Identifying Factors Contributing to the Nurse Faculty Shortage in Louisiana

Findings from the Louisiana Center for Nursing 2018 Nurse Faculty Survey

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Acknowledgements

"Individual commitment to a group effort – that's what makes a team work, a company work, a society work, a civilization work.' – Vince Lombardi

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Executive Summary

The Louisiana State Board of Nursing – Center for Nursing, in addition to its charge to collect, analyze, and report on registered nurse (RN) and advanced practice registered nurse (APRN) workforce data, is also charged with evaluating RN education capacity and developing strategies for increasing educational access, retention and mobility, including opportunities for minority and underrepresented groups. The purpose of the current project was to survey nursing faculty teaching in Louisiana's licensed practical nurse (LPN), RN, and graduate nursing programs using the 2018 Louisiana Center for Nursing (LCN) Nurse Faculty Survey, which was based on the 2015 Massachusetts Nursing Faculty Workload Survey and adapted for the current project to determine: 1) nurse faculty perception of the existence of a nurse faculty shortage in Louisiana; and 2) factors contributing to a potential or existing nurse faculty shortage in Louisiana.

It is imperative that factors contributing to the nurse faculty shortage in Louisiana are identified and addressed to prevent the spiraling effect of a nursing shortage and its resultant impact on our healthcare system statewide and globally (Nardi and Gyurko, 2013). Early on when reviewing the data from the 2018 LCN Nurse Faculty Survey, it was determined that because of the nuances associated with the three types of nursing programs, which are the foci of this project, findings would be more informative if faculty teaching in each type of nursing program (LPN, RN, graduate) were analyzed independently and not only as a single cohort. As a result, unique findings based on the type of program in which faculty taught were revealed. For example, there were many similarities amongst faculty teaching in LPN, RN, and graduate nursing programs related to job satisfaction, reasons why nurse faculty are likely to leave their primary academic institution, and making the decision to actually leave their current teaching positions in one, five, or ten years, yet there were also specific issues identified that were unique to faculty teaching in a specific program type which increases the informative power of this study.

Findings in the current study are not unique to Louisiana, but similar findings have been found in studies conducted in Massachusetts (Bittner & Bechtel, 2017; Oregon Center for Nursing, 2017; Colorado Center for Nursing Excellence, 2012). The majority of the schools of nursing across the country are experiencing a nurse faculty shortage and even though there are some that are not currently feeling the impact of a nurse faculty shortage, if a plan is not developed and implemented to address the gaps that will exist when 49% of the faculty leave their current positions in five years and 63% leave their positions in ten years, not only will all schools of nursing feel the impact, but so will our nurse employers, and ultimately, the recipients of healthcare in Louisiana. Major findings obtained from the 2018 LCN Nurse Faculty Survey, as well as recommendations related to how Louisiana can begin to address the nurse faculty shortage are included in the report.

Cynthia Bienemy, PhD, RN
Director, Louisiana Center for Nursing
Louisiana State Board of Nursing

Louisiana State Board of Nursing – Center for Nursing
2018 Nurse Faculty Survey

Introduction

Looking ahead to 2025, the nation's nursing workforce will be challenged by the aging of 76 million Baby Boomers, most of whom have multiple chronic diseases; physician shortages and the uneven geographic distribution of primary care and specialist physicians which will shift increasing amounts of healthcare delivery onto registered nurses (RNs) and advanced practice registered nurses (APRNs), who will need to find ways to maintain the public's access to care, particularly in rural and other underserved areas. The retirement of a substantial segment of the RN workforce and the annual loss of millions of years of nursing experience accompanied by a tsunami of retirees will be occurring simultaneously (Buerhaus et al., 2017). The question that many are asking is, "Will we have a sufficient supply of nurses to meet the demand created by these very significant happenings that are occurring at rapid rates within our healthcare system and amongst the largest segment of our healthcare workforce?" According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (2018), employment of registered nurses is projected to grow 15% from 2016 to 2026 with an expected demand for 438,100 RNs, while employment of nurse anesthetists, nurse midwives, and nurse practitioners is projected to grow 31% with an expected demand of 64,200 within the same timeframe, both of which are much faster than the average for all occupations. The BLS (2018) also projects that there will be a 12% growth in the demand for licensed practical nurses (LPNs) nationwide by 2026. The final question which leads to the focus of this report is, "Do we have a sufficient number of nurse faculty in the pipeline to produce the number of nurses that will be needed to meet the demand over the next eight years? For many parts of the country, the answer is a resounding no.

To gauge the ongoing level of demand for nurse faculty in Louisiana, the Louisiana Center for Nursing (LCN), which is a division within the Louisiana State Board of Nursing (LSBN), reports on data obtained from Deans and Directors of Louisiana's undergraduate (pre-RN licensure) and APRN programs relative to their nursing faculty. This information is submitted to LSBN on an annual basis via the schools of nursing annual reports. Deans and Directors are asked to report on the number of filled full and part-time faculty positions, vacant nurse faculty positions, the number of retirements, resignations, and new appointments. These numbers are depicted by program type in the LSBN annual reports. The number of full and part-time faculty positions fluctuate from year to year depending on the number of budgeted faculty positions, the availability of qualified faculty, and the school's need to fill full-time positions with part-time faculty.

In 2017, a total of 1,406 qualified applicants to Louisiana's pre-RN programs were denied admission. A review of the last four LSBN annual reports (2014–2017) revealed that the top three reasons that were given by the Deans and Directors as to why qualified applicants were not admitted were: budgeted faculty positions were not available; faculty salary was not competitive; and qualified faculty were not available. Between 2012 and 2016 there was: a 12% decrease in the number of students enrolled in pre-RN programs; a 10% decrease in the total number of graduates from pre-RN programs; a 12.% decrease in the number of budgeted full-time faculty positions; a 44% increase in the number of vacant faculty positions; a 17% increase in the number of nurse faculty resignations; and a three percentage point increase in the nurse faculty vacancy rate (4.5% in 2012 to 7.5% in 2016). In 2016, approximately 22% (169) of the nurse faculty teaching in Louisiana's pre-RN programs were 61+ years of age.

In an effort to take a serious look at the actual or pending nurse faculty shortage in Louisiana, the LCN applied for and received funding in August 2017 from the Louisiana Health Works Commission to survey nurse faculty teaching in Louisiana's LPN, RN, and Graduate nursing programs using the Massachusetts Nursing Workload Faculty Survey (2015) to identify factors that may be contributing to a pending or actual nurse faculty shortage in Louisiana. The belief was that faculty currently teaching in Louisiana's nursing programs would be in the best position to provide valuable information to first of all validate that there is a nurse faculty shortage in Louisiana, and secondly, identify factors that may be contributing to a nurse faculty shortage in Louisiana.

Methodology

A LCN Nurse Faculty Survey Team was established and included representatives from organizations and agencies that contributed significantly to educating future nurses in Louisiana. The following organizations were represented on the LCN Nurse Faculty Survey Team: the Louisiana Community and Technical College System (LCTCS), the Louisiana Council of Administrators of Nursing Education (LaCANE), the LSBN, the Louisiana State Board of Practical Nurse Examiners (LSBPNE), and the Louisiana League for Nursing (LLN), and the Louisiana Association of Independent Colleges and Universities (LAICU). The role of the members of this team was to not only give input on the project, but to also serve as a resource for their faculty and colleagues within the organizations and/or schools of nursing they represented. The Nurse Faculty Survey Team was asked to review the survey before it was launched, serve as a resource person for their organization(s) and schools of nursing by keeping them up-to-date on the project until the final report was disseminated, and participate in three to four conference calls. The LCN also solicited the support of Louisiana's nursing programs and nurse champion organizations such as the Louisiana Hospital Association (LHA), and other stakeholders from across the state in getting the word out about the 2018 LCN Nurse Faculty Survey asking them to encourage nurse faculty to complete the survey. Approval was obtained from the authors of the Massachusetts Nursing Faculty Workload Survey to utilize and adapt their survey as needed for the current study.

Sample

Email addresses were obtained for all LPN, RN, and Graduate faculty that taught at any point and time during the 2016-2017 academic year. The vast majority of the email addresses were submitted to LCN by the Deans, Directors, and Chairs for the various nursing programs. For those email addresses that could not be obtained from the schools of nursing, LCN was able to obtain them from LSBN and the LSBPNE. A total of 800 email addresses for RN/Graduate Nurse faculty and 225 email addresses for LPN Nurse faculty were collected. The survey was administered via SurveyMonkey. Individual emails describing the purpose of the 2018 Nurse Faculty Survey and a link to the survey was sent out on January 22, 2018 with 15 bounce backs resulting in a sample size of 1,010 potential respondents. Nurse faculty were informed in the email that individual responses to the survey would be kept strictly confidential and that the survey data would be reported in aggregate. In an effort to maintain anonymity, nurse faculty were not asked to disclose any information about their place of employment. They were also informed that findings from the survey would be compiled into a report that would be made available electronically on the LCN webpage at the following link: http://lcn.lsbn.state.la.us/. The time needed to complete the survey was approximately 15 minutes. Five hundred and eight (508) surveys were completed and returned resulting in a 50% overall response rate.

Data Analysis

Univariate descriptive statistics were performed for each question on the survey. Missing, extreme, and variable distributions were explored and rules applied as deemed appropriate. Spearman correlation coefficients were obtained when exploring relationships between categorical variables with the level of significance identified as an alpha of less than or equal to 0.05.
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Findings

Respondents According to Program Type

Of the 508 respondents to the LCN 2018 Nurse Faculty Survey, 21% taught primarily in LPN programs, 60% taught primarily in pre-RN programs, and 17% taught primarily in Graduate programs (Table 1). For the purposes of the current study, 'primarily' is used to designate the program in which nurse faculty reported the largest percentage of teaching responsibilities (50% or more). Eleven respondents were categorized as missing because the percentages for their teaching responsibilities across programs did not add up to be 100% as instructed in the survey (e.g., 8% time in a Baccalaureate Program for a full-time faculty member) resulting in a sample size of 497 respondents.

Table 1. All Respondents According to Nursing Program

Program Type	LPN Faculty		RN Faculty		Graduate Faculty		Missing		Total
	No.	%	No.	%	No.	%	No.	%	
All Respondents	106	21%	306	60%	85	17%	11	2%	508

Respondents According to Program Type and Employment Status

As seen in Table 2, when evaluating the respondents according to employment status and program type, 86% (425) of the nurse faculty completing the 2018 LCN Nurse Faculty Survey were found to be employed full-time and 11% (56) were adjunct or part-time faculty. Sixteen nurse faculty selected 'other' as their employment status and included statements such as "I just turned in my two weeks' notice," and "I now hold a different, non-nursing faculty job." These responses were not included in the final analysis.

The remainder of the report will focus on nurse faculty holding a full-time teaching position according to program type; LPN, RN, or Graduate. A brief overview of the findings obtained from the responses of part-time faculty will also be presented.

Table 2. Employment Status of Respondents According to Program Type

Employment Status	LPN Faculty		RN Faculty		Graduate Faculty		Total	
	#	%	#	%	#	%	#	%
Full-time	88	83%	266	87%	71	84%	425	86%
Adjunct/Part-time	14	13%	32	10%	10	12%	56	11%
Other	4	4%	8	3%	4	5%	16	3%
Total	106		306		85		497	

Full-Time Nurse Faculty According to Program Type

Employment According to Regional Labor Market Area

     Regional Labor Market Areas (RLMAs) are economically integrated areas in which individuals can live and find employment within a reasonable distance or can feasibly change jobs without changing their place of residence (Louisiana Workforce Commission, 2017). Occupational projections for all occupations are reported by the Louisiana Workforce commission (LWC) according to the eight RLMAs in Louisiana. Full-time nurse faculty completing the 2018 LCN Nurse Faculty Survey were employed across the state (Table 3). The majority of nurse faculty completing the survey came from RLMAs that are considered to be large urban metropolitan areas like the New Orleans, Baton Rouge, Lafayette, and Shreveport RLMAs. The exception would be 20% of the LPN nurse faculty that were employed in the Alexandria RLMA.

Table 3. Primary Employment According to Regional Labor Market Area (RLMA)

RLMA	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
New Orleans RLMA - 1	17	20%	64	24%	21	30%	102	24%
Baton Rouge RLMA - 2	10	12%	49	18%	16	23%	75	18%
Houma RLMA - 3	1	1%	17	6%	3	4%	21	5%
Lafayette RLMA - 4	14	16%	39	15%	10	14%	63	15%
Lake Charles RLMA - 5	6	7%	16	6%	2	3%	24	6%
Alexandria RLMA - 6	17	20%	21	8%	2	3%	40	10%
Shreveport RLMA – 7	15	17%	39	15%	13	19%	67	16%
Monroe RLMA – 8	6	7%	21	8%	2	3%	29	7%
Total	86		266		69		421	

Demographics

Gender

     Ninety-five percent of the respondents completing the 2018 LCN Nurse Faculty Survey were female with the greatest number of males teaching in pre-RN programs (13) and the greatest percentage of males (7%) teaching in graduate nursing programs (Table 4). According to the 2017 LSBN Annual Report, six percent of the faculty teaching in pre-RN programs were male, which is in alignment with the current study. In contrast, 16% of the faculty teaching in Louisiana's graduate faculty in 2017 were male which is more than the 7% identified in the current study (LSBN Annual Report, 2017).

Table 4. Full-Time Nurse Faculty According to Gender

Gender	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Male	2	2%	13	5%	5	7%	20	5%
Female	86	98%	253	95%	66	93%	405	95%
Total	88	20%	266	63%	71	17%	425	100%

Ethnicity and Race

Ninety-eight percent of the respondents completing the 2018 LCN Nurse Faculty Survey were non-Hispanic (Table 5). Three percent (2) of the graduate and two percent (5) of the pre-RN nurse faculty reported being of Hispanic origin which is more than the one percent reported in the LSBN annual report (2017) for faculty teaching in the pre-RN and graduate nursing programs.

Table 5. Ethnicity of Full-time Respondents According to Program

Ethnicity	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Hispanic	0	0%	5	2%	2	3%	7	2%
Non-Hispanic	88	100%	261	98%	69	98%	418	98%
Total	88	21%	266	63%	71	17%	425	100%

Overall, 77% of the respondents completing the 2018 LCN Nurse Faculty Survey were White/Caucasian (Table 6). Twenty-five percent of the respondents teaching in pre-RN programs and 18% teaching in graduate nursing programs were non-White. In 2017, 30% of the faculty teaching in pre-RN programs were non-White and 20% of those teaching in graduate programs were non-White (2017 LSBN Annual Report).

Table 6. Race of Full-time Respondents According to Program Type

Race	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
White/Caucasian	68	77%	200	75%	58	82%	326	77%
Black/African American	15	17%	56	21%	10	14%	81	19%
Asian	0	0%	2	1%	0	0%	2	1%
American Indian/Alaska Native	1	1%	1	<1%	1	1%	3	1%
Two or More Races	3	3%	5	2%	0	0%	8	2%
Other	1	1%	2	1%	2	3%	5	1%
Total	88		266		71		425	

Age

The average age for all nurse faculty completing the 2018 Nurse Faculty Survey was 51 years with a median age of 53 years (Table 7). Respondents teaching in graduate programs tended to be older and faculty teaching in LPN programs tended to be the youngest at an average age of 50 years and a median age of 49 years.

Table 7. Full-Time Nurse Faculty Average Age

Age	LPN Faculty	RN Faculty	Graduate Faculty	All Full-Time Faculty
Average Age in Years	50	52	53	51
Median Age in Years	49	53	55	53
Total	87	265	70	431

There was very little variation in the percentage of faculty that were less than 40 years old across programs in the current study (Table 8). Approximately 54% of the faculty teaching in LPN programs were less than 50 years old while approximately 28% and 26%, respectively, of the RN and Graduate faculty were less than 50 years old. Forty-one percent of the respondents teaching in the graduate nursing programs were in the 60-69 year age range compared to 19% and 26%, respectively, teaching in the LPN and RN programs. In 2017, faculty teaching in Louisiana's pre-RN and graduate nursing programs between the ages of 60-69 years were approximately 22% and 24%, respectively (2017 LSBN Annual Report).

Table 8. Age of Full-Time Respondents According to Program Type

Age	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
<40	13	15%	41	15%	13	18%	67	16%
40-49	34	39%	62	23%	13	18%	109	26%
50-59	24	27%	94	35%	16	23%	134	32%
60-69	16	18%	63	24%	29	41%	108	25%
70+	1	1%	6	2%	0	0%	7	2%
Total	88		266		71		425	

Educational Preparation and Teaching Experience

Highest Degree Earned

Forty-one percent of the respondents teaching in LPN programs had a Baccalaureate degree in nursing and 33% had an Associate degree in nursing. Fifty-eight percent 58% of the respondents teaching in pre-RN programs had a masters' degree in nursing and 78% teaching at the graduate level had a doctorate degree (Table 9). Faculty teaching in each type of program were enrolled in school with the greatest percentage of those enrolled teaching in RN programs (12%). Seventy-four percent of the faculty teaching in pre-RN programs in 2017 were master's prepared and 76% of graduate faculty were doctorate prepared (2017 LSBN Annual Report).

Table 9. Educational Preparation of Full-Time Faculty

Educational Preparation	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Associate	29	33%	0	0%	0	0%	29	7%
Bachelors	36	41%	2	2%	0	0%	38	9%
Masters	12	14%	155	58%	7	10%	174	41%
Doctorate	1	1%	62	23%	55	78%	118	28%
Other	5	6%	14	5%	5	7%	24	6%
Enrolled	5	6%	33	12%	4	6%	42	10%
Total	88		266		71		425	

Teaching Preparation

Nurse faculty were asked if they had completed any courses related to teaching pedagogy and curriculum development prior to becoming a nurse faculty. Sixty-eight percent of the respondents teaching in pre-RN programs and 59% teaching in graduate nursing programs indicated that they had taken education courses prior to becoming a nurse faculty (Table 10). Thirty-one percent of the LPN faculty indicated that they had taken an education course.

Table 10. Full-Time Faculty Teaching Preparation

Completion of Course(s) in Education	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Yes	27	31%	181	68%	42	59%	250	59%
No	61	69%	85	32%	29	41%	175	41%
Total	88		266		71		425	

Credentialed as a Certified Nurse Educator (CNE)

Overall, across programs, 87% of the respondents were not credentialed as a certified nurse educator (Table 11). Twenty-one percent of the respondents teaching in graduate nursing programs, 13% of those teaching in pre-RN programs, and 6% of those teaching in LPN programs did have the CNE certification.

Table 11. Full-Time Faculty with the CNE Credential

Certification in Nursing Education	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Yes	5	6%	34	13%	15	21%	54	13%
No	83	94%	232	87%	56	79%	371	87%
Total	88		266		71		425	

Teaching Experience

Respondents indicated that they had been in nursing education an average of 14 years for graduate faculty, 11 years for RN faculty and 6 years for LPN faculty (Table 14). Fifty-eight percent of the faculty teaching in LPN programs reported that they had been teaching less than five years, while 33% and 27%, respectively, of the RN and graduate faculty indicated that they had taught for less than five years (Table 12). Approximately 82% of the LPN faculty had 10 or less years of teaching experience compared to 54% of RN faculty and 46% of graduate faculty.

Table 12. Full-Time Nurse Faculty According to Program Type and Total Years as Nurse Faculty

Years	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
<5	50	58%	86	33%	19	27%	155	37%
6 to 10	21	24%	56	21%	14	20%	91	22%
11 to 15	11	13%	58	22%	10	14%	79	19%
16 to 20	4	5%	26	10%	7	10%	37	9%
21 to 25	0	0%	13	5%	9	13%	22	5%
26 to 30	1	1%	12	5%	6	9%	19	5%
>30	0	0%	12	5%	6	9%	18	4%
Total	87		263		71		421	

Employment at Primary Institution

When nurse faculty were asked how long they had been employed at their primary academic institution 59% of the LPN faculty indicated that they had been at their primary institution for less than five years, 45% of the RN faculty, and 41% of the graduate faculty (Table 13).

Table 13. Full-Time Nurse Faculty According to Program Type and Total Years as Nurse Faculty at Primary Institution

Years	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
<5	52	59%	119	45%	29	41%	200	48%
6 to 10	20	23%	58	22%	15	21%	93	22%
11 to 15	10	11%	50	19%	10	14%	70	17%
16 to 20	5	6%	15	6%	8	11%	28	7%
21 to 25	0	0%	8	3%	4	6%	12	3%
26 to 30	1	1%	7	3%	4	6%	12	3%
>30	0	0%	5	2%	1	1%	6	1%
Total	88		262		71		421	

Years of Experience in Teaching in LPN, RN, and Graduate Nursing Programs

There were nurse faculty that reported having taught in LPN, RN, and Graduate Nursing programs at some point and time in their career. As seen in Table 14, the number of faculty members reporting teaching in programs outside of the primary nursing program identified in this study tended to decrease in number. For example, the majority of LPN faculty reported teaching an average of six years in LPN education, 17 LPN faculty reported teaching an average of six years in a pre-RN program, five reported teaching an average of nine years in graduate education and seven reported teaching an average of 11 years in other educational programs.

Table 14. Average No. of Years in LPN, RN, and Graduate Education (Q8)

Years in Education	LPN Faculty	RN Faculty	Graduate Faculty
Years in LPN education	6 (n=87)	5 (n=32)	1 (n=4)
Years in undergraduate (Pre-RN) education	6 (n=17)	10 (n=220)	11 (n=55)
Years in Graduate Education	9 (n=5)	5 (n=60)	7 (n=68)
Years in other education	11 (n=7)	9 (n=14)	3 (n=3)

Academic Rank

Seventy-six percent of faculty teaching in LPN programs were at the instructor level compared to 31% of the faculty teaching in the RN programs and 11% teaching in the graduate programs. Fifty percent of the RN faculty and 42% of the graduate faculty were assistant professors. The largest percentage of associate professors and professors were teaching in the graduate program (Table 15).

Table 15. Full-Time Nurse Faculty According to Academic Rank and Program Type

Rank	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Instructor	67	76%	82	31%	8	11%	157	37%
Assistant Professor	1	1%	133	50%	30	42%	164	39%
Associate Professor	2	2%	29	11%	22	31%	53	13%
Professor	3	3%	16	6%	11	16%	30	7%
Other	15	17%	6	2%	0	0%	21	5%
Total	88		266		71		425	

Contract Length with Primary Institution

The largest percentage of faculty in each program type indicated that they were on a nine-month contract with their academic institution: LPN faculty (48%); RN faculty (51%); and Graduate faculty (44%). Forty-five percent of the LPN faculty were on 12-month contracts, compared to 27% of the RN faculty and 35% of the graduate faculty.

Table 16. Full-Time Nurse Faculty According to Length of Teaching Contract

Length of Teaching Contract	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
9 Month	41	48%	134	51%	31	44%	206	49%
10 Month	1	1%	56	21%	14	20%	71	17%
12 Month	39	45%	72	27%	25	35%	136	32%
Semester	5	6%	3	1%	1	1%	9	2%
Total	86		265		71		422	

Tenure Status

Approximately 30% of the LPN faculty reported either being tenured or being on tenure track compared to 44% of the RN faculty and 69% of the graduate faculty (Table 17). Thirty-two percent of the RN faculty indicated they were not on tenure track and 53% of the LPN faculty reported that tenure was not offered by their academic institution. Only 7% of the graduate faculty reported that tenure was not offered by their institution.

Table 17. Full-Time Nurse Faculty According to Program Type and Tenure Status

Tenure Status	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Tenured Faculty	15	17%	53	20%	23	32%	91	21%
On Tenure Track	11	13%	63	24%	26	37%	100	24%
Not on Tenure Track	15	17%	85	32%	17	24%	117	28%
Tenure not Offered	47	53%	65	24%	5	7%	117	28%
Total	88		266		71		425	

Joint Appointments

As seen in Table 18, across all types of programs, only 8% of the respondents indicated that they held a joint appointment: nineteen RN faculty (7%); 10 graduate faculty (14%); and 5 LPN faculty (6%).

Table 18. Full-Time Nurse Faculty Holding a Joint Appointment According to Program Type

Joint Appointment	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Yes	5	6%	19	7%	10	14%	34	8%
No	83	94%	247	93%	61	86%	391	92%
Total	88		266		71		425	

Number of Paid Teaching Positions

The vast majority of faculty indicated that they held one paid position in nursing education during the 2016-2017 academic year (Table 19). Although small in number, there were some faculty that reported having two paid positions and even fewer having three paid positions.

Table 19. Fulltime Nurse Faculty According to Program Type and Number of Positions Held in Nursing Education During the 2016-2017 Academic Year

Number of Positions Held	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
1 Position	84	96%	239	90%	67	94%	390	92%
2 Positions	3	3%	24	9%	3	4%	30	7%
3 Positions	1	1%	3	1%	1	1%	5	1%
Total	88		266		71		425	

Workload

Number of Hours Worked Per Week

When asked as a nurse faculty, on average how many hours per week do you work, LPN faculty reported working 43 hours per week, RN faculty, 47 hours, and graduate faculty, 48 hours (Table 20). Fifty percent of graduate faculty reported working an average of 50 hours per week.

Table 20. Work Hours Per Week for Full-Time Nurse Faculty

Work Hours Per Week	LPN Faculty	RN Faculty	Graduate Faculty
Mean	43	47	48
Median	40	45	50
Total	88	265	71

Credits and Courses Taught per Academic Year

Faculty teaching in LPN programs indicated that they taught an average of 7 courses which was equivalent to approximately 21 credit hours per academic year (Table 21). Faculty teaching in RN programs taught an average of five courses / 19 credit hours and graduate nurse faculty taught an average of seven courses / 22 credits per academic year (Table 21).

Table 21. Average Number of Courses/Credits Taught per Academic Year

Teaching Load	LPN Faculty	RN Faculty	Graduate Faculty
Courses per Year	7 (n = 55)	5 (n = 168)	7 (n = 47)
Credits per Year	21 (n = 35)	19 (n = 146)	22 (n = 39)

Nurse Faculty Role/Responsibilities

Faculty were asked to identify how many hours per week they spend on tasks associated with their role as a nurse faculty. As seen in Table 22, the majority of hours are spent on classroom teaching, clinical teaching, and clinical practice for all faculty, with administrative responsibilities requiring nine, ten, and thirteen hours per week, respectively, for LPN, RN, and Graduate faculty.

Table 22. Average No. of Hours spent per week by LPN, RN and Graduate Faculty on Task Associated with Their Faculty Role

Task	LPN Faculty	RN Faculty	Graduate Faculty
Administrative Responsibilities	9 (n=46)	10 (n=129)	13 (n=41)
Teaching – Classroom	16 (n=72)	14 (n=219)	18 (n=56)
Teaching – Clinical	12 (n=63)	15 (n=197)	13 (n=31)
Student Advisement	4 (n=55)	5 (n=191	5 (n=45)
Skills Lab Instruction	4 (n=35	6 (n=109)	3 (n=12)
Clinical Practice	16 (n=30)	13 (n=100)	9 (n=24)
Service	5 (n=10)	3 (n=108)	5 (n=40)
Research/Grant Writing	0 (n=0)	2 (n=35)	4 (n=27)
Writing for Publication	0 (n=0)	3 (n=36)	4 (n=33)
Participation in Professional Organization(s)	1 (n=5)	2 (n=101)	3 (n=37)

Note: N for LPN Faculty = 88; RN Faculty = 266; Graduate Faculty = 71

Scholarly Activities Performed by Nurse Faculty

Thirty-eight percent of LPN faculty, 65% of RN faculty, and 87% of graduate faculty reported having created or revised a course in the previous year (Table 23). Forty-four percent of the Graduate faculty reported publishing an article in a refereed journal and 73% reported giving presentations. Thirty-five percent of the RN faculty and nine percent of the LPN faculty also indicated that they had given presentations at local, state, national, and international meetings.

Table 23. Activities LPN, RN and Graduate Faculty have completed within the previous academic year.

Activity	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Article(s) published in a refereed journal	0	0%	34	13%	31	44%	65	15%
Authored, edited, or contributed to a chapter in a published book or textbook	0	0%	18	7%	11	16%	31	7%
Course created or revised	33	38%	174	65%	62	87%	269	63%
Grant proposal preparation	1	1%	36	14%	23	32%	60	14%
Presentations (Local, State, National, International)	8	9%	92	35%	52	73%	152	36%
Total	88		266		71		425	

Calculation of Workload

Respondents were asked to report how their workload was calculated and as can be seen in Table 24, the calculation of workload varies across programs and within programs. Overall, the most frequently used methods for calculating workload is number of courses per semester, quarter, term, or module; number of credits per semester, quarter, term, or module; and number of clinical days/hours per semester, quarter, term or module.

Table 24. Calculation of Workload

Workload	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Number of courses per semester, quarter, term, or module	42	48%	112	42%	33	47%	187	44%
Number of courses per academic year	11	13%	35	13%	6	9%	52	12%
Number of credits per semester, quarter, term, or module	21	24%	124	47%	38	54%	183	43%
Number of credits per academic year	8	9%	24	9%	6	9%	38	9%
Number of clinical days/hours per semester, quarter, term, or module	37	42%	132	50%	12	17%	181	43%
Number of clinical days/hours per academic year	11	13%	33	12%	2	3%	46	11%
Total	88		266		71		425	

Nurse Faculty Shortage

Nurse Faculty Perception of a Nurse Faculty Shortage

When faculty were asked to indicate their perception of the nurse faculty shortage in Louisiana on a scale of 0 to 4 with 0 indicating that there is not a nurse faculty shortage and 4 indicating that there is a severe nurse faculty shortage in Louisiana, the majority of the respondents indicated that they perceived that there is indeed a nurse faculty shortage in Louisiana: 65% of the LPN faculty, 78% of the RN faculty, and 82% of the graduate faculty. There were also nurse faculty that were not sure if there was a nurse faculty shortage in Louisiana. Twenty-eight percent of the LPN faculty, 15% of the RN faculty, and 18% of the Graduate faculty were unsure about the existence of a nurse faculty shortage in Louisiana. Although small in number, there were also LPN and RN faculty that did not believe there is a nurse faculty shortage in Louisiana.

Table 25. Is there a nurse faculty shortage?

Faculty Shortage	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Severe Shortage	25	28%	125	47%	30	42%	180	42%
Yes	32	36%	83	31%	28	39%	143	34%
Neutral	25	28%	40	15%	13	18%	78	18%
Maybe/Not Sure	4	5%	14	5%	0	0%	18	4%
No Shortage	2	2%	4	2%	0	0%	6	1%
Total	88		266		71		425	

Impact of the Nurse Faculty Shortage on Workload

When asked what impact the nurse shortage has had on their workload, 73 percent of all nurse faculty teaching across programs indicated that their workload had increased due to the nurse faculty shortage and 27% indicated that their workload had not been impacted by the nurse faculty shortage (Table 26).

Table 26. What impact has the nurse faculty shortage had on your workload?

Impact of nurse faculty shortage on workload	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Increased	59	70%	188	72%	56	79%	303	73%
Remained about the same	25	30%	73	28%	15	21%	113	27%
Decreased	0	0%	0	0%	0	0%	0	0%
Total	84	20%	261	63%	71	17%	416	100%

Interest in Working in an Adjunct/Part-time Faculty Position After Retirement

Nurse faculty planning to retire in the next one to five years were asked if they would be interested in working part-time as an adjunct nurse faculty member and 68% of the LPN faculty, 73% of the RN faculty, and 81% of the Graduate faculty indicated that they would be interested in working as adjunct faculty after retirement.

Table 27. Interest in Working in an Adjunct / Part-time Faculty Position After Retirement

Interested in Post-Retirement Teaching Position	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Yes	39	68%	129	73%	34	81%	202	73%
No	18	32%	48	27%	8	19%	74	27%
No. of Respondents	57		177		42		276	

Job Satisfaction

Respondents to the Nurse Faculty Survey were asked to rank their satisfaction with certain aspects of their job at their primary academic institution using a Likert scale with options of very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied, and not applicable. For the purposes of reporting the findings for the current study, very satisfied and somewhat satisfied were combined and reported as 'satisfied'. Very dissatisfied and somewhat dissatisfied were combined and reported as 'dissatisfied'. The option, 'not applicable' was not included in the analysis. The vast

majority of nurse faculty were satisfied with many of the aspects of their jobs, yet there were some areas where 30% or more of the respondents were not satisfied which are highlighted in Table 28.

Salary/compensation was the area of least satisfaction across all programs with 64% of nurse faculty as a whole reporting being dissatisfied. Sixty-eight percent of LPN faculty, 65% of RN faculty, and 56% of graduate faculty reported dissatisfaction with their salaries / compensation. Other areas where 30% or more of faculty reported dissatisfaction with their present full-time teaching positions across program types were workload, opportunities for career advancement, and support given by college/school for faculty research. Over 30% of LPN and graduate faculty were dissatisfied with recognition of performance, involvement of faculty in college/school decisions, and support given by the college/school for community service. Thirty-seven percent of graduate faculty were not satisfied with flexibility to balance work and family and over 30% of faculty teaching in LPN programs were not satisfied with the quality of their relationship with the college/school's administration, nor the college/school's support for professional growth for faculty.

Table 28. Full-Time Nurse Faculty Satisfaction with Teaching Position at Primary Academic Institution

Faculty Satisfaction (% Satisfied)	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Workload	**60**	**70%** (n=86)	**176**	**68%** (n=260)	**38**	**54%** (n=70)	**274**	**66%** (n=416)
Benefits	76	88% (n=86)	199	78% (n=254)	52	77% (n=68)	327	80% (n=408)
Salary/Compensation	**27**	**32%** (n=85)	**92**	**35%** (n=263)	**31**	**44%** (n=71)	**150**	**36%** (n=419)
Feeling safe in the work environment	69	79% (n=87)	240	91% (n=265)	63	89% (n=71)	372	88% (n=423)
General environmental work conditions	65	74% (n=88)	224	84% (n=266)	59	83% (n=71)	348	82% (n=425)
Climate for racial and ethnic minority faculty members	72	89% (n=81)	236	90% (n=261)	58	87% (n=67)	366	90% (n=409)
Job security / Tenure prospects	68	79% (n=86)	209	80% (n=260)	56	79% (n=71)	333	80% (n=417)
Flexibility to balance work and family	67	76% (n=88)	204	77% (n=266)	**44**	**63%** (n=70)	315	74% (n=424)
Recognition of performance	**57**	**65%** (n=88)	196	74% (n=266)	**48**	**68%** (n=71)	301	71% (n=425)
Opportunity to use skills and abilities	79	90% (n=88)	218	83% (n=264)	60	85% (n=71)	357	84% (n=423)
Autonomy and Independence	68	77% (n=88)	213	81% (n=263)	57	80% (n=71)	338	80% (n=422)
Supervision of my position	66	75% (n=88)	208	79% (n=264)	57	80% (n=71)	331	78% (n=423)
An atmosphere of academic freedom	65	76% (n=85)	203	77% (n=263)	56	79% (n=71)	324	77% (n=419)
Quality of relationship with school's administration	**61**	**69%** (n=88)	217	82% (n=265)	56	79% (n=71)	334	79% (n=424)
Involvement of faculty in college/school decisions	**49**	**57%** (n=86)	188	71% (n=263)	**50**	**70%** (n=71)	287	68% (n=420)
Sense of accomplishment from work	84	95% (n=88)	234	88% (n=265)	61	86% (n=71)	379	89% (n=424)
Variety of work	80	92% (n=87)	221	86% (n=257)	60	85% (n=71)	361	87% (n=415)
Opportunities for career advancement	**50**	**61%** (n=82)	**164**	**63%** (n=259)	**47**	**68%** (n=69)	**261**	**64%** (n=410)
Relationships with colleagues	77	89% (n=87)	242	92% (n=264)	64	90% (n=71)	383	91% (n=422)
Opportunity to try new innovative ideas	68	78% (n=87)	214	81% (n=263)	56	79% (n=71)	338	80% (n=421)
Mission of the College / School	77	89% (n=87)	254	96% (n=264)	67	94% (n=71)	398	94% (n=422)
College / School support for professional growth of faculty	**58**	**66%** (n=88)	206	79% (n=262)	55	77% (n=71)	319	76% (n=421)
Support given by College / School for faculty research	**37**	**51%** (n=72)	**158**	**63%** (n=250)	**41**	**59%** (n=70)	**236**	**60%** (n=392)
Support given by the College / School for community service	**55**	**64%** (n=86)	196	75% (n=260)	**49**	**70%** (n=70)	300	72% (n=416)
Interactions with students in the classroom setting	82	95% (n=86)	250	95% (n=264)	58	89% (n=65)	390	94% (n=415)

<p style="text-align:center">Reasons Likely to Leave Primary Academic Institution</p>

Nurse faculty were asked to identify reasons that they would be likely to leave their current teaching positions at their primary academic institutions. Fifty-seven percent of all nurse faculty responding to the survey indicated that they would be likely to leave because of retirement and 45% indicated that they would be likely to leave for more compensation (Table 29). Thirty-nine percent of graduate faculty reported that they would be likely to leave their current teaching positions for a reduced workload and more flexibility to balance work/life issues.

Table 29. Reasons Faculty Would Likely Leave Their Primary Academic Institution

Reasons Faculty Are Likely to Leave	LPN Faculty	RN Faculty	Graduate Faculty	All Full-Time Faculty
Retirement	44%	61%	59%	57%
Reduced workload	21%	17%	39%	22%
More compensation	56%	44%	35%	45%
More flexibility to balance work/life issues	25%	23%	39%	26%
More opportunities to use skills/abilities	11%	16%	23%	16%
More autonomy and independence	10%	14%	18%	14%
A more meaningful job	3%	7%	6%	6%
More career advancement opportunities	18%	21%	11%	19%
More opportunities to improve my clinical skills	6%	5%	6%	5%
Ability to work and live near my spouse/partner/child	8%	9%	7%	8%
Illness/disability	7%	6%	6%	6%
Better benefits	15%	12%	9%	12%
More job security/better tenure prospects	11%	9%	10%	10%
More personal recognition	6%	6%	7%	6%
More amenable institutional culture	5%	7%	14%	8%
More career development opportunities	13%	12%	6%	11%
More variety of work	5%	6%	1%	5%
More opportunities to improve my teaching	7%	9%	4%	8%
Better relationships with colleagues	3%	3%	3%	3%
To go back to school full time	5%	5%	0%	4%
Other	8%	5%	13%	7%
Number of Respondents (N)	88	266	71	425

<p style="text-align:center">Likely to Leave Primary Academic Institution in One, Five, or Ten Years</p>

Nurse Faculty Survey were asked to rank the likelihood of them leaving their positions at their primary institutions in one year, five years, and ten years using a Likert scale with options of very likely, somewhat likely, not very likely, not at all likely, and don't know/not applicable. For the purposes of reporting the findings for the current study, very likely and somewhat likely were combined and were reported as 'likely to leave'. Not very likely, and not at all likely were combined and were reported as 'not likely to leave'. The option, 'don't know/not applicable' was not included in the analysis. As seen in Table 30, the percentage of nurse faculty reporting that they plan to leave their positions at their primary academic institutions increases exponentially from one to five to ten years across all program types with 19% of faculty planning to leave in one year, 49% in five years, and 63% in 10 years. Over half of the graduate faculty reported that they will likely leave their current position in five years and 78% plan to leave in 10 years.

Table 30. Nurse Faculty Likely to Leave in 1, 5, and 10 Years

Likely to leave	LPN Faculty		RN Faculty		Graduate Faculty		All Full-Time Faculty	
	#	%	#	%	#	%	#	%
Likely to leave in 1 year	19	23% (n = 82)	38	16% (n = 234)	15	24% (n = 63)	72	19% (n = 379)
Likely to leave in 5 years	37	42% (n = 78)	121	49% (n = 249)	36	54% (n = 67)	194	49% (n = 394)
Likely to leave in 10 years	41	54% (n = 76)	146	62% (n = 235)	49	78% (n = 63)	236	63% (n = 374)

Examining Correlations Between Reasons for Leaving and Decision to Leave in 1, 5, or 10 Years

Spearman correlations were conducted to determine if there was a significant relationship between specific reasons reported by nurse faculty for leaving their current teaching positions and plans to actually leave. Negative correlations indicate that there is an inverse relationship between the variables being examined. For example negative correlation satisfaction with salary/compensation and likely to leave in one year is interpreted as satisfaction with salary/compensation increases, likelihood of leaving in one year decreases. Only correlations that were found to be significant at the $p \leq .05$ are being reported in the following tables for LPN, RN, and graduate faculty.

According to Table 30a, there was a significant relationship between LPN faculty that were likely to leave their current position in one year for 'other' reasons such as relocation, retirement, etc.; leaving in five years for more job security; and leaving in ten years for better benefits.

Table 30a. Full-Time LPN Faculty Correlations between Reasons for Leaving Current Teaching Position and Leaving in 1, 5, and 10 Years

Reasons for Leaving	1 Year	5 Years	10 Years
Better Benefits			-.304* (n=60)
More Job Security		-.285* (n=68)	
Other	-.233* (n=74)		

**Correlation is significant at the .01 level
*Correlation is significant at the .05 level

For RN faculty, a significant relationship was found between workload and likely to leave in one, five, and ten years (Table 30b). Significant relationships were also found between leaving for retirement, more opportunities to use skills and abilities, more autonomy and independence, more variety of work, and more opportunities to improve teaching and likely to leave in one year. Reasons for leaving in five years included leaving for a more meaningful job, illness/disability, and more variety of work. It is interesting to note that a significant, yet weak correlation was found between compensation and leaving in ten years for RN faculty.

Table 30b. Full-Time RN Faculty Correlations between Reasons for Leaving Current Teaching Position and Leaving in 1, 5, and 10 Years

Reasons for Leaving	1 Year	5 Years	10 Years
Retirement	-.206** (n=230)		
Reduced Workload	.173** (n=230)	.281** (n=240)	.240** (n=218)
More Compensation			.149* (n=218)
More opportunities to use skills/abilities	.227** (n=230)	.133* (n=240)	
More autonomy and independence	-.167* (n=230)	-.193** (n=240)	
A more meaningful job		-.165* (n=240)	
Illness/disability		.157* (n=240)	.258** (n=218)
More variety of work	.214** (n=230)	.164* (n=240)	
More opportunities to improve my teaching	-.134* (n=230)		

**Correlation is significant at the .01 level
*Correlation is significant at the .05 level

Significant relationships for graduate faculty were observed between more flexibility to balance work/life issues, more opportunities to use skills/abilities, more autonomy and independence, and a more amenable institutional culture and likely to leave in one and five years (Table 30c). In addition, a more meaningful job was significantly related to likely to leave in one year.

Table 30c. Full-Time Graduate Faculty Correlations Between Reasons for Leaving Current Teaching Position and Leaving in 1, 5, and 10 Years

Reasons for Leaving	1 Year	5 Years	10 Years
More flexibility to balance work/life issues	-.283* (n=62)	-.264* (n=66)	
More opportunities to use skills/abilities	.296* (n=62)	.277* (n=66)	
More autonomy and independence	-.391** (n=62)	-.351** (n=66)	
A more meaningful job	-.312* (n=62)		
More amenable institutional culture	-.302* (n=62)	-.274* (n=66)	

**Correlation is significant at the .01 level
*Correlation is significant at the .05 level

Correlations Between Job Satisfaction and Quitting in One Year

Results of the Spearman correlation indicated that there were significant inverse associations between specific aspects associated with job satisfaction and the decision to leave their current position in one year for LPN, RN, and graduate faculty. Only correlations that were found to be significant at the

p ≤ .05 are listed in Table 31. There were significant inverse relationships observed across all programs between leaving in one year and satisfaction with supervision of position, an atmosphere of academic freedom, quality of the relationship with school's administration, involvement of faculty in college/school decisions, and support given by the college/school for community service. The relationship between salary/compensation and quitting in one year was found to have a significant correlation for RN faculty. Job security/tenure prospects, flexibility to balance work and family, recognition of performance, and school support for professional growth of faculty were some of the areas found to have a significant relationship with likely to leave in one year for LPN and RN faculty. The relationship between climate for racial and ethnic minority faculty members and quitting in one year was only found to be significant for graduate faculty.

Table 31. Correlations Between Job Satisfaction and Faculty Leaving their Current Position in One Year

Correlations between Job Satisfaction and Faculty Leaving	LPN Faculty	RN Faculty	Graduate Faculty
Workload		-.292** n=225	-.260* n=61
Benefits	-.254* n=73	-.138* n=220	
Salary/Compensation		-.172** n=227	
General environmental work conditions		-.227** n=230	
Climate for racial and ethnic minority faculty members			-.279* n=60
Job security / Tenure prospects	-.369** n=72	-.242** n=225	
Flexibility to balance work and family	-.305** n=74	-.280** n=230	
Recognition of performance	-.403** n=74	-.259** n=230	
Opportunity to use skills and abilities		-.269** n=229	-.354** n=62
Autonomy and Independence	-.260* n=74	-.289** n=228	
Supervision of my position	-.481** n=74	-.300** n=228	-.335** n=62
An atmosphere of academic freedom	-.324** n=71	-.248** n=227	-.318* n=62
Quality of relationship with school's administration	-.397** n=74	-.264** n=229	-.381** n=62
Involvement of faculty in college/school decisions	-.282* n=72	-.209** n=228	-.291* n=62
Sense of accomplishment from work	-.496** n=74	-.298** n=229	
Variety of work	-.497** n=73	-.291** n=222	-.414** n=62
Opportunities for career advancement	-.297* n=69	-.218** n=224	
Relationships with colleagues		-.192** n=228	
Opportunity to try new innovative ideas		-.266** n=228	-.325** n=62
Mission of the College / School	-.381** n=73	-.255** n=228	
College / School support for professional growth of faculty	-.355** n=74	-.305** n=226	
Support given by College / School for faculty research	-.268* n=60	-.247** n=216	
Support given by the College / School for community service	-.407** n=72	-.228** n=224	-.371** n=62

Part-Time Nurse Faculty Findings According to Program Type

Demographics for Part-Time Faculty

Gender of Part-Time Faculty

Fifty-eight part-time faculty completed the Nurse Faculty Survey but two could not be placed in a category of LPN, RN, or Graduate faculty and therefore were not included in the analysis. Of the 56 remaining part-time faculty, 89% were female and 11% were male with RN faculty reporting the highest number (4) of part-time male faculty (Table 32).

Table 32. Part-Time Nurse Faculty According to Gender

Gender	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
Male	0	0%	4	13%	2	20%	6	11%
Female	14	100%	28	88%	8	80%	50	89%
Total	14		32		10		56	

Ethnicity and Race of Part-Time Faculty

Ninety-six percent of the part-time faculty completing the 2018 LCN Nurse Faculty Survey were non-Hispanic (Table 33). Two (20%) of the part-time graduate faculty were of Hispanic origin.

Table 33. Ethnicity of Part-Time Respondents According to Program

Ethnicity	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
Hispanic	0	0%	0	0%	2	20%	2	4%
Non-Hispanic	14	100%	32	100%	8	80%	54	96%
Total	14	25%	32	57%	10	18%	56	100%

Fifty percent, 69%, and 100% of part-time LPN, RN, and graduate nurse faculty, respectively, were White (Table 34). Fifty percent (7) of the LPN part-time faculty and 31% (10) of the RN faculty were non-White. One hundred percent of the part-time graduate faculty were White.

Table 34. Part-Time Nurse Faculty According to Race

Race	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
White/Caucasian	7	50%	22	69%	10	100%	39	70%
Black/African American	6	43%	7	22%	0	0%	13	23%
Asian	0	0%	1	3%	0	0%	1	2%
American Indian/Alaska Native	0	0%	1	3%	0	0%	1	2%
Two or More Races	1	7%	0	0%	0	0%	1	2%
Other	0	0%	1	3%	0	0%	1	2%
Total	14		32		10		56	

Age of Part-time Faculty

The average age for part-time LPN faculty were 59 years, RN faculty 53 years, and graduate faculty 48 years (Table 35). When compared to full-time faculty, part-time LPN faculty is older and part-time graduate faculty were younger.

Table 35. Age of Part-Time Nurse Faculty Age

Age	LPN Faculty	RN Faculty	Graduate Faculty
Average Age in Years Part-Time Faculty	59	53	48
Average Age in Years Full-Time Faculty	50	52	53

Educational Preparation of Part-Time Faculty

Highest Degree Earned

The majority of the part-time LPN faculty were prepared at the Master's level (57%) which is in contrast to the full-time LPN faculty which were prepared at the Associate (33%) and Bachelor's degree (41%) levels (Table 36). Eighty-eight percent of the part-time RN faculty were prepared at the Master's degree level compared to 58% of the full-time faculty. Only six percent of the part-time RN faculty were doctorally prepared compared to 23% of the full-time RN faculty. Seventy percent of the graduate part-time faculty were doctorally prepared which is in alignment with the 78% doctorally prepared full-time faculty.

Table 36. Educational Preparation of Part-Time Faculty

Educational Preparation	LPN Faculty #	%	RN Faculty #	%	Graduate Faculty #	%	All Part-Time Faculty #	%
Associate	2	14%	0	0%	0	0%	2	4%
Bachelors	2	14%	1	3%	0	0%	3	5%
Masters	8	57%	28	88%	2	20%	38	68%
Doctorate	0	0%	2	6%	7	70%	9	16%
Other	2	14%	0	0%	0	0%	2	4%
Enrolled	0	0%	1	3%	1	10%	2	4%
Total	14		32		10		56	

Teaching Preparation

Seventy-nine percent of the part-time LPN faculty, 56% of RN part-time faculty, and 40% of graduate part-time faculty reported that they completed a course in teaching/pedagogy and curriculum development prior to becoming a nurse faculty (Table 37).

Table 37. Part-Time Faculty Teaching Preparation

Completion of Course(s) in Education	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
Yes	11	79%	18	56%	4	40%	33	59%
No	3	21%	14	44%	6	60%	23	41%
Total	14		32		10		56	

Credentialed as a Certified Nurse Educator (CNE)

Twenty-nine percent of the part-time LPN nurse faculty and three percent of the part-time RN nurse faculty reported being credentialed as a CNE (Table 38). There were no part-time graduate nurse faculty that reported having the CNE credential.

Table 38. Part-Time Faculty with the CNE Credential

Certification in Nursing Education	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
Yes	4	29%	1	3%	0	0%	5	9%
No	10	71%	31	97%	10	100%	51	91%
Total	14		32		10		56	

Part-time Faculty Teaching Experience

When compared to full-time LPN nurse faculty that have taught an average of six years, part-time LPN faculty have taught an average of 11 years and both had been at their primary institutions for an average of six years (Table 39). On average, part-time RN and graduate faculty have not taught as many years as full-time faculty (RN full-time faculty = 11 years; Graduate full-time faculty = 14 years) and have not been at their primary institutions as long as full-time faculty (RN full-time faculty = nine years; Graduate full-time faculty = ten years).

Table 39. Part-Time Nurse Faculty Years in Education and at Primary Institution

Years	LPN Faculty	RN Faculty	Graduate Faculty
Total Years as Faculty	11	8	10
Total Years at Primary Institution	6	7	8

Number of Paid Teaching Positions Reported by Part-Time Nurse Faculty

The vast majority of part-time nurse faculty reported holding only one position in nursing education during the 2016-2017 academic year (Table 40). Fourteen percent (two) of the part-time LPN faculty and nine percent (three) of the part-time RN faculty indicated that they held two positions in nursing education during the 2016-2017 academic year.

Table 40. Part-Time Nurse Faculty According to Number of Positions Held in Nursing Education During the 2016-2017 Academic Year

Number of Positions Held	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
1 Position	12	86%	29	91%	10	100%	51	91%
2 Positions	2	14%	3	9%	0	0%	5	9%
Total	14		32		10		56	

Workload

Part-time LPN faculty reported working an average of 33 hours per week, while part-time RN and graduate nurse faculty reported working an average of 19 hours per week (Table 41). Part-time LPN faculty reported an average of four courses/15 credits per academic year compared to seven courses/21 credits per academic year for full-time LPN faculty. Part-time RN faculty reported teaching three courses / nine credits per academic year compared to full-time faculty teaching five courses/19 credits

per academic year. Lastly, part-time graduate faculty reported teaching four courses/11 credits per academic year compared to seven courses/22 credits per academic year for full-time graduate faculty.

Table 41. Hours Worked Per Week and Courses/Credits Taught per Academic Year by Part-Time Nurse Faculty

Hours Worked and Courses/Credits per Year	LPN Faculty	RN Faculty	Graduate Faculty
Work Hours per Week	33	19	19
Courses per Year	4	3	4
Credits per Year	15	9	11

Part-Time Nurse Faculty Perception of a Nurse Faculty Shortage

When part-time nurse faculty were asked about their perception of whether we are experiencing a nurse faculty shortage in Louisiana, 71% of the LPN faculty, 63% of the RN faculty, and 60% of the graduate faculty did perceive that we are experiencing a nurse faculty shortage in Louisiana (Table 42). It is interesting to note that 31% of the part-time RN faculty and 40% of the part-time graduate faculty were neutral in their perception of a nurse faculty shortage existing in Louisiana and two of the part-time RN faculty did not feel that there was a nurse faculty shortage in Louisiana.

Table 42. Part-Time Nurse Faculty Perception of a Nurse Faculty Shortage in Louisiana

Perception	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
	#	%	#	%	#	%	#	%
Severe Shortage	2	14%	3	9%	2	20%	7	13%
Yes	8	57%	17	53%	4	40%	29	52%
Neutral	1	7%	10	31%	4	40%	15	27%
Maybe/Not Sure	3	21%	0	0%	0	0%	3	5%
No Shortage	0	0%	2	6%	0	0%	2	4%
Total	14		32		10		56	

Interest in Obtaining a Full-Time Nurse Faculty Position

Part-time nurse faculty were asked about their interest in a full-time nurse faculty position at their current academic institutions and across all programs, 66% indicated that they were not interested in a full-time nurse faculty position (Table 43). When asked why they would not be interested in a full-time position responses included such things as they were already retired or nearing retirement, salary/compensation was not equal to what they could make in the clinical setting, already had a full-time job, and prefers to work part-time instead of full-time.

Table 43. Part-Time Faculty Interest in a Full-Time Faculty Position

Interest	LPN Faculty		RN Faculty		Graduate Faculty		All Part-Time Faculty	
Yes	4	29%	7	22%	2	20%	13	23%
No	8	57%	22	69%	7	70%	37	66%
No Full-Time Position Available	2	14%	3	9%	1	10%	6	11%
N	14		32		10		56	

Discussion and Major Findings

Budget constraints, an aging faculty, and increasing job competition from clinical sites have contributed to the nursing faculty shortage across the country which has resulted in limiting student capacity at a time when the need for professional registered nurses continues to grow (American Association of Colleges of Nursing [AACN], 2017). Many nursing programs across the country are denying qualified candidates' admission because there is not a sufficient number of nurse faculty available to teach them (National League for Nursing, n.d.).

In March 2014, Peter McMenamin, at that time an economist with the American Nurses Association, stated that according to the U.S. Department of Labor Bureau of Labor Statistics (BLS) Employment Projections for 2012-2022, there would be a need for 35 percent more faculty members to meet the expected increase in demand. In addition, 10,200 current faculty members were expected to retire resulting in a demand for 34,200 new nursing instructors by 2022. In 2016, U.S. nursing schools turned away 64,067 qualified applicants from baccalaureate and graduate nursing programs due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors and budget constraints (AACN, 2017). In October 2016, in a survey of 821 baccalaureate and/or graduate nursing schools across the country, a total of 1,567 faculty vacancies were reported and in addition to the vacancies, schools cited the need to create an additional 133 faculty positions to accommodate student demand (AACN, 2017).

Producing an adequate number of LPNs, RNs, and graduate prepared nurses on an annual basis has a direct impact on Louisiana's ability to meet the health care demands of the citizens of our state. A nursing faculty shortage has a direct impact on the number of students that can be admitted to a nursing program, which in turn, has a direct impact on the number of LPN, RN and graduate nurses that can be produced. In the current study, when faculty teaching in Louisiana's LPN, RN, and graduate nursing programs were asked about their perception of the existence of a nurse faculty shortage in Louisiana, 76% of full-time nurse faculty and 64% of part-time nurse faculty indicated that Louisiana is experiencing a nurse faculty shortage and 73% of the nurse faculty reported that their workloads have increased as a result of the nurse faculty shortage.

It is imperative that factors contributing to the nurse faculty shortage in Louisiana are identified and addressed to prevent the spiraling effect of a nursing shortage and its resultant impact on our healthcare system statewide and globally (Nardi and Gyurko, 2013). It is for this purpose that the current study was conducted. Early on when reviewing the data, it was determined that because of the nuances associated with the three types of nursing programs which are the foci of this project, findings would be more informative if faculty teaching in each type of nursing program were evaluated independently and not just as a single cohort. As a result, unique findings based on the type of program in which faculty taught were revealed.

Major Findings

Demographics:

➢ The vast majority of faculty completing the 2018 LCN Nurse Faculty Survey were female, White, and of non-Hispanic origin.
➢ Fifty-three percent (53%) of the full-time LPN nurse faculty were 49 years old or younger compared to 39% of the RN faculty and 37% of the graduate nurse faculty.

Educational Preparation and Teaching Experience:

- ➢ The highest degree held by 74% of the LPN nurse faculty was an Associate or Bachelor's degree which decreases their opportunity to teach in Baccalaureate or Graduate nursing programs.
- ➢ Less than one third of the LPN faculty had completed a formal education course prior to beginning their role as a nurse educator in comparison to 68% of the RN faculty and 59% of the graduate nurse faculty.
- ➢ Across all program types, only 13% of the 425 nurse faculty had the credential of certified nurse educator.
- ➢ Fifty-eight percent (58%) of the faculty teaching in LPN programs reported that they had been teaching less than five years compared to 33% of the RN faculty and 27% of the graduate faculty.
- ➢ Fifty-nine percent (59%) of the faculty teaching in LPN programs reported that they had been at their primary nursing institution for less than five years compared to 45% of the RN faculty and 41% of the graduate faculty.
- ➢ Seventy-six percent (76%) of faculty teaching in LPN programs were at the instructor level compared to 31% of the faculty teaching in RN programs and 11% teaching in the graduate programs.
- ➢ Fifty percent (50%) of the RN faculty and 42% of the graduate faculty were assistant professors.
- ➢ The largest percentage of associate professors (31%) and professors (16%) were teaching at the graduate level.
- ➢ The largest percentage of faculty in each program type indicated that they were on a nine month contract with their academic institution: LPN faculty (48%); RN faculty (51%); and Graduate faculty (44%).
- ➢ Forty-five percent (45%) of the LPN faculty were on 12 month contracts, compared to 27% of the RN faculty and 35% of the graduate faculty.
- ➢ Approximately 30% of the LPN faculty reported being tenured or on tenure track compared to 44% of the RN faculty and 69% of the graduate faculty.
- ➢ Fifty-three percent (53%) of the LPN faculty reported that tenure was not offered by their academic institution.
- ➢ Across all program types, only 8% of the respondents indicated that they held a joint appointment.
- ➢ The vast majority of faculty indicated that they held one paid position in nursing education during the 2016-2017 academic year.

Workload

- ➢ Faculty teaching in LPN programs indicated that they taught an average of 7 courses / 21 credit hours per academic year; faculty teaching in RN programs taught an average of five courses / 19 credit hours; and graduate nurse faculty taught an average of seven courses / 22 credits per academic year.
- ➢ LPN faculty reported working 43 hours per week, RN faculty 47 hours, and graduate faculty 48 hours. Fifty percent of graduate faculty reported working an average of 50 hours per week.
- ➢ Across the board, faculty reported spending the majority of work hours on classroom teaching, clinical teaching, and clinical practice with administrative responsibilities requiring nine, ten, and thirteen hours per week, respectively, for LPN, RN, and graduate faculty.

- Thirty-eight percent (38%) of LPN faculty, 65% of RN faculty, and 87% of graduate faculty reported having created or revised a course in the previous year.
- Forty-four percent (44%) of graduate faculty reported publishing an article in a refereed journal and 73% reported giving presentations. Thirty-five percent (35%) of RN faculty and nine percent of LPN faculty indicated that they had given presentations at local, state, national, and international meetings.
- The calculation of workload varies across program types as well as amongst programs.
- Overall, the most frequently used methods for calculating workload was number of courses per semester, quarter, term, or module; number of credits per semester, quarter, term, or module; and number of clinical days/hours per semester, quarter, term or module.

Perception of a Nurse Faculty Shortage in Louisiana

- The majority of the nurse faculty indicated that they believe there is indeed a nurse faculty shortage in Louisiana: 65% of the LPN faculty, 78% of the RN faculty, and 82% of the graduate faculty.
- Twenty-eight percent (28%) of the LPN faculty, 15% of the RN faculty, and 18% of the Graduate faculty were unsure about the existence of a nurse faculty shortage in Louisiana.
- Seventy-three percent (73%) of all nurse faculty teaching across programs indicated that their workload had increased due to the nurse faculty shortage.
- Sixty-eight percent (68%) of the LPN faculty, 73% of the RN faculty, and 81% of the Graduate faculty indicated that they would be interested in working as adjunct faculty after retirement.

Job Satisfaction

- Sixty-four percent (64%) of nurse faculty across all programs reported being dissatisfied with their salary/compensation.
- Thirty percent (30%) or more of nurse faculty across all programs reported dissatisfaction with their workload, opportunities for career advancement, and support given by college/school for faculty research.
- Over 30% of LPN and graduate faculty were dissatisfied with the recognition of their performance, involvement of faculty in college/school decisions, and support given by the college/school for community service.
- Thirty-seven percent (37%) of graduate faculty were not satisfied with flexibility to balance work and family.
- Over 30% of faculty teaching in LPN programs were not satisfied with the quality of their relationship with the college/school's administration, nor the college/school's support for professional growth for faculty.

Likely to Leave Current Teaching Position

- Fifty-seven percent (57%) of all nurse faculty responding to the survey indicated that they would be likely to leave their current academic institution because of retirement and 45% indicated that they would be likely to leave for more compensation.
- Thirty-nine percent (39%) of graduate faculty reported that they would be likely to leave their current positions for a reduced workload and more flexibility to balance work/life issues.

- The percentage of nurse faculty reporting that they will likely leave their positions at their primary academic institutions increases exponentially from one to five to ten years across all program types: 19% of faculty plan to leave in one year; 49% in five years; and 63% in 10 years.
- Over half of the graduate faculty reported that they will likely leave their current position in five years and 78% plan to leave in 10 years.

Relationship Between Reasons Nurse Faculty Are Likely to Leave and Actually Planning to Leave in One, Five, and Ten Years

- There was a significant inverse relationship between LPN faculty that were likely to leave their current position in one year for 'other' reasons such as relocation, retirement, etc.; leaving in five years for more job security; and leaving in ten years for better benefits.
- For RN faculty, a significant inverse relationship was found between workload and likely to leave in one, five, and ten years.
- Significant inverse relationships for RN faculty were also found between leaving for retirement, more opportunities to use skills and abilities, more autonomy and independence, more variety of work, and more opportunities to improve teaching and likely to leave in one year.
- Reasons for RN faculty leaving in five years included leaving for a more meaningful job, illness/disability, and more variety of work.
- It is interesting to note that a significant, yet weak inverse relationship was found between compensation and likely to leave in ten years for RN faculty.
- Significant inverse relationships for graduate faculty were observed between more flexibility to balance work/life issues, more opportunities to use skills/abilities, more autonomy and independence, and a more amenable institutional culture and likely to leave in one and five years.
- A more meaningful job was significantly related to likely to leave in one year for graduate faculty.

Relationships Between Job Satisfaction and Actually Planning to Leave in One Year

- There were significant inverse relationships observed across all programs between leaving in one year and satisfaction with supervision of position, an atmosphere of academic freedom, quality of the relationship with school's administration, involvement of faculty in college/school decisions, and support given by the college/school for community service.
- The relationship between satisfaction with salary/compensation and quitting in one year was found to have a significant inverse correlation for RN faculty.
- Satisfaction with job security/tenure prospects, flexibility to balance work and family, recognition of performance, and school support for professional growth of faculty were some of the areas found to have a significant inverse relationship with likely to leave current position in one year for LPN and RN faculty.
- Satisfaction with climate for racial and ethnic minority faculty members and likely to leave in one year was only found to be significant for graduate faculty.

Part-Time Nurse Faculty

- Across all programs, 66% of the 56 part-time faculty completing the Nurse Faculty Survey indicated that they were not interested in pursuing a full-time nurse faculty position.
- Reasons given by part-time faculty that were not interested in a full-time nurse faculty position included such things as they were already retired or nearing retirement, salary/compensation was not equal to what they could make in the clinical setting, already had a full-time job, and prefers to work part-time instead of full-time.

Recommendations and Conclusion

Addressing the nurse faculty shortage in Louisiana is a very solvable problem that will require the concerted effort of multiple entities having a real commitment to high quality nursing education, the provision of safe, effective, patient-centered nursing care, and ensuring that there is an adequate nursing workforce in Louisiana. Entities that will be essential in addressing this issue are: academic leaders, healthcare system leaders, employers of nurses, state and community leaders, and existing faculty.

Recommendations

Academic administrators, deans, directors, and chairs of schools/colleges must recruit and retain a more diverse nurse faculty workforce in terms of race, ethnicity, gender, and age at all levels of nursing education.

- Academic administrators, college/school leadership, and existing faculty, especially senior faculty, must develop and support a workplace environment that is attractive to younger, new nursing faculty and provide the necessary resources that will allow new nurse faculty to enhance their skills and advance their careers.
- Existing faculty must commit to be responsible for mentoring new faculty members.
- Senior nurse faculty that are contemplating retirement should be incentivized by their deans, chairs, and college/school administrators to either delay their retirement or work as adjunct faculty after retirement.
- Remove legislative barriers that are preventing nurse faculty from working as adjunct faculty upon retirement.
- State and community leaders, academic leaders, and public policy leaders must work together – politically and financially – to increase nurse faculty salaries to a level that will be competitive with that of salaries offered in the clinical setting.
- Community, business and philanthropic leadership should sponsor new and existing nurse faculty in their community in ways that increase the retention of these new/existing nurse faculty.
- Health care systems should partially or fully pay for the salaries of nursing faculty in the form of a sponsored "Professorship" or other mechanisms.
- Faculty workloads must be more conducive to include those activities that are necessary for advancement and tenure such as participation in the conduct of research, publication, and community service.

➢ Provide opportunities, financially and via release time, for new and existing faculty that did not take education courses in their graduate programs to obtain a Post-master's certificate in nursing education and/or obtain certification in nursing education.
➢ Encourage graduate programs preparing APRNs to include at least one education course as a requirement within their curriculum.
➢ Create models for joint appointments that are beneficial for both the academic and practice side.
➢ Develop a statewide consistent method for addressing faculty workload.
➢ Develop creative methods for faculty schedules that would increase the flexibility needed by the nurse faculty when balancing work/life issues.
➢ Explore creative educator positions such as the full-time clinical educator position.
➢ Provide opportunities that will allow LPN nurse faculty to pursue higher degrees in order to allow them to teach across programs and advance their careers.
➢ Develop loan repayment and tax credit programs for nurse educators.
➢ Allow nurse faculty the opportunity to participate in decision making that impacts the college/school, faculty, and students.

Findings in the current study are not unique to Louisiana, but similar findings have been found in studies conducted in Massachusetts (Bittner & Bechtel, 2017; Oregon Center for Nursing, 2017; Colorado Center for Nursing Excellence, 2012). The majority of the schools of nursing across the country are experiencing a nurse faculty shortage and even though there are some that are not currently feeling the impact of a nurse faculty shortage, if a plan is not developed and implemented to address the gaps that will exist when 49% of the faculty leave their current positions in five years and 63% leave their positions in ten years, not only will all schools of nursing feel the impact, but so will our nurse employers, and ultimately, the recipients of healthcare in Louisiana.

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