Nursing Shortage: BIG Challenges require BIG Solutions

DIANNE MORRISON-BEEDY, PHD, FAANP, FNAP, FAAN
DEAN UNIVERSITY OF SOUTH FLORIDA COLLEGE OF NURSING
SENIOR ASSOCIATE VICE PRESIDENT USF HEALTH
Florida’s Nursing Workforce: Past, Present & Future Vacancies

- 30% increase in vacant RN positions since 2013
- 70% FL health care institutions give preference to RN’s with a BS or greater degree
- >50,000 RN vacancies are anticipated by 2025
- Estimated ARNP vacancies increase 250% from 2015

Florida Center for Nursing
Why a Focus on Faculty

U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014 due to an insufficient number of faculty.

70% of public universities in Florida reported difficulties in hiring faculty as barrier to educating more students.

Behind every nurse who touches a life, there is a nursing educator.
Pipeline for Nursing: Nursing faculty 1 year impact

On average one Faculty touches 300 students/per year

Each graduate cares for approximately 1920 patients per year

Total patient impact 576,000
Pipeline for Nursing: Nursing faculty 40 year impact

40 year career = @12,000 nursing students over a lifetime

Each graduate cares for approximately 76800 patients over a lifetime

Total patient impact over 40 years ≈ 23 million
Reasons for Faculty Shortage

- Anticipated retirements - average age of doctorally-prepared nursing professors is 62
- Higher compensation in clinical and private-sector settings
- Increasing responsibilities to maintain license and accreditation demands creates significantly heavier workloads

- Current Tuition/Fee Rates ≠ Cost of Education
  - More complex care = more complex education
- Minimal Financial Support For PhD Students and Early Career Faculty
- NIH Changes to Pre/Post-doc Awards (current SUS R01s = 8)
# A Week in the Life of a Nursing Faculty

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td></td>
<td>Teach UG class from 9-12 @90 students</td>
<td>Clinical Site Visit in Ocala to evaluate 1 FNP student</td>
<td>Teach UG class from 9-12 @90 students</td>
<td>Teach IPE class from 9-12 @40 students</td>
<td>College Committee meeting</td>
<td>Practice – maintain professional certification</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Work on Journal Article and grant</td>
<td>Writing group Universe Committee Meeting</td>
<td>Office Hours from 2-4 Prepare for classes including test construction</td>
<td>Clinical site visit in Ft. Myers to evaluate 1 FNP student</td>
<td>Simulation lab hours 1-3 Grant work with team</td>
<td>Training session in the computer lab on new online education system</td>
<td>Practice – maintain professional certification</td>
</tr>
<tr>
<td><strong>Evening</strong></td>
<td>Grade papers, review lectures</td>
<td>Grade papers</td>
<td>Teach Grad class 7-10</td>
<td>Attend workshop on main campus</td>
<td>Grade papers</td>
<td>Meet with junior faculty mentees</td>
<td>Review emails</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Morning</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach UG class from 9-12 @90 students</td>
<td>Clinical Site Visit in Ocala to evaluate 1 FNP student</td>
<td>Teach UG class from 9-12 @90 students</td>
<td>Teach IPE class from 9-12 @40 students</td>
<td>College Committee meeting</td>
<td>Faculty Council Meeting</td>
<td>Practice – maintain professional certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>Morning</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on Journal Article and grant</td>
<td>Writing group</td>
<td>University Committee Meeting</td>
<td>Office Hours from 2-4 Prepare for classes including test construction</td>
<td>Clinical site visit in Ft. Myers to evaluate 1 FNP student</td>
<td>Simulation lab hours 1-3 Grant work with team</td>
<td>Training session in the computer lab on new online education system</td>
<td>Practice – maintain professional certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evening</th>
<th>Morning</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade papers, review lectures</td>
<td>Grade papers</td>
<td>Teach Grad class 7-10</td>
<td>Attend workshop on main campus</td>
<td>Grade papers</td>
<td>Meet with junior faculty mentees</td>
<td>Review emails</td>
<td></td>
</tr>
</tbody>
</table>
Two-prong approach to nursing faculty shortage

- Build capacity
  - Expanding the faculty workforce

- Solidify the Base
  - Developing, Maintaining & Advancing Current Faculty
A Recommendation for Recruiting and Retention of Nursing Faculty: INFORM

USF Institute for Nursing Faculty Recruitment, Retention, and Mentoring (INFORM)

Formal mentoring program for faculty
- Develop network of mentors for content (subject matter), research/scholarship, educational process, & professional development

4 core components of INFORM
- Open-forum Scientific Discourse
- Evidence-Base for Educational Practice
- Dissemination of Best Practices in Education, Research & Practice
- Academic Citizenship/Professional Role
INFORM: Open-Forum Scientific Discourse

Opportunities for junior and senior scientists to develop ideas & get feedback on proposed research

- Scientific Inquiry Forums
- Journal Club to review latest research articles

Scientists provide overview of junior scientist’s work who solicit specific feedback

Discussants from other disciplines (e.g. College of Engineering, Center for Entrepreneurship/College of Business) are invited
INFORM: Evidence Base for Educational Practice

Prepare nurse educators recruited from nursing practice or nurse-scientist training programs

Provide expertise in educational practice

Journal Club to review Evidence-Based Teaching/Learning Journal Articles

Examples of seminar topics include:

- *How Learning Works: Seven Research-Based Principles for Smart Teaching*
- 3D model of debriefing
- Experiential learning
- Interprofessional education
- Diversity of learners and learning styles
- Evidence based instructional strategies
- Supporting veteran students
Scholarship and dissemination critical for successful academic careers

Strategy to mentor and engage faculty in scholarly writing, develop necessary skills and work habits, and build confidence

Senior faculty provide direction, goal-setting, input and review of manuscripts in progress

Special Seminars: *Writing Your Journal Article in 12 Weeks*
INFORM: Academic Citizenship/Professional Roles

Addresses needs for central knowledge and skills related to faculty role development

Understanding contribution to the mission of home university and FL SUS

Topics for discussion led by senior faculty include:

- academic culture
- balancing responsibilities
- establishing peer network for support across
- setting goals (5-year, 3-year, semester-academic year, monthly weekly, daily)
- presenting yourself and promoting your work
- collaborations with college, university, institutions within the SUS
**Recommendations for Recruiting and Retaining Nursing Faculty: Budgetary implications** (1 of 2)

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Est. Cost</th>
<th>@Cost Low</th>
<th>@Cost High</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Train the trainers” to implement INFORM across SUS</td>
<td>312,500</td>
<td>275,000</td>
<td>350,000</td>
</tr>
<tr>
<td>24 Senior INFORM Champion Faculty\SUS Nursing Dean’s meetings (1-4 champions per institution based on capacity)</td>
<td>1,060,000</td>
<td>880,000</td>
<td>1,600,000</td>
</tr>
<tr>
<td>25% release time to mentor teams of 2 to 3 junior faculty (1-2 senior faculty per institution)</td>
<td>750,000</td>
<td>500,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>25% release time/mini-INFORM sabbatical for newly tenured faculty to mentor junior faculty (5-10 faculty per institution)</td>
<td>300,000</td>
<td>200,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Monies directed towards recruitment initiatives</td>
<td>250,000</td>
<td>100,000</td>
<td>400,000</td>
</tr>
<tr>
<td>Jonas award matches (@10 throughout SUS)</td>
<td>300,000</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td>FL SUS Institutional Post-docs for all PhD granting institutions (1-3 per institution)</td>
<td>800,000</td>
<td>100,000</td>
<td>1,500,000</td>
</tr>
<tr>
<td>FL SUS Institutional Pre-docs for all PhD granting institutions (1-2 per institution)</td>
<td>525,000</td>
<td>350,000</td>
<td>700,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$4,297,500</strong></td>
<td><strong>$2,705,000</strong></td>
<td><strong>$5,890,000</strong></td>
</tr>
</tbody>
</table>
Recommendations for Recruiting and Retaining Nursing Faculty: Budgetary implications (2 of 2)

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>@Cost Low</th>
<th>@Cost Mid</th>
<th>@Cost High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tenure partial sabbatical release time (10-20 faculty across SUS institutions)</td>
<td>450,000</td>
<td>300,000</td>
<td>600,000</td>
</tr>
<tr>
<td>Recruitment and start-up packages (pilot funding, RA, release time) 1-3 per institution</td>
<td>862,500</td>
<td>575,000</td>
<td>1,150,000</td>
</tr>
<tr>
<td>Loan forgiveness for faculty to facilitate recruitment</td>
<td>400,000</td>
<td>300,000</td>
<td>500,000</td>
</tr>
<tr>
<td>FL SUS Consortium (distance clinical site evaluation, PhD education, etc.)</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>1,862,500</td>
<td>1,325,000</td>
<td>2,400,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$6,160,000</td>
<td>$4,030,000</td>
<td>$8,290,000</td>
</tr>
</tbody>
</table>
BIG challenges require BIG solutions

Be **BOLD** in embracing new initiatives

Be **INTENTIONAL** in providing sufficient support where it can truly make a difference

Be **GENUINE** in your public service by improving the health of Florida residents through high quality nursing education
Make no little plans, they have no magic to stir men’s blood. Make BIG plans.

– Daniel Burnham