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

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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
- Under 40: 6%
- 40-49: 13%
- 50-59: 25%
- 60-69: 20%
- 70 or Over: 35%

Survey Respondents' Gender
- Female: 96%
- Male: 4%

Survey Respondents' Ethnicity
- Hispanic or Latino: 2%
- Not Hispanic or Latino: 98%

Survey Respondents' Race
- American Indian / Alaska Native: 1%
- Asian: 1%
- Black: 3%
- Native Hawaiian / Pacific Islander: 1%
- White: 95%
Teaching Experience

Survey Respondents' Employment Status

- Full time: 77%
- Part Time: 23%

Survey Respondents' Tenure Status

- Not on tenure track: 58%
- On tenure track, but not tenured yet: 16%
- Tenured faculty member: 26%

Survey Respondents' Years Teaching

- 0-5: 28%
- 6-10: 26%
- 11-15: 13%
- 16-20: 13%
- 21-25: 6%
- 26-30: 5%
- 31+: 10%
Teaching & Other Responsibilities

Survey Respondents Who Teach at Different Degree Levels

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Practical</th>
<th>Associates</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Responsibilities</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Teaching-Classroom</td>
<td>42%</td>
<td>40%</td>
<td>43%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Teaching-Clinical</td>
<td>13%</td>
<td>15%</td>
<td>11%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Research</td>
<td>10%</td>
<td>7%</td>
<td>9%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>Service</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Clinical Practice</td>
<td>8%</td>
<td>6%</td>
<td>7%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Skills Lab Instruction</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Joint Appointments Held by Survey Respondents

- No Joint Appointment: 87%
- Joint Appointment: 13%
Effect of Faculty Shortage on Respondents' Workload

- Decreased: 1%
- Increased: 47%
- Remained about the same: 51%
## Average Number of Hours Spent

<table>
<thead>
<tr>
<th>Role</th>
<th>All</th>
<th>Full-time</th>
<th>Part-time</th>
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<tr>
<td>Administrative Responsibilities</td>
<td>10</td>
<td>11</td>
<td>3</td>
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<tr>
<td>Teaching-Classroom</td>
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<td>5</td>
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<td>5</td>
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</table>
Respondents’ Satisfaction with Aspects of Their Job at Their Primary Institution by Employment Status or Age Group

- Medical/health insurance benefits available
- Salary for my position
- Flexibility to balance work and family life
- General working conditions
- Interactions with students in the classroom setting
- Workload

Job Satisfaction
Intent to Leave/Stay

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

- Retirement
- More compensation
- More career advancement opportunities
- More opportunities to use skills/abilities
- More flexibility to balance work/life issues
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
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
• 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
Thank You!