



Oregon's Nurse Faculty Workforce 2011

Is Oregon facing a looming nurse faculty shortage? In a state where registered nurses are the largest component of the healthcare workforce, an adequate supply of nurse faculty to educate the next generation of nurses is essential to ensuring the health of all Oregonians.

This brief contains the results of the Oregon Center for Nursing's (OCN) 2011 survey of Oregon's nurse educators. It also contains relevant data from OCN's 2009 nurse educator survey, the Oregon State Board of Nursing, population statistics, and research conducted at the national level.

The statistics and demographics of the nurse faculty workforce have not changed much in recent years. Nurse faculty and nursing program administrators can provide the best insight into whether a nurse faculty shortage is on the horizon and whether Oregon has sufficient nurse faculty to sustain the current levels of nursing student enrollment. Recruiting and retaining the next generation of nurse faculty will take many stakeholders but academic leaders and current educators must lead these efforts.

The picture presented in this brief should be of pressing concern to Oregon's nursing professionals, educational leaders, employers, and policymakers. We hope the information will provide key stakeholders with evidence and insights to inform complex policy decisions that will allow Oregon to continue to meet the health care needs of our communities.



OREGON'S NURSING PROGRAMS

- In 2011, more than 4,200 students were enrolled in a nursing education program in Oregon.
- Rising program enrollment over the past decade has increased the need for nurse faculty. According to data collected by the Oregon State Board of Nursing, the number of students in associate and baccalaureate degree programs has grown by 184 percent since 2001.
- A 2010 study conducted by OCN found that for every qualified applicant accepted to a nursing program in Oregon, one qualified applicant is turned away. An inadequate supply of nurse faculty is one factor limiting program capacity.
- There are three nursing doctorate programs offered in Oregon. One specifically prepares nurses for careers as educators and researchers. The other two are practice-focused, although graduates can and do pursue careers in academia.

Type of Program	Programs	Enrolled Students	Graduates
Practical Nursing [†]	10	503	392
Associate [†]	16	1,350	605
Baccalaureate [†]	6	2,068	835
Master's [‡]	6	201	91
Doctorate [§]	3	105	13

Table 1. Oregon's Nursing Education Programs (2011)

[†]Program counts are by institution.

[‡]Includes MSN and advanced practice programs offered by two institutions.

[§]Includes both Ph.D. and DNP programs offered by two institutions.

Source: OSBN survey of nursing programs.

NURSE EDUCATORS BY WORK SETTING

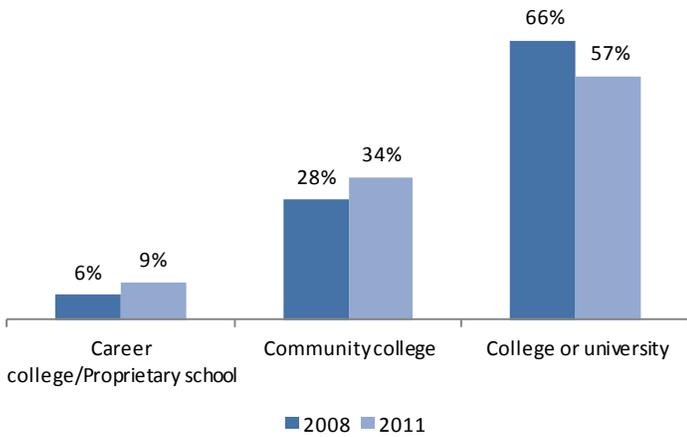


Figure 1. Oregon's Nursing Educators by Employment Setting

Source: OCN surveys of nurse educators.

- More than one-half of Oregon's 677 nurse educators (OSBN, 2011) work in colleges and universities offering a baccalaureate nursing degree (BSN).
- The joint Institute of Medicine (IOM) and Robert Wood Johnson Foundation (RWJF) report, "The Future of Nursing: Leading Change, Advancing Health," calls for 80 percent of nurses to have their BSN by 2020 putting additional pressure on these institutions to expand educational capacity.
- The American Association of Colleges of Nursing (AACN) and the National League of Nursing (NLN) recognize that the shortage of faculty in schools of nursing is a continuing problem.

NURSE EDUCATORS BY EMPLOYMENT STATUS

- Findings from the 2008 National Sample Survey of Registered Nurses estimate that, for nearly 50 percent of nurses working as faculty, the educator role is their only nursing position.
- In Oregon, 63 percent of nurse educators work solely as faculty. The remainder hold nursing positions outside of academia as well.
- Current data indicates 21 percent consider nursing education their primary employment, but they hold one or more additional nursing positions. Seventeen percent do not consider nursing education their primary employment.

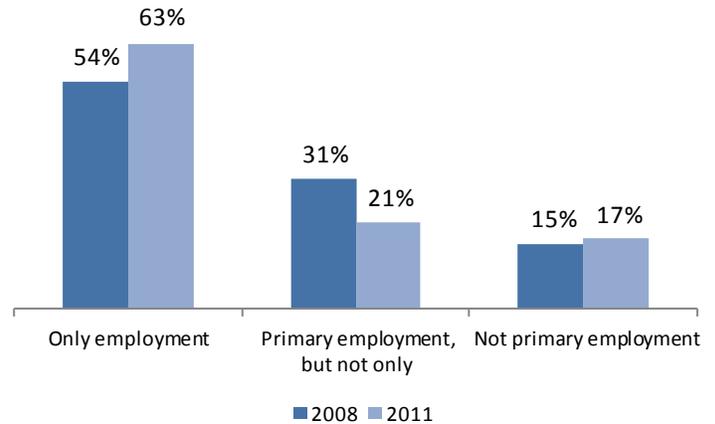


Figure 2. Oregon's Nursing Educators by Employment Status

Source: OCN surveys of nurse educators.

NURSE EDUCATORS BY EXPERIENCE

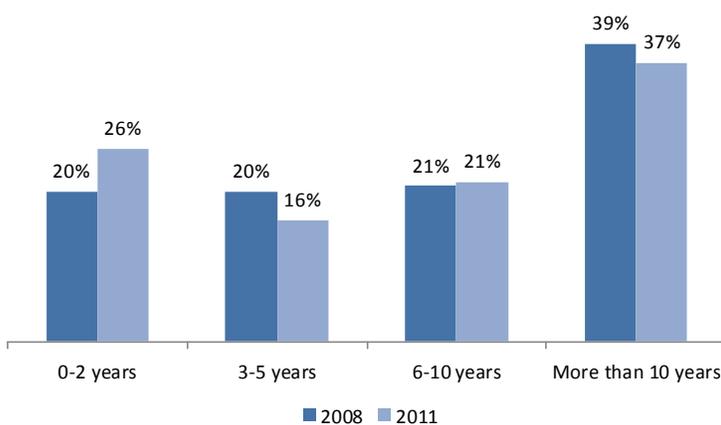


Figure 3. Oregon's Nurse Educators by Years of Nurse Educator Experience

Source: OCN surveys of nurse educators.

- Oregon's nurse faculty are highly experienced educators. Approximately 2 of 5 began their careers more than ten years ago. Within this group, one-fifth have been teaching for more than 20 years.
- A seasoned educator workforce is an asset to students, employers, and health care consumers, but does present important implications for workforce development and succession planning.
- The joint IOM and RWJF report on the future of nursing identifies inadequate workforce planning as a root cause of the education system's insufficient capacity to meet undergraduate educational needs.

NURSE EDUCATORS' WORKLOAD

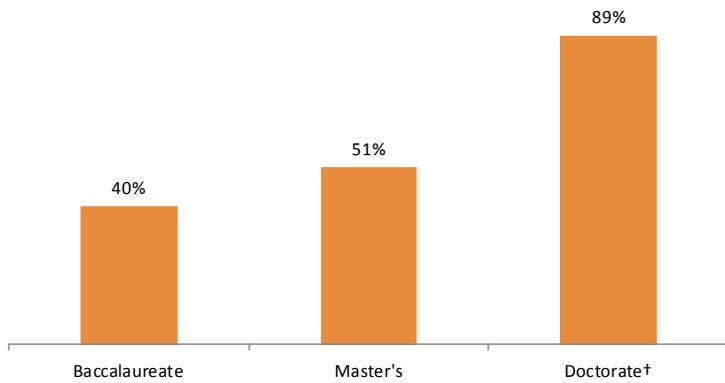


Figure 4. Oregon's Full-time Nurse Educators Working 50+ Hours per Week by Highest Nursing Degree Attained

†Doctorate includes PhD, DNSc, DSN, and DNP.
Source: OCN 2011 survey of nurse educators.

- The NLN/Carnegie Foundation National Survey of Nurse Educators found that 45 percent of respondents indicated dissatisfaction with their current workload, and more than 25 percent cited workload as a motivating factor in their intent to leave their current job.
- More than one-half (56 percent) of Oregon's full-time non-administrative faculty who teach in pre-licensure RN, RN to BSN and/or graduate-level RN programs report they typically work 50 or more hours per week.
- The percentage of Oregon's full-time nurse faculty reporting they work 50+ hours per week increases with respect to their educational preparation.

NURSE EDUCATORS' CAREER SATISFACTION

- Career satisfaction can make a difference in maintaining a qualified workforce. A meta-analysis of existing literature (Gormley, 2003) concluded organizational characteristics such as salary, number of nurse faculty, and number of students enrolled have little predictive power in determining nurse faculty job satisfaction. Factors associated with institutional leadership, role conflict and role ambiguity, and professional autonomy exhibit high predictive power.
- A 2008 survey of nurse educators in Oregon found the majority are satisfied with their careers overall and their level of professional autonomy. However, compared with registered nurses working in non-teaching roles, they are significantly less satisfied with the number of hours they are required to work and their incomes.

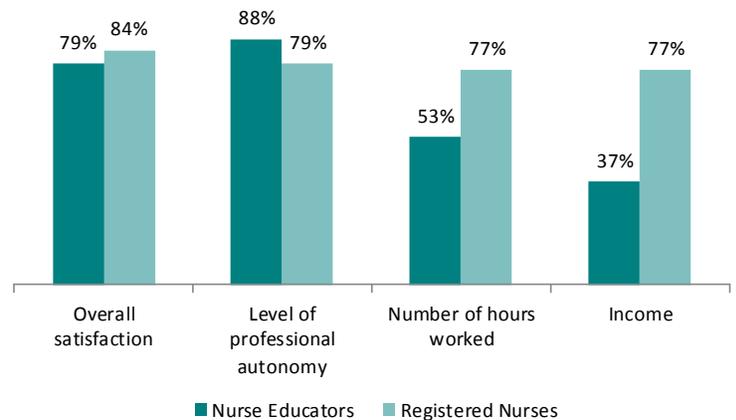


Figure 5. Oregon's Nurse Educators and Registered Nurses Satisfaction with Various Aspects of Their Careers

Source: OCN 2008 survey of nurse educators.

NURSE EDUCATORS BY AGE

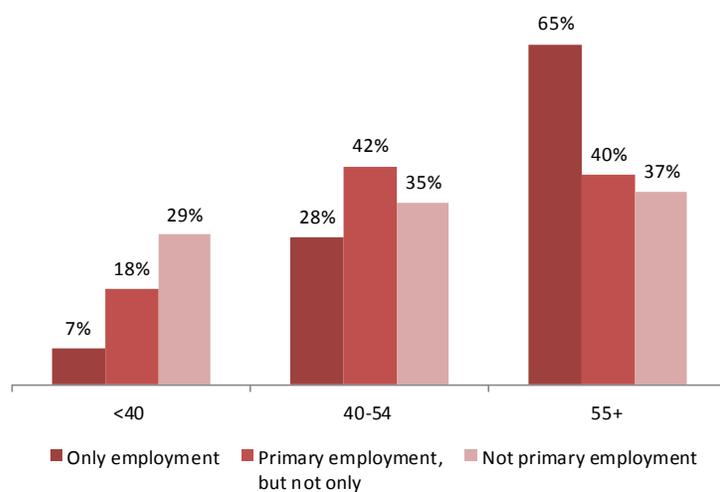


Figure 6. Age Profile of Oregon's Nurse Educators by Employment Status

Source: OCN 2011 survey of nurse educators.

- The median age of Oregon's nurse faculty is 56 years. An analysis completed by OCN in 2010 found the median age was 51 years within Oregon's overall registered nurse workforce.
- About thirteen percent of nurse educators are under the age of 40.
- Among nurse faculty whose sole employment is nursing education, 65 percent are 55+ years of age. The proportion is significantly lower among those whose nurse educator position is not their only employment (40 percent) and those working as nurse educators as a secondary form of employment (37 percent).

NURSE EDUCATORS' DEMOGRAPHICS

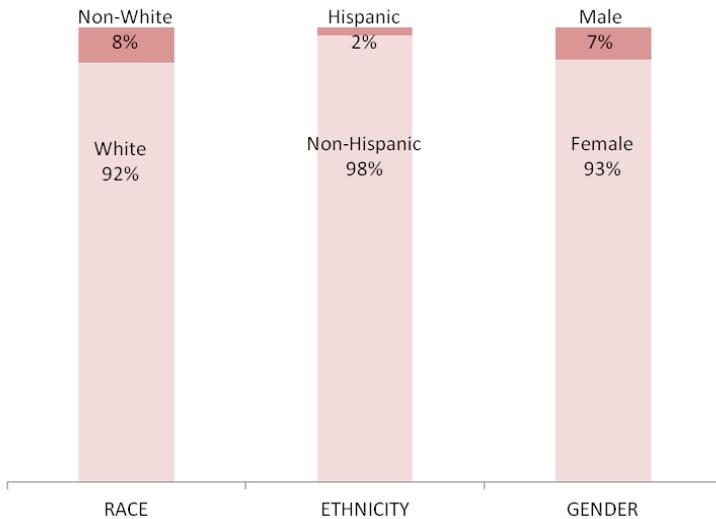


Figure 7. Demographic Profile of Oregon's Nurse Educators

Source: OCN 2011 survey of nurse educators.

- Research conducted by HRSA's Bureau of Health Professions (2006) suggests diversity in the health professions workforce may lead to improved public health by increasing access to care for underserved populations.
- An analysis completed by OCN in 2010 found that ten percent of Oregon's registered nurse workforce is non-white/non-Caucasian. The proportion is 8 percent among nurse faculty.
- The Census Bureau estimates twelve percent of Oregonians are persons of Hispanic/Latino origin. In contrast, only 2 percent of nurses working as educators are Hispanic/Latino.
- Increasing diversity within the nursing profession should also address gender disparity. An analysis completed by OCN in 2010 found that 7 percent of Oregon's nurse educators are men. This compares to 10 percent within Oregon's overall registered nurse workforce.
- Among nurse faculty whose sole employment is nursing education, 4 percent are men. The proportion of nurses is significantly higher (17 percent) among those working as nurse educators as a secondary form of employment.

NURSE EDUCATORS' RETIREMENT PLANS

- According to the American Association of Colleges of Nursing, the national nurse faculty vacancy rate in 2011-2012 was 7.7 percent. Nine of 10 vacancies were positions requiring or preferring a doctoral degree.
- An aging workforce is widely recognized as a key contributor to increasing demand for experienced registered nurses and nurse faculty, and warnings of a surge in retirements within the nurse workforce have been emphasized for some time.
- Among nurses currently working as educators in Oregon, one-fourth plan to retire within the next five years. Another one-fourth plan to retire within six to ten years.
- Retirement plans are the same regardless of educational attainment. Rates do not differ significantly between baccalaureate-, master's-, and doctorate-prepared faculty.
- There is some evidence that nurse faculty are delaying retirement. In 2008, 28 percent expected to retire by age 60 compared to just 14 percent in 2011.

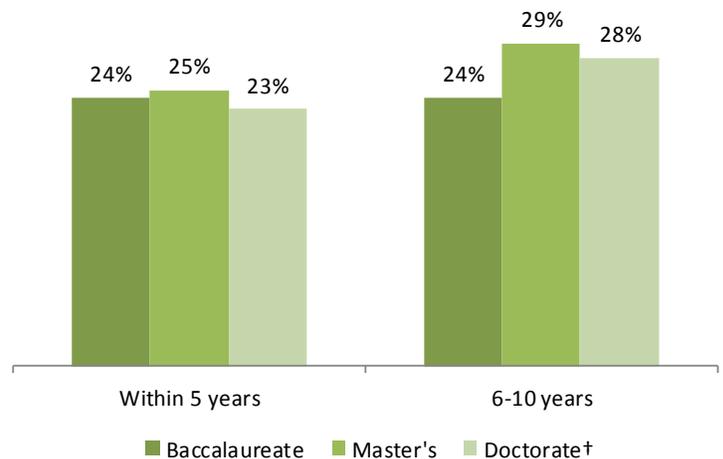


Figure 8. Retirement Plans of Oregon's Nurse Educators by Highest Nursing Degree Attained

Source: OCN 2011 survey of nurse educators..



The Oregon Center for Nursing (OCN) is a non-profit organization, established by the state's nursing leaders in 2002, with a mission to promote a well-prepared nursing workforce dedicated to providing care and leading change to meet the health needs of our communities. OCN fulfills its mission by educating nurses to embrace leadership opportunities, developing certainty through research, advocating for effective outcomes and stimulating collaborative innovation.

**Learn more about the Oregon Center for Nursing at
www.oregoncenterfornursing.org**