



The Nursing Faculty Shortage in Maryland: Findings of a Statewide Needs Assessment

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Faculty Disclosure

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Session Objectives

1. Identify the components of a statewide needs assessment.
2. Discuss findings from 12 Maryland nursing programs.
3. Discuss possible initiatives to address the nursing faculty shortage.

Overview

- Background
- Methodology
- Findings
 - Quantitative
 - Qualitative
- Next steps

Background

Multiple factors contribute to the national nurse faculty shortage:
(AACN, 2017)

1. An aging nurse faculty workforce
2. Anticipated faculty retirements
3. Higher salaries in practice settings
4. Later age of entry into graduate study

“The most successful solutions will address the root causes of the shortage with sustainable solutions, rather than just take a symptom-relief, quick-fix approach” (Kowalski, 2013).

What are the unique challenges?

- Rural, urban, and suburban
- Different levels of student preparation
- Faculty diversity
- Insufficient faculty in specialty areas

Needs Assessment-Methodology

- Quantitative data:

 - Online, password-protected surveys

 - 32-item, Likert-type scale

- Qualitative data:

 - 13 Administrator interviews conducted by Salisbury University nursing chair and graduate program director

 - 12 Focus groups conducted by an expert facilitator in the field of education.

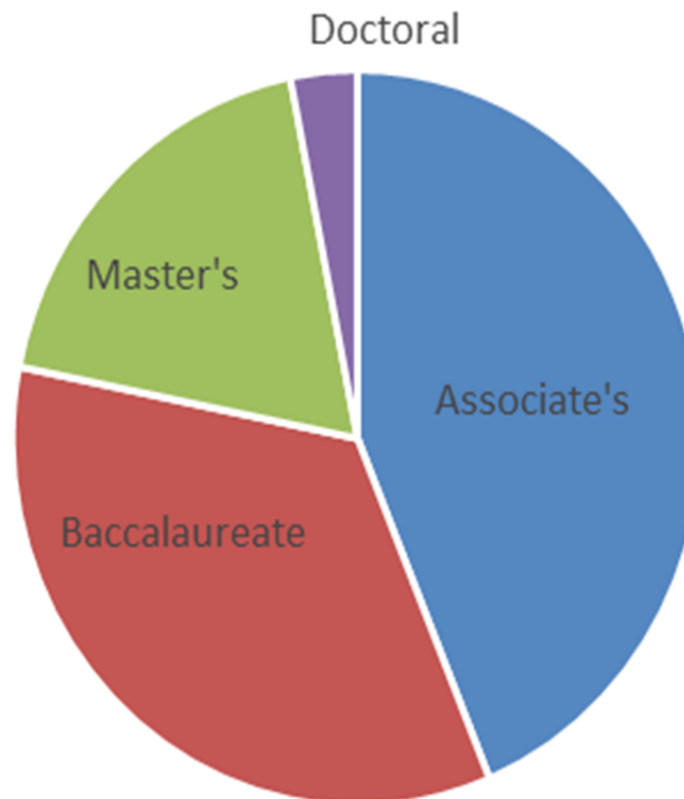
Participating Schools

- Carroll County Community College
- Hagerstown Community College
- Harford Community College
- Anne Arundel Community College
- Baltimore County Community College

BS and higher

- Morgan State University
- Notre Dame of Maryland
- Stevenson University
- Washington Adventist University
- Frostburg State University
- Towson University
- University of Maryland

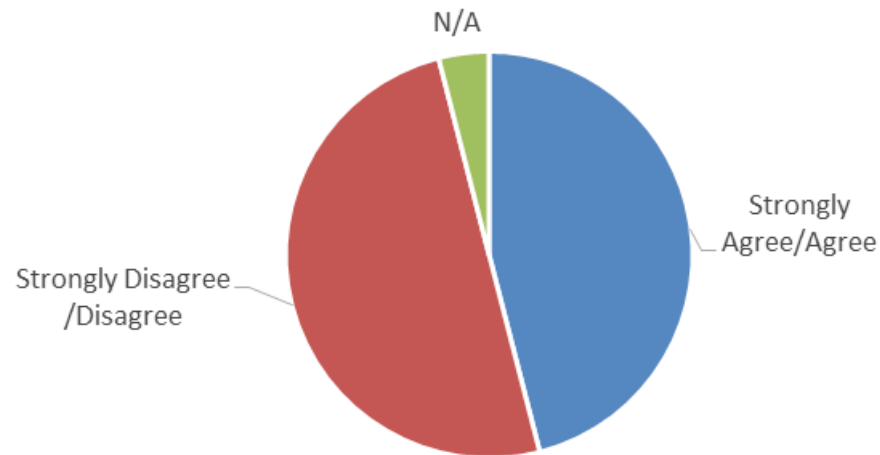
Respondents' Primary Program



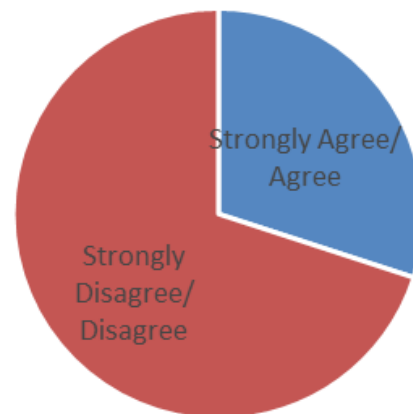
Total Years Teaching

Years	Frequency	%
1-5	8	17.4
5-10	10	21.7
10-15	8	17.4
15-20	6	13.0
20+	12	26.1
Missing	2	4.3

Adequate PT/Clinical Faculty for Growth-Undergraduate



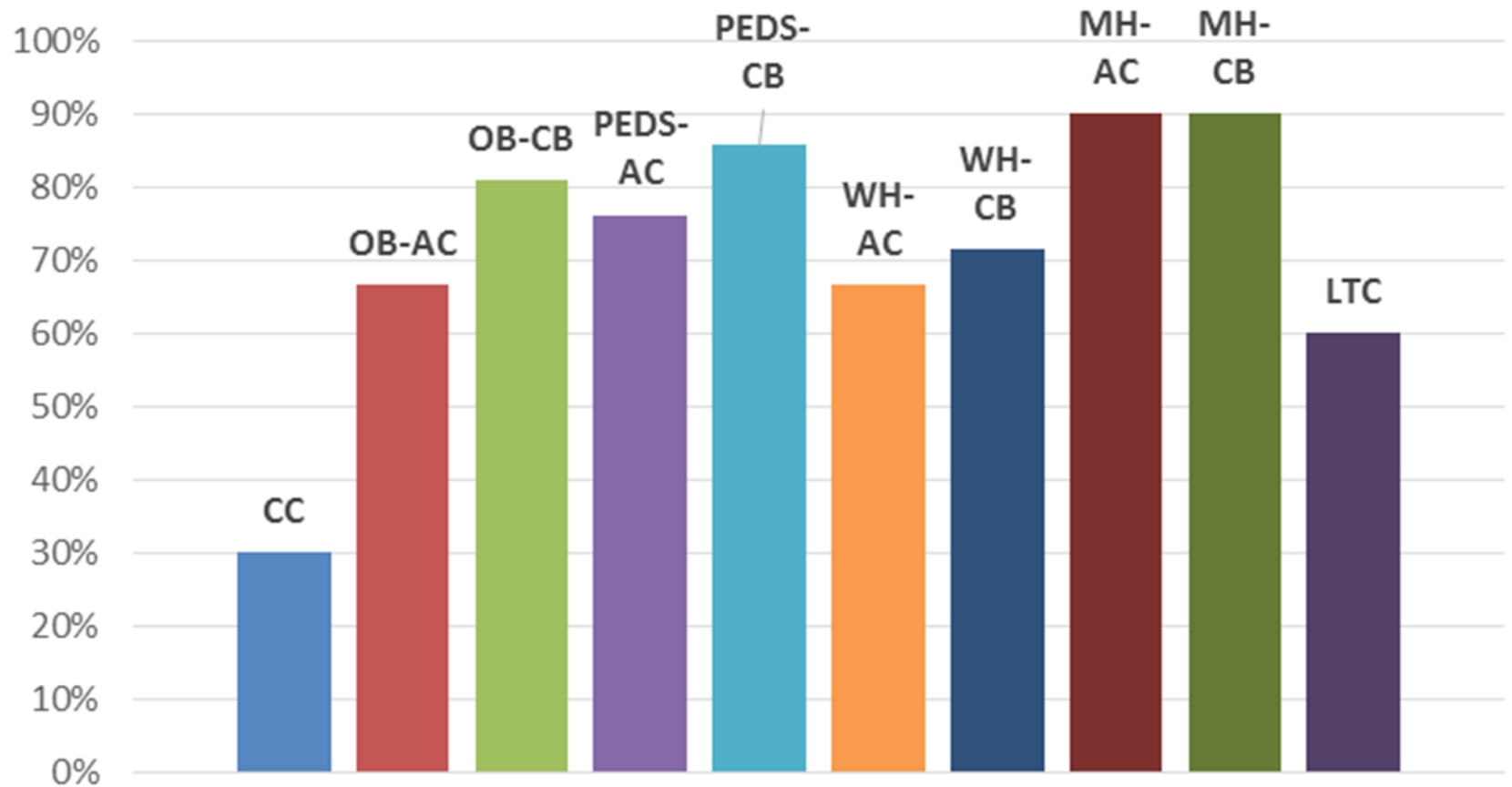
Adequate PT/Clinical Faculty for Projected Growth-Graduate



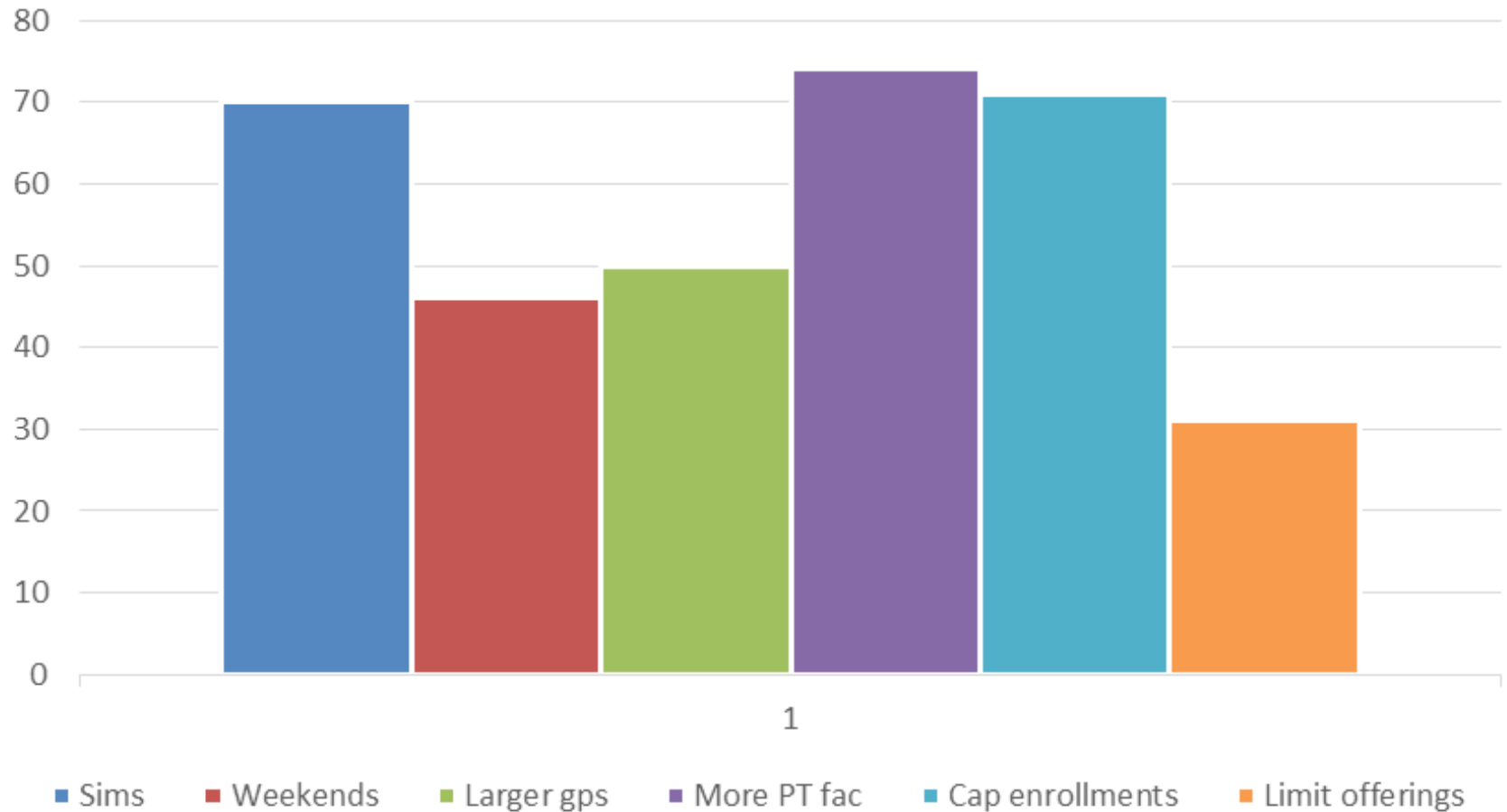
Difficult to *Recruit* Faculty from Underrepresented Groups

- Undergraduate
 - 75% Strongly Agree/Agree
 - 25% Strongly Disagree/Disagree
- Graduate
 - 80% Strongly Agree/Agree
 - 10% Strongly Disagree/Disagree

Difficulty Staffing by Clinical Specialty



Strategies Used to Address Faculty Shortage



Faculty Focus Groups Findings

- All schools identified an ongoing nursing shortage.
 - Two schools noted financial constraints and administrative decisions to NOT fill vacant positions.
- Insufficient PT/clinical faculty
- Difficult to recruit faculty from under-represented groups
- Mental health, obstetrics/women's health, pediatrics most challenging clinical specialties to staff
- Top 3 strategies to address faculty shortage
 - Hiring more part-time/adjunct faculty
 - Limiting enrollment
 - Using simulations

Faculty Focus Group Theme- Workload

The nurse faculty shortage was reflected in heavy teaching loads and/or overloads.

“A lot of key faculty left because they were stretched too thin.”

“You’re trying to do the best you can. Your best is not good enough...”

Faculty Focus Group Themes- Inability to Engage in Scholarship

Faculty time increasingly spent on search committees and new faculty orientation.

“We’re constantly seeing turnover, we have to be constantly retraining. A lot of energy goes into that.”

“We have four to five open positions at any given time-we are constantly serving on search committees.”

Faculty Focus Group Themes- Recruitment Challenges

Difficulties in recruiting sufficient faculty:

- Poor response to search committees
- Rural environment
- Salary
- Lack of qualified faculty

“Applicants may have been educationally qualified, but their CV didn't support what this current university administration wanted.”

Strategies for Faculty Recruitment

All faculty are involved in varied ways:

- *“I keep an eye out in hospitals for good teaching candidates and approach them.”*
- *“If I see a dynamic preceptor, I’ll tell them they should do a guest lecture, this plants the seed.”*
- *“Here we like to grow our own”.*
- *“Facebook”*
- *“Connections-word of mouth”*

Effects of Faculty Shortage

Low morale:

- *“All tired and burned out.”*
- *“People are frustrated; not sure if it’s the financial situation or the faculty shortage.”*
- *“We spend a lot of time on non-teaching activities.”*

Administrator Interview Themes

Experiencing the nurse faculty shortage:

- *“I spend a lot of time orienting and mentoring new faculty. They are trying to learn new content and a new role.”*
- *“Faculty searches take a lot of time and effort. Once the new folks are here, they need a lot of support.”*
- *“PhD prepared faculty are extremely hard to find.”*

Administrator Interview Themes

Approaches to recruiting faculty:

- Outreach to alumni
- Word of mouth/connections
- “*Grow our own*”
- Paid advertising

Barriers to recruitment efforts:

- Practice-education salary disparity
- Negative view of academia as a career choice

Administrator Interviews- Retention Strategies

University-wide mentorship programs pairing new faculty w/faculty in another discipline

Nursing specific approaches

- Informal mentoring by faculty and administrators
- Enhancing partnerships with clinical settings
- Provision of work flexibility: weekend and evening clinical sections and online sections
- Inclusion of adjunct faculty in multiple aspects of academia

Administrator interviews-

What is Needed

- Incentives for seasoned faculty to stay
 - Increased salaries
 - Release time or reduced workloads to provide time for mentorship
- Support for research/research assistants to maximize use of faculty time

Summary

Identified concerns related to the nurse faculty shortage

- Reduced ability to increase student enrollments
- Doctoral pipeline is limited
- Faculty morale
- Academic salaries

Solutions

- Recruit clinicians into teaching positions with appropriate support
- Address salary compression
- Adjust workload to facilitate scholarship & mentoring

Limitations

- Online survey had low rate of return
 - No reliability & validity metrics
 - Survey fatigue possible
- Representativeness of sample
 - 5 community colleges
 - 7 colleges/universities
- Reluctance to disclose in interviews conducted by fellow administrators

Next Steps

- Continued statewide dialogue
- Publish findings
- New MHEC NSP II funded grant, *E-Cap Portal*, awarded June, 2017
 - Statewide database for available/interested clinicians and schools with open positions
 - One-stop shop for information on becoming an educator
 - Marketing of teaching as a career

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