

## 2020 NURSING FACULTY SURVEY SUMMARY

The West Virginia Center for Nursing conducts an annual survey of registered nursing education programs in West Virginia to gather information on nursing faculty shortages and nursing education. It is the hope of the Center that information collected will be used for education planning, workforce development, and legislative decisions as the Center continues its work on reducing the nursing shortage in West Virginia.

## EXECUTIVE SUMMARY

The 2020 Nursing Faculty Survey obtained a representative sample of West Virginia schools of nursing. Respondents were able to give valuable insight into faculty salaries, factors that lead to nursing faculty shortages, and resources needed to expand nursing programs in West Virginia. West Virginia nursing programs are essential to providing a steady stream of new nurses to help alleviate the nursing shortage in West Virginia. The survey responses demonstrate that efforts must continue to improve nursing faculty salaries and access to resources that will allow for further nursing program expansion. The West Virginia Center for Nursing will continue to work with the West Virginia Higher Education Policy Commission to advocate and provide resources for nursing programs in West Virginia.

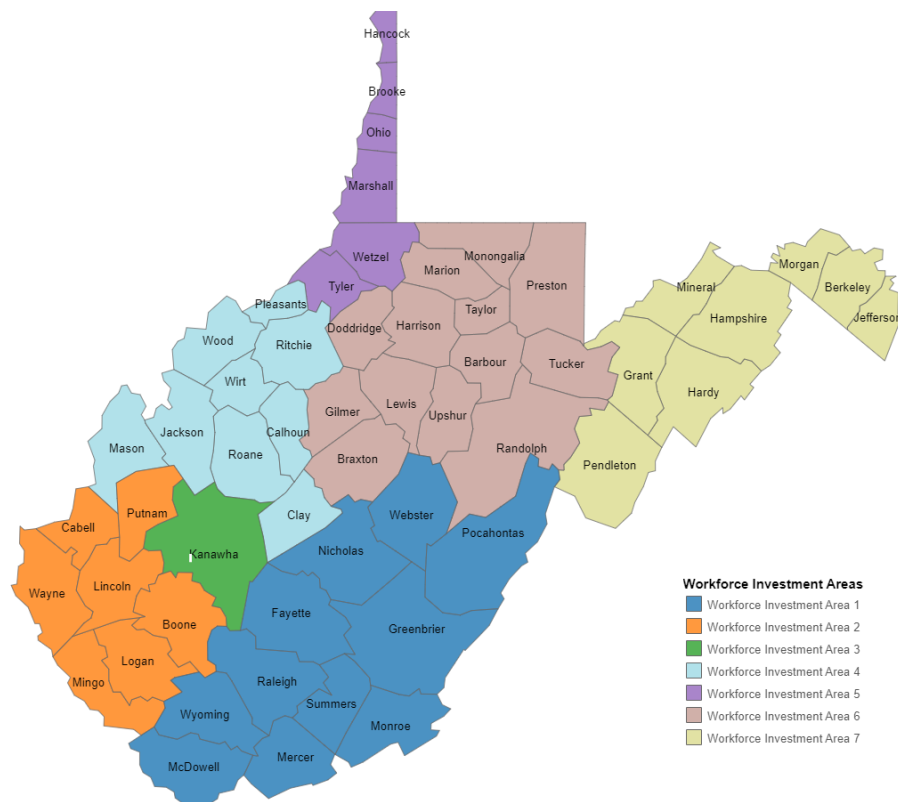
## METHODOLOGY

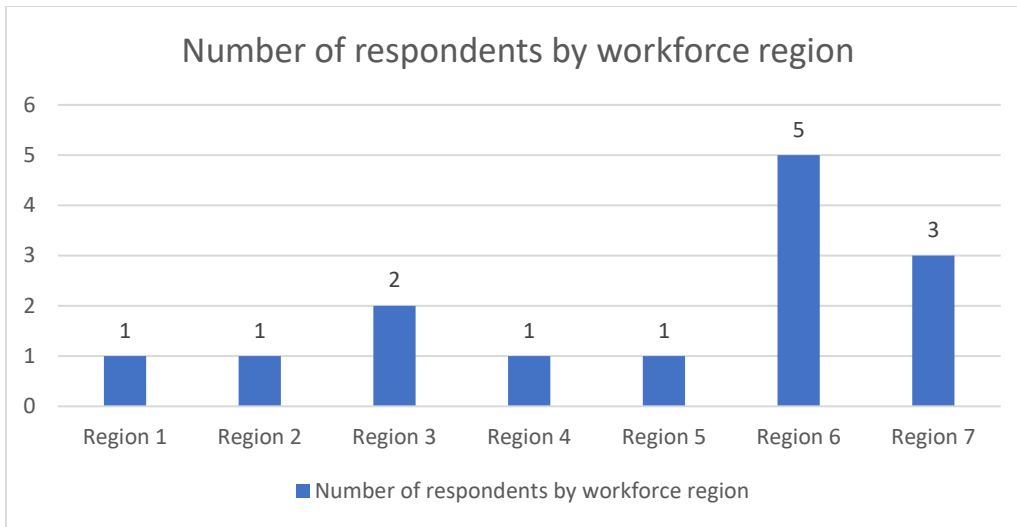
The 2020 Nursing Faculty Survey was sent to each of the 23 schools of nursing in West Virginia who offer nursing degree programs leading to associate, bachelor, or graduate prepared nurses in July 2020. Several reminders to respond to the survey were sent to program directors. Of the 23 schools of nursing, 14 responded for a 60.86% response rate. Responses were collected through the end of August 2020.

Below you will find a breakdown of the information provided by the responding schools.

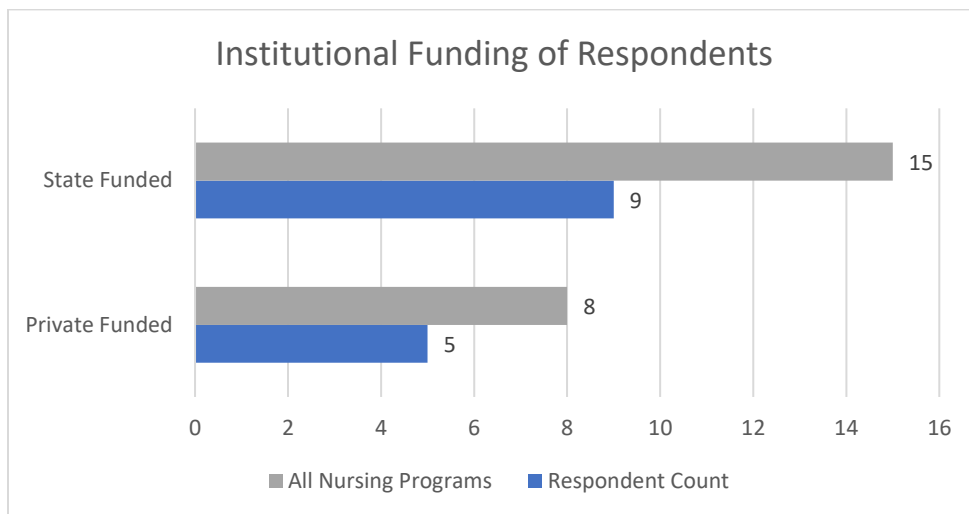
## DEMOGRAPHICS

In order to better understand the geographic distribution of respondents, the survey asked respondents to identify which of the 7 workforce regions in West Virginia their programs were located within (see map of workforce regions below). Regions are not equally represented because some workforce regions have more schools of nursing than others. Even so, there is at least one response for each workforce region.

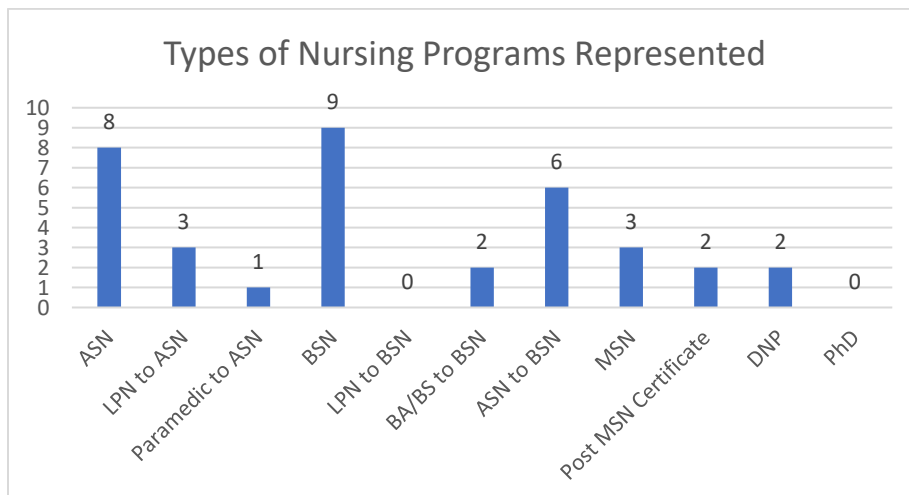




The institutional funding types were mixed, with five schools being privately funded and nine schools being state funded. This mix of respondents is comparable to the ratio of private and state funded schools of nursing in the state (8 privately funded; 15 state funded).



Respondents represented many kinds of nursing programs ranging from ASN programs to DNP programs. Since most nursing programs offered in West Virginia are ASN and BSN programs, it is no surprise that they are the most represented among the respondents.



## FACULTY

The responding schools of nursing employ 208 full-time faculty, 40 part-time faculty, and 85 temporary part-time and/or adjunct faculty for their nursing programs. Most respondents indicate that permanent full and part-time faculty are employed on 9-month terms (11 of 14 respondents).

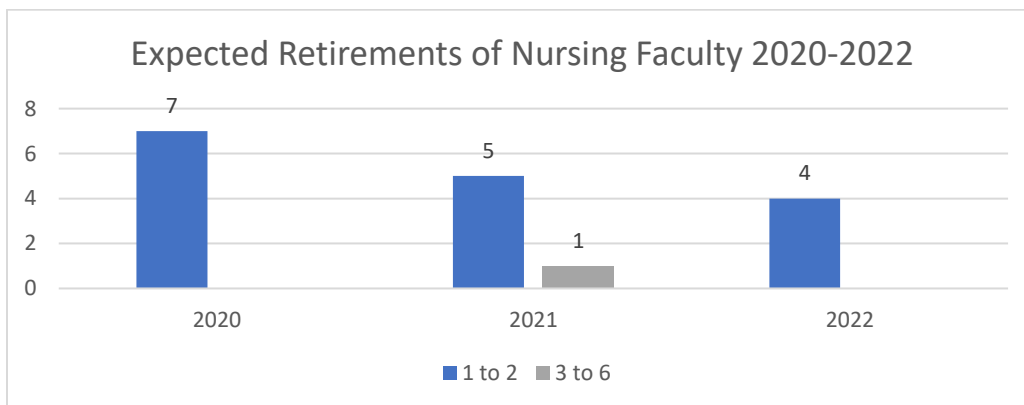
The survey asked respondents to give the salary for full-time faculty at different faculty levels to evaluate the salaries given to nursing faculty in WV. The responses from this survey show that the salaries of nursing faculty at privately funded schools are sometimes much higher than those of publicly funded schools, but this difference is not consistent across all privately funded school respondents.

<b>Faculty Salary of Full-Time Faculty by Rank (both private and public funded)</b>		
<b>Faculty Rank</b>	<b>Range of Reported Salary</b>	<b>Average Reported Salary</b>
Instructor/Lecturer	\$36,000.00 - \$75,000.00	\$50,688.38
Assistant Professor	\$42,000.00 - \$76,000.00	\$55,491.74
Associate Professor	\$48,000.00 - \$105,210.00	\$68,600.86
Professor	\$59,509.64 - \$129,841.00	\$81,942.33

National data shows that the average nursing faculty salary in West Virginia is lower than both those in neighboring states and lower than what these nurses could make in clinical practice.

The survey also asked a percentage range to understand the educational mix of nursing faculty in WV. Most full-time faculty have a MSN or higher. Part-time faculty had a more diverse educational makeup, with some schools employing BSN, MSN, and doctorate prepared nurses as part-time faculty.

As of May 2020, respondents report they had 22 unfilled budgeted positions at their schools. Additionally, the survey asked respondents to estimate retirements among nursing faculty over the next three years to help better understand future shortages of nursing faculty. In 2020, seven schools estimated they would experience 1-2 retirements during the year. In 2021, five schools expect to see 1-2 retirements while one school estimated 3-6. In 2022, four schools expect to see 1-2 retirements.



Additionally, we asked survey respondents how long, on average, it takes to recruit nursing faculty to fill a vacancy. A plurality of respondents indicate it takes 1-2 years to fill a nursing faculty vacancy.

<b>Average time to recruit a new nursing faculty to fill a vacancy</b>	
<b>Time</b>	<b>Respondents</b>
0-3 Months	2
4-6 Months	3
7-11 Months	4
1-2 Years	5

Respondents were asked to rank the primary reasons for nursing faculty resignations so that we could better understand why people leave academic positions. Most respondents indicate retirements and return to clinical practice are the most common reasons for nursing faculty resignations. Two respondents indicated there were other reasons for resignations, but only one entered a response to tell what the other reason was. The other reason indicated was excessive workload.

<b>Primary Reasons for Faculty Resignations</b>	
<b>Reason</b>	<b>Summary Rank</b>
Return to Clinical Practice	1
Retirement	1
Salary	2
Termination or Requested Resignation	3
Relocation of Spouse	4
Career Advancement	5

Respondents were also asked to rank the primary motivations for individuals to seek faculty positions at their schools. Most respondents indicated that the desire to pursue an academic career and career advancement were the most common motivations. Two respondents indicated other motivations, but one only elaborated on what the other reason was. The other reason listed stated that they do not collect motivational information. The Center assumes this means they do not ask faculty these kinds of questions so they have no way to answer this question.

<b>Primary Motivations for Seeking Faculty Positions</b>	
<b>Motivation</b>	<b>Summary Rank</b>
Desire to pursue an academic career	1
Career advancement	2
Better work hours	3
Better salary	4
Less stressful than clinical practice	5

Respondents were asked how many additional FTE (full-time equivalent) were needed to expand nursing program class sizes by 20 students per year. Average responses varied, but most programs would require 1-2 FTEs to expand by 20 admissions per year. Across all respondents, a total of 68 FTEs are needed to expand each program by 20 admissions per year. The table below outlines the responses to this answer.

<b>Number of FTEs Needed to Expand Enrollment by 20 Admissions Per Year Per Program</b>	
<b>Program Type</b>	<b>Average</b>
ASN	1.86
LPN to ASN	1.5
Paramedic to ASN	0
BSN	1.86
LPN to BSN	0
BA/BS to BSN	2.33
ASN to BSN	1.14
MSN	0.75
Post MSN Certificate	2
DNP	2.33
PhD	5

Respondents were asked to rank the barriers to expanding their program's enrollment. The highest ranked barrier was the non-competitive faculty salary rate. Two respondents indicated another barrier but only one specified what the

other barrier was. The other barrier identified was the inability for students to meet admission requirements. The table below outlines the responses to this answer.

<b>Barriers to Expanding Program Enrollment</b>	
<b>Barrier</b>	<b>Summary Rank</b>
Non-competitive faculty salary rate	1
Insufficient faculty lines and/or funded positions	2
Shortage of qualified faculty	3
Insufficient clinical sites for students	4

Only two survey respondents indicated that during the 2019-2020 academic year that they had faculty positions supported by grant funds. Both respondents indicated that those positions would continue during the 2020-2021 academic year.

Of the survey respondents, three indicated that they had faculty positions supported by a hospital or other healthcare facility during the 2019-2020 academic year. Of those three respondents, two indicated that the funding would continue during the 2020-2021 academic year and one indicated that a decision had not yet been made about funding.

#### EDUCATIONAL AND CLINICAL RESOURCES

Survey respondents were asked to provide an estimate of how much clinical education time was spent using clinical simulation during the 2019-2020 academic year. Respondents answers varied from 10 to 50 percent. On average, respondents spent 27.64% of clinical education time using clinical simulation.

Survey respondents were asked if they need additional resources such as clinical laboratories, computers, and software, and library holdings to expand. They indicate that most schools of nursing need additional resources (8 of 13 respondents). When asked what specific resources would be needed, the following resources were mentioned:

- Classroom, laboratory, and clinical simulation space
- Technology
- Computer labs
- Office space
- Lab equipment
- Student learning resources

#### COVID-19 PANDEMIC RESPONSE

Respondents were asked to describe the strategies they implemented during the Spring 2020 semester in response to the COVID-19 pandemic. Below is a summary of the strategies indicated by respondents:

- Increased simulation equipment, lab staff, and personnel to cover clinical needs
- Utilized virtual and online simulation options
- Online webinars and trainings
- Online testing
- Zoom
- Online proctoring
- Case studies
- Quality improvement presentations
- Virtual interprofessional education

Respondents were also asked what strategies they plan on implementing during the 2020-2021 academic year in response to COVID-19. In summary, below are the strategies indicated by respondents:

- Front-loaded clinicals to stay ahead of potential future shutdowns
- Zoom licenses for all faculty, planning for clinical make-up days
- Expanded virtual clinicals
- Reduced class sizes
- Social distancing in classes
- Mask requirements
- Sanitization of classrooms
- Hybrid teaching
- Restructuring on-campus simulations and labs to ensure social distancing.
- Preparing students for hospital screening requirements and PPE

#### COMPARISON TO 2010 NURSING FACULTY SURVEY RESULTS – A TEN YEAR EXAMINATION

The 2010 Nursing Faculty Survey found that the primary reasons for leaving a faculty position were for career advancement and salary. The 2020 survey shows that the primary reasons are cited as return to clinical practice and retirement. This shows that there has been a shift in the primary reasons people leave faculty positions. While salary still ranks in the top two reasons, we are now seeing more nursing educators leave by retirement. This could be a concerning trend to examine further in future surveys. Future surveys may seek to better understand the age of our nursing educators to estimate when retirements might start to increase in frequency.

The time it takes to fill a faculty nursing position has not changed significantly, with 1-2 years being the most frequently reported time frame for obtaining a new nursing faculty member in both 2010 and 2020 surveys. Barriers to program expansion have changed since the 2010 survey. The 2010 survey ranks the barriers (from highest to lowest) were shortage of qualified faculty, insufficient faculty funded positions, and non-competitive faculty salary. In the 2020 survey, we find that the shortage of qualified faculty has moved down to the third ranked barrier. This makes sense with the expansion of graduate programs available over the past 10 years. Insufficient clinical sites as a barrier has continued to rank low among respondents. This could be a result of the regional clinical scheduling tool that the Center has employed over the years. It simplifies the clinical scheduling process for both schools and healthcare facilities to ensure that all schools of nursing can access the clinical rotations they need in a fair and uncompetitive way. This clinical scheduling program is now deployed in two workforce regions and is available to all schools of nursing for free of charge. Any school of nursing in West Virginia can access this service.

Faculty salary has made modest gains since 2010 but remains an issue that continues to need improvement to get parity with clinical practice and salaries offered in neighboring states.