty
 - Identify institutional goals and strategies to increase diverse faculty recruitment and retention
 - Partner with professional organizations who focus on diverse groups for recruiting and best practices for retention of diverse faculty

Recommendations

- Collaborative Positions-
 - Create models for joint appointments that are truly collaborative in nature and support a dual role
 - Explore successful existing collaborative roles to identify best practices for success
- Identification of faculty workload-
 - Identify and describe essential mechanisms of faculty workload including the minimum teaching time for designation as full time faculty
 - Redesign model for workload calculation to truly reflect the work of nursing faculty
 - Delineate workload requirements for faculty at all levels of education

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Thank You!