

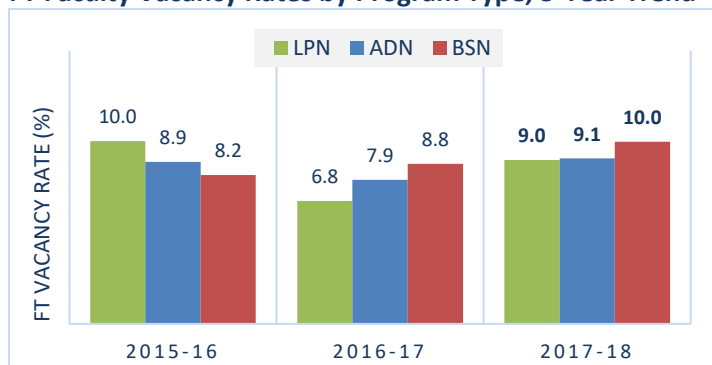
KEY FINDINGS

The following information presents **key findings** regarding Florida's nursing program faculty for Academic Year (AY) 2017-18. The full report provides an overview of nursing programs, and details faculty staffing patterns, demographic characteristics, and trends over time. Implications and recommendations are discussed.

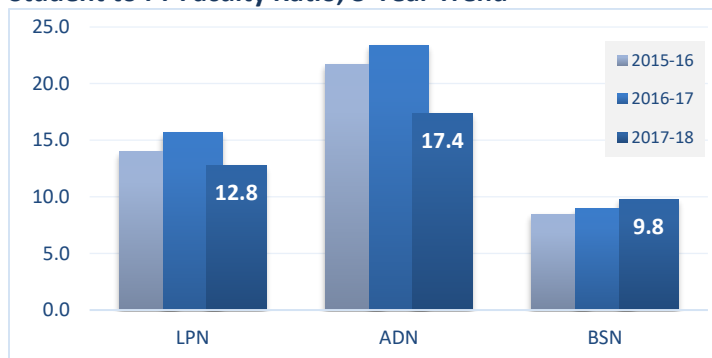
FT Faculty Vacancies and Perceived Need for New Positions

	FT Vacancies (Sept. 30, 2018)	# Additional FT Positions Needed
LPN	33	59
ADN	95	131
BSN	96	85
Total	224	275

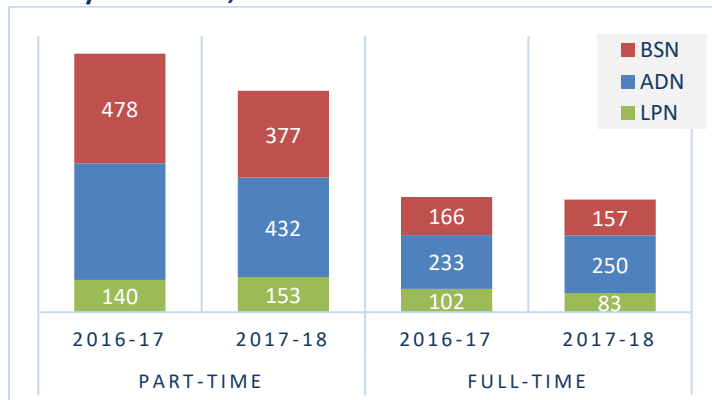
FT Faculty Vacancy Rates by Program Type, 3-Year Trend



Student to FT Faculty Ratio, 3-Year Trend



Faculty New Hires, AY 2016-17 and AY 2017-18



- 82% overall **response rate**
 - 95 LPN, 108 ADN, and 49 BSN programs provided faculty data
- **Faculty vacancy rates increased** for all pre-licensure program types
 - 10.0% BSN programs
 - 9.1% ADN programs
 - 9.0% LPN programs
- Programs reported a **need for 275 additional full-time positions** not budgeted
- LPN and ADN **student to faculty ratio** decreased, while the BSN ratio increased slightly.
 - LPN: 13 to 1
 - ADN: 17 to 1
 - BSN: 10 to 1
- Non-competitive salaries (43%) and limited applicant pools (39%) were the most common **barriers to faculty recruitment**.
- Obstetrics (35%) and Pediatric/Child Health (34%) were most commonly **difficult positions to fill**.
- Part time **new hires** outnumbered full-time hires.
- 422 faculty **separated** from responding programs
- 77 **retirements** were reported.
- 17% of the faculty reported were **over the age of 60**

Recommendations

1. **Build a faculty pipeline:** create incentives for nurses to seek advanced education from ADN to BSN and into graduate study and assist existing nurses to further their education.
2. Develop strategies to **retain faculty and reduce vacancy rates**. Reported full-time vacancy rates have increased since AY 2016-17 and positions needed but not budgeted increase vacancy rates by about 20%, overall.
3. **Fund a consistent, long-term data collection, analysis, and reporting system** to provide critical information on which to base funding and policy decisions. Consequences for not participating in the mandated education survey should be established.



Florida's Nursing Education Programs Academic Year 2017-18:

Nursing Faculty Supply and Demand

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Florida Nurse Faculty Supply and Demand: Academic Year 2017-18

BACKGROUND

The Florida Center for Nursing (FCN, the Center) has collected data on Florida’s nursing education programs each year since 2007 to report trends in nursing education and the nurse faculty workforce.¹ This report presents findings for Academic Year (AY) 2017-18 and trend data. Exploring trends over time enables outcome monitoring and identification of promising practices and areas for improvement.

The Center’s data collection, analysis, and reports have multiple benefits to stakeholders:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Schools can use the data to...</p> <ul style="list-style-type: none"> • make academic decisions, • strengthen grant applications, • plan for faculty demand, and • maximize student capacity. | <p>2. Policy makers can use the data to...</p> <ul style="list-style-type: none"> • initiate and/or modify policies and regulations, • guide funding decisions, and • plan strategic use of resources. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This report focuses on **faculty data** from the Center’s survey of nursing education programs for Academic Year (AY) 2017-18. Findings highlight nursing program characteristics, staffing composition and faculty demand, demographics, and trends over time when available. Implications and recommendations are offered. Information on Florida’s LPN and RN students and the Florida Center for Nursing Education Survey can be found in companion reports.

Data Source

Data for this report are from the 2018 Florida Center for Nursing *Survey of Nursing Education Programs*.² FCN identified education programs from the Board of Nursing website, which maintains an updated database of Licensed Practical Nurse (LPN), Associate Degree in Nursing (ADN) and pre-licensure Bachelor of Science in Nursing (BSN) programs by National Council Licensure Examination (NCLEX) code.³ The Board of Nursing does not track post-licensure nursing programs that do not lead to a new license, including RN to BSN, Master of Science in Nursing (MSN), and doctoral programs. Thus, FCN does not have a comprehensive count of RN to BSN, MSN and Doctoral programs in the state of Florida. Participants with a pre-licensure NCLEX code were able to provide information on affiliated post-licensure programs. Relevant companion reports present information on many of these programs.

Survey invitations were sent to all active programs with NCLEX codes listed on the Board of Nursing’s website in August 2018. In October 2018, FCN emailed a survey link to the last known Dean or Program Director for each program. We made multiple efforts to contact each school. In total, FCN requested information from 356 schools (137 LPN, 143 ADN, 76 BSN). Compared to AY 2016-17, the overall number of pre-licensure BSN programs increased, while the number of LPN programs decreased slightly.

A total of 292 pre-licensure programs provided valid responses to the survey, resulting in an overall response rate of 82% (Table 1, next page). This response rate increased about 5% since the previous survey cycle. Each program type had higher response rates compared to AY 2016-17 although LPN programs had the greatest increase in participation (9%).

¹ There are some gaps in annual data collection and reporting due to low response rates (AY 2013-14) and lack of resources to administer the annual survey (AY 2014-15).

² Beginning in 2017, programs were mandated in statute to participate in the Center’s collection of education program data (FS 464.019(10)).

³ All nursing graduates must successfully pass the NCLEX to be licensed to practice, graduation alone is not sufficient.

Table 1. Response Rates by Program Type, AY 2017-18

Program Type	Total # Schools	Responding Programs	Response Rate	Compared to 2016-17
LPN	137	110	80.3%	+ 9.0%
ADN	143	119	83.2%	+ 1.9%
BSN	76	63	82.9%	+ 1.5%
TOTAL	356	292	82.0%	+ 4.7%

Participating deans and directors were asked to describe program capacity and enrollment for AY 2017-18 and provide faculty and student population characteristics as of September 30th, 2018. The sections below describe faculty characteristics reported by survey respondents. **Some faculty members may be represented more than once if they are actively teaching in multiple pre-licensure programs. Faculty that exclusively teach students in post-licensure programs are not represented.**

OVERVIEW OF RESPONDING PROGRAMS

Program Types and Curriculum Offerings

Among the 292 program respondents, 40 indicated they did not have any student enrollment during AY 2017-18 and were not asked to provide student or faculty information.

ADN programs comprise the largest portion of Florida’s nursing education programs. Slightly less than half (43%) of the respondents with students enrolled were ADN programs, 38% were LPN programs, and 19% were BSN programs. A total of 69 program participants also reported student enrollment in one or more post-licensure program(s) (Table 2).

Compared to AY 2016-17, fewer participants offered bridge LPN or ADN programs. The number of second degree BSN programs increased slightly.⁴

Program Accreditation Status

Table 3 (next page) shows the Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) national accreditation status of nursing programs responding to the Center’s annual survey. Achieving national accreditation indicates a program’s ability to meet recognized quality standards related to the academic curriculum and faculty qualifications.

Table 2. Program and Curriculum Options Offered by Survey Respondents, AY 2017-18

Pre-Licensure Programs	#
LPN Participants	95
LPN Generic/Traditional Only	95
LPN Bridge	1
ADN Participants	108
ADN Generic/Traditional	107
ADN Bridge	45
Pre-Licensure BSN Participants	49
Generic/Traditional	45
Second Degree	20
Post-Licensure Programs	#
RN to BSN programs reported	37
Master's programs reported	19
Doctoral programs reported	13

Curricula exceed the number of participants as many schools offer more than one curriculum track; Program counts represent respondents only and do not reflect the entirety of Florida’s nursing education programs (82% response rate)

⁴ Bridge LPN programs move students with some health science training (e.g. a certified nursing assistant) through the program more quickly. Bridge ADN programs accelerate trained LPNs or paramedics through an RN program, and BSN second degree programs are accelerated degree programs for students with a baccalaureate degree in another discipline.

Since 2014, Florida law requires pre-licensure RN programs to achieve national accreditation by July 1, 2019 or within five years of first student enrollment.⁵ Programs that do not comply with the accreditation requirement will lose their license to offer a nursing education program in Florida and must discontinue operations. LPN programs are not currently required to achieve accreditation, however approximately 8% reported they were nationally accredited, and 9% were in the process of accreditation (Table 3). This report does not include programs with no student enrollment (n = 40).

Table 3. Accreditation Status of Responding Programs by Program Type, AY 2017-18

	LPN	ADN	BSN	TOTAL RN
Accredited by AECN and/or CCNE	8%	49%	86%	61%
Accreditation in Progress	9%	38%	10%	29%
Not Accredited	82%	13%	4%	10%

Compared to AY 2016-17, the **number of accredited RN programs decreased 1.2%, overall**. The number of accredited ADN programs increased 5%, while the number of accredited BSN programs decreased 4%. Increases in newly approved RN programs and/or inconsistent survey participation rates over time may contribute to the decrease in accredited schools. Separate analyses by the Florida Board of Nursing will explore compliance with statutory accreditation achievement.

FACULTY POSITIONS AND STAFFING

Budgeted, Filled, and Vacant Positions

Participants reported the number of vacant and filled faculty positions as of September 30, 2018. Counts were used to assess the current demand for nurse faculty. The number of budgeted positions is the sum of filled and vacant positions. There were **5,164 budgeted nursing faculty positions** reported.⁶

Responding programs reported a **total of 2,419 full-time and 3,122 part-time positions filled** as of September 30, 2018. LPN programs have the fewest filled faculty positions, compared to ADN and BSN programs (n=810). Each program type had more part-time positions filled, compared to full-time faculty positions. Only 41% of ADN program faculty were full-time, compared to 45% of BSN programs and 48% of LPN programs.

Table 4. Filled, Vacant, Budgeted, and Needed Faculty as of September 30, 2018, by Program Type

	ADN	BSN	LPN	TOTAL
Filled Faculty Positions				
Full-Time	1,087	942	390	2,419
Part-Time	1,564	1,138	420	3,122
Vacant Faculty Positions				
Full-Time	95	96	33	224
Part-Time	123	26	52	201
Budgeted Positions^a				
Full-Time	1,182	1,038	423	2,643
Part-Time	1,403	706	412	2,521
Needed, Not Budgeted	131	85	59	275

^a Total Budgeted Positions do not include filled part-time positions for schools whose Part-Time positions are not included in their budget
 Note: Faculty information for each NCLEX code. Faculty may be reported more than once if they teach in multiple programs

⁵ Chapter 2014-92 *Laws of Florida*

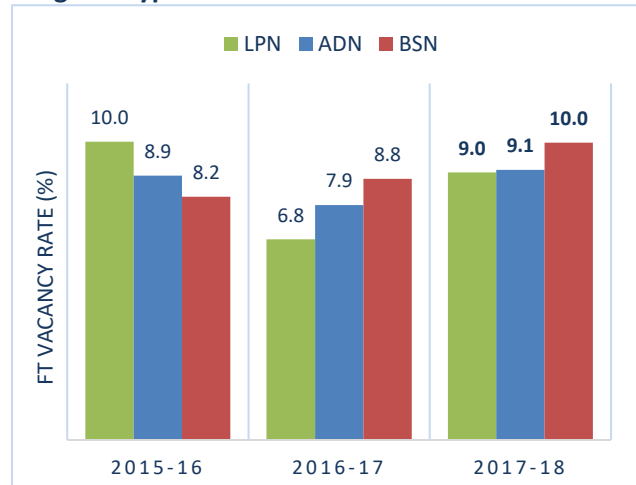
⁶ 19% of participants indicated that part-time positions are not included in their budget, therefore a total of 774 part-time faculty are not included in this count, and the number of filled positions exceeds the number of budgeted positions, despite close to 500 vacancies.

Compared to AY 2016-17 respondents, the number of full- and part-time BSN faculty members decreased, while ADN and LPN reported more filled positions. The number of vacant part-time positions increased for all program types, compared to AY 2016-17, and the number of vacant full-time positions increased for ADN and LPN programs, but decreased for BSN program respondents.

Participating schools had a **total of 425 vacant full- and part-time positions**. ADN programs had the largest number of vacant positions (n=218), although the full-time faculty vacancy rate for BSN programs (10%) was greater than ADN (9.1%) and LPN (9.0%) programs. Overall, the **pre-licensure nursing program respondents had an average full-time faculty vacancy rate⁷ of 9.1%**.

Faculty vacancy rates in participating schools have varied over time. **Compared to AY 2016-17, full-time faculty vacancy rates have increased for all program types** (Figure 1). Vacancy rates remain lower than the AY 2012-13 peak (15.6% BSN, 13.4% LPN, 11.8% ADN) (Florida Center for Nursing, 2014). However, vacancy rates for ADN programs are nearing the 2013 peak rate.

Figure 1. Average Full-Time Vacancy Rate (%), by Program Type – AY 2015-16 to AY 2017-18



Note: Represents respondents only. Trend data should be interpreted with caution as response rates vary over time

Perceived Faculty Need

The number of vacant positions measure economic demand for nurse faculty – the number of faculty members schools are willing to employ given the salaries they must pay those employees and current budgets. Programs also reported the number of new, full-time faculty they would need (if funding were available) to meet the needs of their current student population. This question of hypothetical positions needed measures perceived *need* for nurse faculty – the desired number of faculty members regardless of available funding. The economic reality is that many nursing programs cannot afford to staff at levels they consider desirable or appropriate.

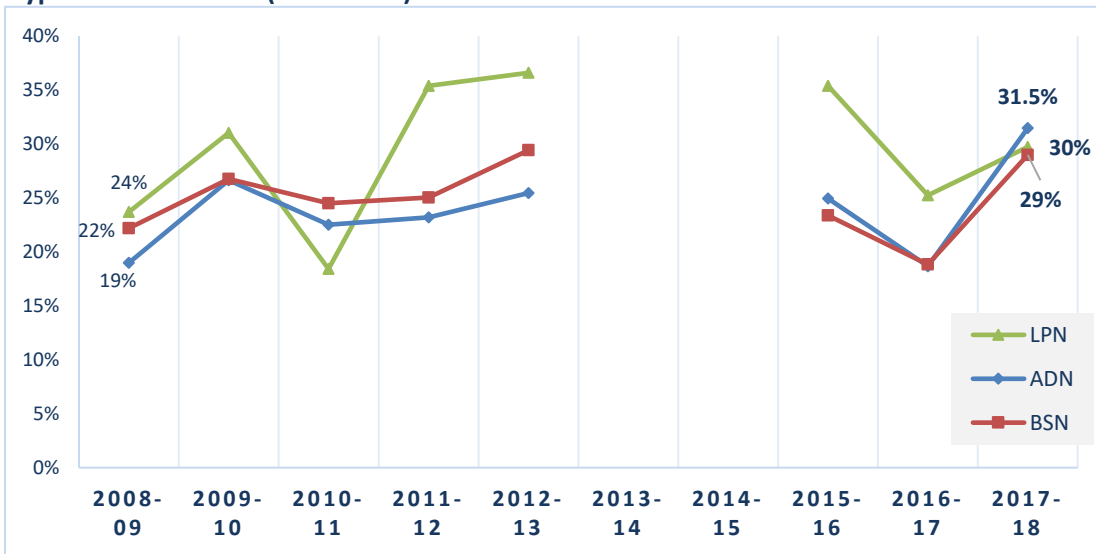
Participants reported a total of **275 additional full-time positions needed for their current student population, but not budgeted**. A variance in needed versus actual positions may have a significant impact on faculty retention and/or satisfaction with their roles due to a long-standing expectation for fewer people to do the work of more. Figure 2 (next page) incorporates the perceived full-time faculty need into reported vacancy rates to achieve greater insight into perceived faculty workload and shortages.

When needed but not budgeted positions are added to vacant budgeted positions, the average overall vacancy rate increases by 20 percentage points.⁸ BSN programs vacancy rate increased from 10% to a perceived vacancy rate of 31.5% based on the current number of budgeted positions. ADN programs increased from a 9% vacancy rate to a 30% perceived vacancy rate, and LPN programs increase from 9% vacancy to 29% perceived vacancy.

⁷ Full-time faculty vacancy rates = (∑ FT positions vacant / ∑ FT positions budgeted) *100.

⁸ Full-time perceived faculty vacancy rates = ((∑ FT positions vacant + ∑ FT positions needed) / ∑ FT positions budgeted) *100.

Figure 2. Average Full-Time Vacancy Rate Incorporating Perceived Need (%), by Program Type - 10 Year Trend (2008-2018)



Note: Rates represent survey respondents only. Trend data should be interpreted with caution as participation/response rates have varied over time. Data are not available for AY 2013-14 or AY 2014-15

Compared to AY 2016-17, perceived and actual vacancy rates increased for each pre-licensure program type (Figure 2). **ADN programs reported the highest vacancy and perceived need rate in the past 10 years.** LPN and BSN vacancy and perceived need rates also increased since the last academic year and are comparable to or approaching their highest reported rates in the past 10 years.

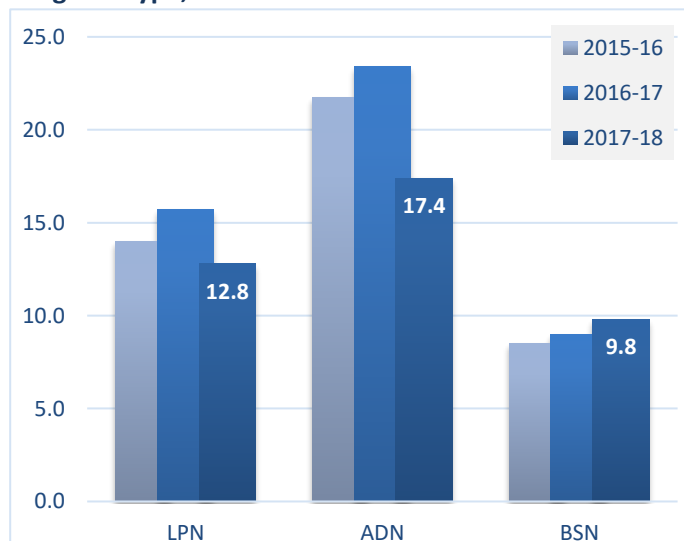
Student to Faculty Ratios

To estimate faculty workload, the Center considers the number of students served by each full-time faculty member. According to respondents, **each LPN and ADN full-time faculty served fewer students than AY 2016-17.** The number of students served per BSN full-time faculty increased slightly (Figure 3).

In AY 2017-18, the ratio of students to full-time ADN faculty members (17:1) remained larger than in LPN (13:1) and BSN programs (10:1) (Figure 3). Differing role expectations beyond direct student efforts contribute to differences in student to faculty ratios. Faculty may have research, scholarly work, and service requirements, in addition to traditional lecture and clinical instruction. An increase in the number of BSN students per full-time faculty member may also relate to Florida’s growing emphasis on BSN enrollment and attainment.

These ratios do not measure program quality or the adequacy of faculty staffing for classroom or clinical instruction. Ratios do not tell the whole story about program faculty’s workload, such clinical oversight of

Figure 3. Enrolled Students to Full-Time Faculty Ratio, by Program Type, AY 2015-16 to AY 2017-18



Note: Rates represent survey respondents only. Trend data should be interpreted with caution as response rates vary over time

student nurses in delivering patient care. They only consider the *mathematical relationship between the number of enrolled students and full-time faculty members*. High workloads and student to faculty ratios may contribute to ineffective learning or unsafe practices when thorough, personalized guidance is unavailable. There is no established, fixed ratio benchmark. Ratio ranges should consider individual needs, learning styles, and the complexity of patient conditions and scenarios encountered by students.

AY 2017-18 Barriers to Faculty Recruitment

- 43%** Non-Competitive Salaries
- 39%** Limited Applicant Pool
- 12%** Cost of Living

Recruitment Barriers and Difficult Positions to Fill

The most commonly reported barriers to faculty recruitment were non-competitive salaries (43%) and a limited qualified applicant pool (38.5%). About 34% of programs indicated they did not experience any barriers to recruiting new faculty members.

According to responding programs, the most difficult positions to fill were in Obstetrics (35%), Pediatric and Child Health (34%), Acute Care (11.5%) and Psych/Mental Health (10%). More than one-third (36%) of survey participants responded that no positions were difficult to fill.

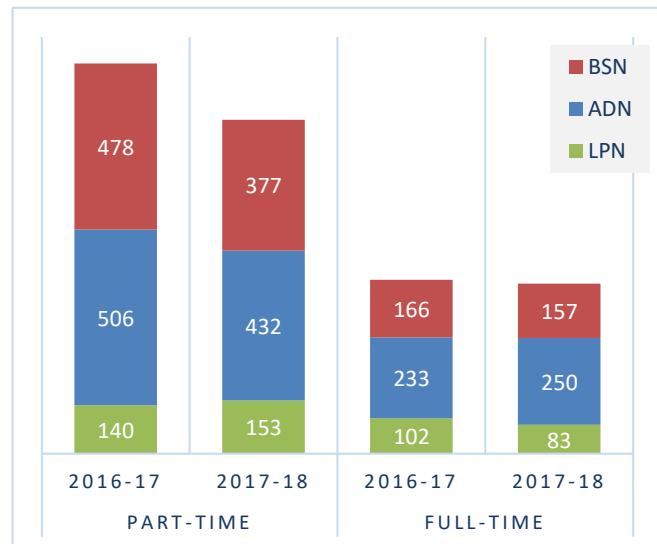
New Faculty Hires, Separations, and Retirement

In AY 2017-18, nursing programs hired almost twice as many part-time faculty members, compared to full-time faculty. Responding programs reported a total of 490 full-time and 962 part-time faculty newly hired in AY 2017-18.

Among LPN programs, the number of part-time new hires increased compared to the previous academic year, while the number of full-time new hires decreased. In contrast, responding ADN programs reported more full-time new hires in AY 2017-18 compared to AY 2016-17, while the number of part-time new hires decreased. The number of full-time and part-time new hires for BSN programs decreased compared to AY 2016-17 (Figure 4).

New faculty members are hired by new schools, expanding existing programs, and as replacement faculty due to turnover and retirements. Increases and decreases in new hires may indicate resource shortages, program capacity needs, the longevity of faculty members, and/or variations in survey participation over time.

Figure 4. New Faculty Hired by Program Type, AY 2016-17 and AY 2017-18



Note: Represents respondents only. Trend data should be interpreted with caution as participation rates vary over time.

Responding deans and directors also provided the number of full-time faculty members that separated from their programs for any reason during AY 2017-18. **A total of 422 full-time faculty members separated from responding programs during the last academic year**, including 76 LPN faculty, 231 ADN

faculty, and 115 BSN faculty. The **overall turnover rate (17.4%) decreased 1.4%** compared to the 2016-17 academic year's responding programs.⁹

77
Reported
Retirements
in AY 2017-18

Seventy-seven (77) faculty members retired from responding programs in AY 2017-18. There were 20 LPN, 36 ADN, and 21 BSN retirements reported during this academic year. In AY 2016-17, a total of 70 retirements were reported, and 53 retirements were reported for AY 2015-16. These counts indicate a **growing trend of retirements** in recent academic years, although survey responses may underrepresent the total number of retirements each year and trend data should be interpreted with caution.

FACULTY DEMOGRAPHICS

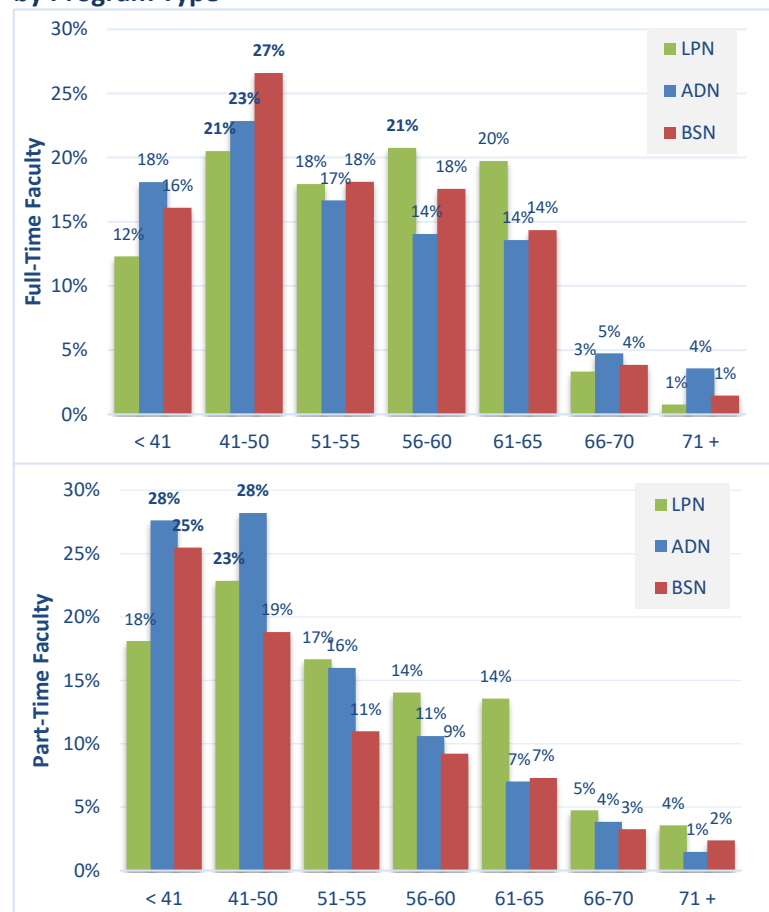
Faculty Age Distribution

Overall, **25% of faculty at responding programs were between 41-50 years old.** In BSN programs, 27% of full-time faculty and 19% of part-time faculty were between 41 and 50. Among ADN participants, 23% of full-time and 28% of part-time faculty were 41-50 years old. Additionally, 21% of full-time LPN and 23% of part-time LPN faculty were in this age group (Figure 5).

Part-time faculty were more likely to be younger than full-time. Fifty-six percent (56%) of part-time ADN and 41% of part-time LPN faculty were 50 or younger, compared to 41% of full-time ADN and 33% of full-time LPN faculty. Among BSN participants, 43% of full-time faculty were 50 or younger, and 44% of part-time faculty were 50 or younger. While these proportions are similar, the percent of faculty over 50 drops more drastically among part-time BSN faculty compared to full-time (Figure 5).

Seventeen percent (17%, n = 955) of all faculty in responding programs were over the age of 60, including 185 LPN, 407 ADN, and 363 BSN faculty. A larger portion of full-time

Figure 5. Age Distribution of Part-Time and Full-Time Faculty, by Program Type



⁹ Turnover rate (%) = (# of Full-Time separations reported for AY 2017-18 / # of filled Full-Time positions as of September 30th, 2018) * 100. Trend data should be interpreted with caution as response rates have varied over time.

faculty were over the age of 60 (n = 523, 22%), compared to part-time faculty (n = 432, 14%). Faculty members over 60 may be expected to begin reducing hours or retiring within the next five years.

The age distribution of responding programs' faculty members remained relatively consistent since AY 2016-17. However, the proportion of faculty that are 50 or younger increased 5% and the proportion of faculty over the age of 60 decreased 2%. This may indicate that some older faculty members are leaving the workforce, while younger faculty members are entering. However, trends should be interpreted with caution as participation rates vary.

Faculty Race/Ethnicity and Gender

More than half of faculty members were white. LPN programs reported the largest proportion of Black/African American faculty (30%) compared to ADN (25%) and BSN (19%) programs. Hispanic/Latino faculty were least represented in LPN programs (5%) compared to ADN (11%) and BSN (11%) programs. Two to three percent of faculty identified as Asian.

As a group, LPN faculty are slightly less diverse than the estimated 2017 LPN workforce. About 51% of the LPN workforce were white, 32% were Black, 11% were Hispanic, and 2% were Asian (Florida Center for Nursing, 2018c).

ADN and BSN faculty were more diverse than the 2017 RN and APRN workforce –

63% of the 2017 RN workforce and 67% of working APRNs were white; 14% of RNs and 12% of APRNs were Black. However, Hispanics were slightly more represented in the RN (13%) and APRN (12.5%) workforce compared to ADN and BSN faculty (11%) (Florida Center for Nursing, 2018b; 2018d).

Compared to the 2017 Florida population, whites were slightly more represented among nursing faculty (United States Census Bureau, 2018). Blacks were disproportionately represented among LPN faculty (30%) compared to the Florida population (Figure 6), and Hispanics were underrepresented in nursing faculty for all program types.

Most nursing program faculty were female. Males comprised 10-11% of faculty in responding programs. However, two to six percent (2-6%) of faculty's gender were unknown or unreported (Figure 7).

Figure 6. Faculty Race/Ethnicity by Program Type, AY 2017-18 and 2017 Florida Census Data

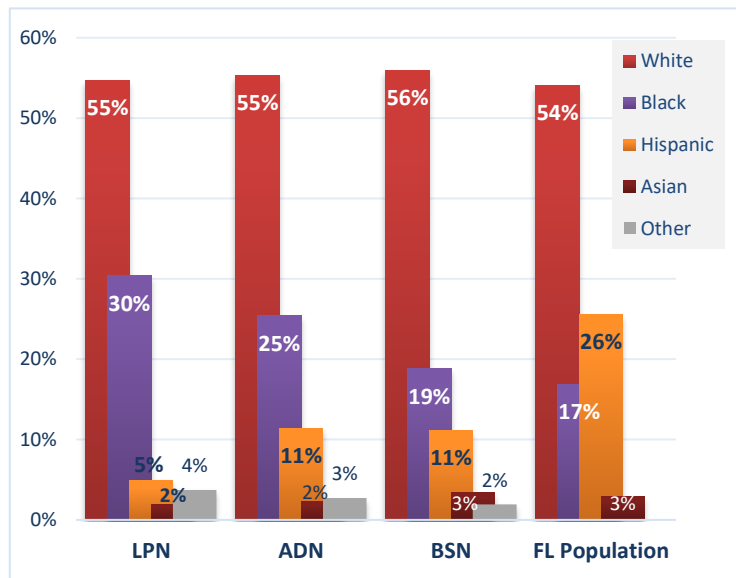
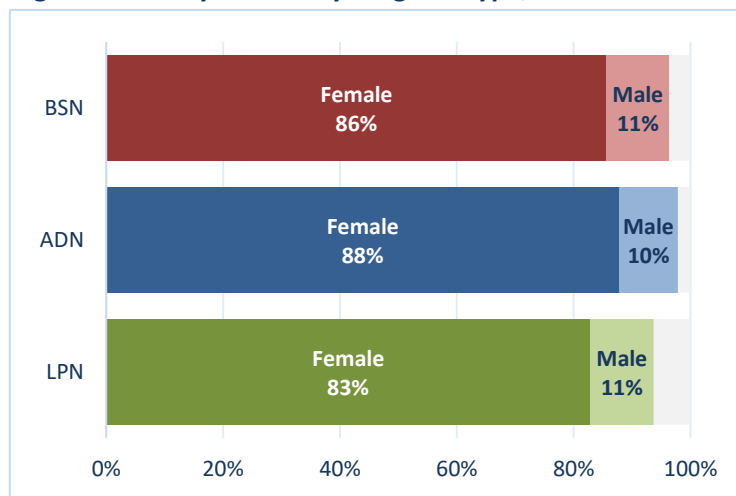


Figure 7. Faculty Gender by Program Type, AY 2017-18



Faculty Education Attainment

Among responding programs, 59% of faculty had master’s degrees, and 22% had doctoral degrees. Another 18% of faculty had baccalaureate degrees. Fewer than 2% had a diploma or Associate degree.

Table 5 describes the **education distribution of faculty members** employed as of September 30, 2018, by program type. **BSN programs employed the largest proportion of full-time faculty educated at the doctoral level**, representing 71% of all full-time doctoral-trained faculty. **ADN programs employed 60% of all full-time faculty trained at the master’s level**, and 33% of those with a baccalaureate degree. **LPN programs employed 63% of all baccalaureate-trained full-time faculty** and 89% of full-time faculty with a diploma or associate-level degree.

Table 5. Full and Part-time Faculty Highest Education, by Program Type

Highest Degree Earned	LPN Programs		ADN Programs		BSN Programs	
	FT %	PT %	FT %	PT %	FT %	PT %
PhD in Nursing	1.0	0.7	5.7	1.2	29.6	6.8
Doctor of Nursing Practice	2.3	3.3	10.0	3.0	21.7	12.7
Other Nursing Doctorate	-	-	0.5	0.3	1.3	0.4
Non-nursing Doctorate	2.1	1.4	3.9	1.9	10.6	2.4
Master’s in Nursing	43.1	35.7	70.3	58.8	33.5	64.9
Non-nursing Masters	6.4	8.3	2.0	4.5	2.2	4.7
Bachelor’s in Nursing	36.2	39.0	6.9	29.7	0.8	7.5
Non-nursing Bachelors	3.1	0.7	0.5	0.5	0.2	0.1
Diploma or AS in Nursing	5.9	10.7	0.3	0.1	-	0.5

Full-time faculty were more highly educated than part-time faculty. Among BSN programs, 63% of full-time faculty had doctoral-level degrees. Sixteen percent (16%) of part-time faculty had doctoral degrees and 51% had master’s degrees. Among ADN participants, 92% of full-time faculty had a master’s degree or higher, compared to 70% of part-time faculty. Full-time and part-time LPN faculty were similarly educated, although about 5% more full-time faculty had a bachelor’s degree or higher (94%) compared to part-time faculty (89%).

DISCUSSION

The total number of pre-licensure nursing education programs remained similar to AY 2016-17. BSN programs had a net increase of six (6) new programs, the number of ADN programs stayed the same, and there was a net decrease of six (6) LPN programs. Among active programs that participated in the Florida Center for Nursing’s 2018 *Survey of Nursing Education Programs*, **ADN and LPN programs had more filled faculty positions compared to the previous academic year’s respondents, while BSN programs had a decrease in filled faculty positions.** Similarly, the number of vacant part-time positions increased for all program types and the number of vacant full-time positions increased for ADN and LPN programs but decreased for BSN program respondents.

Responding programs reported 490 new full-time faculty positions and 962 new part-time faculty. In the same period, there were 422 full-time faculty separations, resulting in a net increase of 68 full-time nursing faculty among responding LPN, ADN, and BSN programs. The net faculty gain increased by six (6)

compared to AY 2016-17, yet there were 22 more faculty separations in AY 2017-18 (n = 422) than the previous academic year, indicating that while slightly more faculty were hired, Florida's nursing education program is still losing a substantial number of full-time faculty members. Program respondents reported non-competitive salaries (43%) and limited qualified faculty applicant pool (39%) as the most common barriers to recruiting faculty members. Additionally, 77 retirements were reported in AY 2017-18, an increase of seven (7) compared to AY 2016-17. **Academic stakeholders may find benefit in addressing the ability to provide competitive market rate salaries and increasing the pipeline of qualified nurses into faculty positions to adapt to separations, retirement, vacancies, and recruitment barriers.**

The number of filled part-time positions (n = 3,122) outnumber full-time faculty members (n = 2,419). Full-time faculty members comprised 41% of ADN programs, 45% of BSN programs, and 48% of LPN programs. **More research is needed to understand the distinct roles between part-time and full-time faculty and the factors contributing to part-time faculty members comprising a majority for each program type.** Do these proportions relate to budgetary limitations? Are part-time faculty members adequately trained or receiving adequate training to fill educator roles (Ried, Hinderer, Jarosinski, Mister, & Seldomridge, 2013)? Use of part-time faculty members may be in response to reported shortages and limited full-time faculty applicant pools, yet little is known about the “growing proportion of adjunct, part-time, and non-benefited nurse faculty positions at educational institutions” (Daw, Mills, & Ibarra, 2018, p. 66).

As of September 30, 2018, participants had 224 full-time and 201 part-time vacant faculty positions. Full-time vacancy rates among responding programs were 9% for LPN and ADN programs and 10% among BSN participants. Despite decreasing student to faculty ratios for ADN and LPN programs and a slight decrease in the overall turnover rate (17.4%) compared to AY 2016-17, vacancy rates increased for all program types.¹⁰ When the number of new positions needed but not currently budgeted (n = 275) were included, perceived vacancy rates increased 20 percentage points, overall (29% LPN, 30% ADN, and 31.5% BSN). Perceived need for new full-time faculty positions increased for all program types since AY 2016-17 and have reached peak level for ADN programs (31.5%), indicating that **vacancy issues have not reduced since the Center's last annual report.** The Center will continue to track vacancy rates. Academic leadership and relevant stakeholders should evaluate their academic work environment and, as appropriate, implement policies and practices to assess and address reasons for separation and retain faculty.

The 2010 Institute of Medicine (IOM) report recommended doubling the number of nurses with a doctoral degree by 2020 in order to respond to the growing demand for nurse faculty (Institute of Medicine (IOM), 2010). Survey participants reported a total of 468 nursing doctoral graduates (414 DNP and 54 PhD) and 243 MSN nurse educator graduates in AY 2017-18 (Florida Center for Nursing, 2019). There were 149 more doctoral graduates compared to those reported in AY 2016-17, and 73 more MSN nurse educator graduates. In addition to strengthening faculty budget and incentives within academia, **tracking enrollment and graduation in graduate level programs likely to produce future educators and encouraging students toward career paths as researchers and educators may contribute to a solid foundation of future faculty.**

It is important to note that the data presented here represent a response rate of approximately 82%. While program participation increased about 5% since the previous survey cycle, counts do not provide a complete view of nursing education programs in Florida. **It is likely that vacancies, separations, retirements, and perceived need, as well as filled positions and new hires, would be higher if the Center had information from all Florida nursing education programs.** Regardless, the data presented here provide insight into the perceived and actual shortages and potential future trajectory of these education

¹⁰ Based on counts provided by responding programs only. Trends should be interpreted with caution as participation varies over time.

programs. Florida will likely need more nurses with graduate degrees in nursing education and more research is needed regarding disproportionate shortages and competition at the regional level.

In addition to capacity issues, program quality and cost-effectiveness examinations are still needed. The Center previously established the position that it is crucial to evaluate the impact of new nursing education programs, in terms of student quality, cost-benefit analysis of the programs, and health industry assessment of the program’s graduates’ ability to meet employment needs (Florida Center for Nursing, 2018a). The Florida Legislature recognizes the importance of increasing the availability of nursing education programs and the pool of licensed, qualified nurses in the state (FS 464.019). Limited resources are available for objective assessments of new programs. However, National Council of State Boards of Nursing Licensure Examination passage rates for first-time takers from LPN and pre-licensure RN programs are known. In the 2018 calendar year, Florida’s combined (associate and bachelor’s degree) passage rate for RNs was 72.7% compared to the national average of 88.3%, ranking Florida 52nd out of 55 US States and Territories. Florida’s LPN program passage rate was 75.6% compared to 85.9% nationally, ranking Florida 51st out of 52 US States and Territories (Florida Board of Nursing, 2019). **Florida’s NCLEX rankings are of critical concern and in need of significant action** to achieve an acceptable passage rate and demonstrate a satisfactory return on the State’s investment. The Center’s analysis and report on Florida’s 2018 NCLEX passage rates by nursing education program will be available by mid-April 2019.

Recommendations

The Center offers the following research and policy recommendations related to Florida’s nursing program faculty to contribute to efforts to address nurse workforce issues and the health of Florida’s population. These recommendations should be a starting point for education stakeholders and policy makers working to make valuable contributions to the nurse workforce.

1. **Build the pipeline of nurse faculty: 1) create incentives for nurses to seek advanced education, from ADN to BSN and into graduate study; 2) assist existing nurses to further their education.** As the nurse population at large and, specifically, the faculty workforce retires, the need for adequately educated nurses to move into faculty roles is essential. Increasing the number of nurses with graduate degrees in nursing and nursing education is key to addressing the continually high nurse faculty vacancy rate, particularly in baccalaureate and higher programs. Similarly, education systems and faculty members should be trained and updated on emerging technological advancements (i.e. robotics, simulation, information technologies) to educate and prepare future nurses for the information technologies to be embedded in the future of nursing.
2. **Develop strategies to reduce faculty separations and vacancy rates.** Responding programs reported 490 new full-time faculty positions and 962 new part-time faculty. In the same period, there were 422 full-time faculty separations, resulting in a net increase of 68 full-time nursing faculty in all program types in Florida.¹¹ There were 22 more faculty separations in AY 2017-18 (n = 422) than reported in AY 2016-17, indicating that while slightly more faculty are being hired, Florida's nursing education programs are still losing a substantial number of full-time faculty members.

Vacancy rates among responding programs were 9% for LPN and ADN programs and 10% among BSN participants. Vacancy rates increased for all program types.¹² Including the number of faculty needed but not budgeted increases perceived vacancy rates 20 percentage points, overall. A variance in needed versus actual positions may impact faculty retention due to expectations for fewer people to

¹¹ Excludes new hires among programs that did not comply with the Center’s request for data

¹² Based on counts provided by responding programs only. Trends should be interpreted with caution as participation varies over time.

do the work of more. Perceived need for new full-time faculty positions increased since AY 2016-17, indicating that vacancy issues have not reduced since the Center's last annual report. Academic leadership and stakeholders should evaluate their academic work environment and, as appropriate, implement policies and practices to assess and address reasons for separation and retain faculty.

3. **Develop and fund a consistent, long-term data collection, analysis, and reporting system.** The Florida Legislature established the Florida Center for Nursing in 2001 to address issues related to nursing manpower in Florida. Number one of the three mandates given in statute (FS 464.0195) is to develop a strategic statewide plan for nursing manpower in this state by:

- Establishing and maintaining a database on nursing supply and demand in the state, to include current supply and demand, and future projections; and
- Selecting from the plan priorities to be addressed.

Since 2010, the Center has only received state funds in support of this mandate for one fiscal year (2015-2016). To achieve this mandate, the Center needs fiscal resources as well as the authority to collect appropriate data. In particular, the Center lacks resources to collect and analyze data assessing Florida's demand for nurses. Such data would support development of a more complete picture of the nursing workforce pipeline from initial education through retirement.

Florida's legislature should put in place a sustainable funding mechanism for the Center to accomplish its statutory mandate and require nurse education programs within the state to provide appropriate data for analysis. Consequences should be established for failure to participate in the Center's data collection efforts.

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