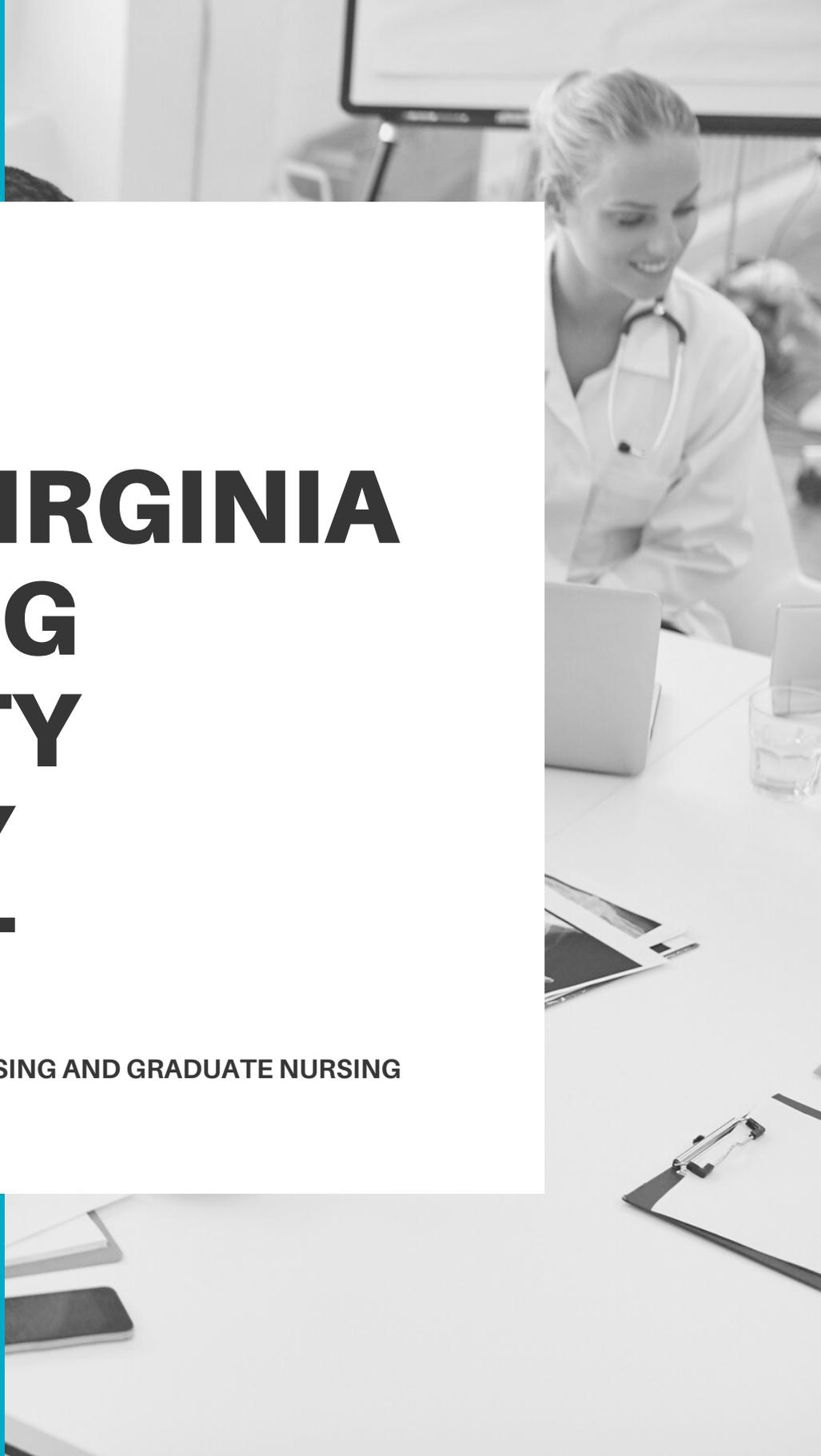


2021

WEST VIRGINIA NURSING FACULTY SURVEY REPORT

A SURVEY OF REGISTERED NURSING AND GRADUATE NURSING
PROGRAMS IN WEST VIRGINIA



INTRODUCTION

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

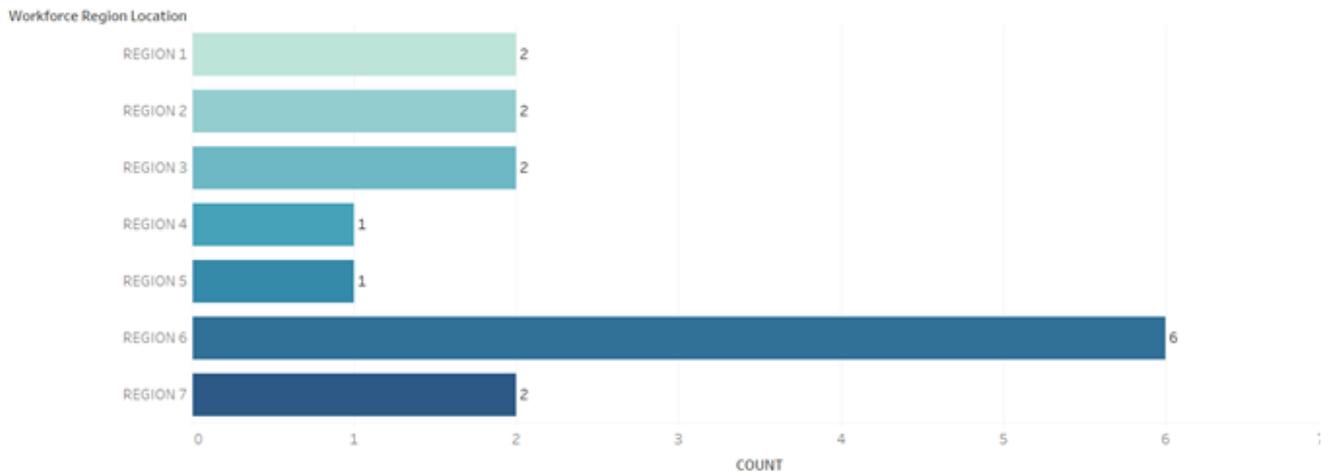
EXECUTIVE SUMMARY

The WV Center for Nursing obtained a representative sample of West Virginia schools of nursing in the 2021 Registered Nurse and Graduate Nursing Faculty Survey. Respondents were able to give valuable insight into the status of nursing education programs, resources needed to expand nursing programs in West Virginia, faculty salaries, and factors that lead to nursing faculty shortages. West Virginia nursing programs are essential in providing a steady stream of new nurses to help alleviate the nursing shortage in West Virginia. The survey responses demonstrate that efforts must continue to improve nursing faculty compensation to be competitive with other sectors and to increase access to resources that will allow for further nursing program expansion. The West Virginia Center for Nursing will continue to work with the West Virginia Higher Education Policy Commission to advocate for resources for nursing programs in West Virginia.

METHODOLOGY

The 2021 Registered Nursing and Graduate Nursing Faculty Survey was sent to contacts at each of the 23 schools of nursing in West Virginia who offer nursing degree programs leading to associate, baccalaureate, and graduate degree prepared nurses in July 2021. Several reminder emails were sent to program directors through August 2021 when the survey closed. Of the 23 schools of nursing, 16 responded for a 69.5% response rate.

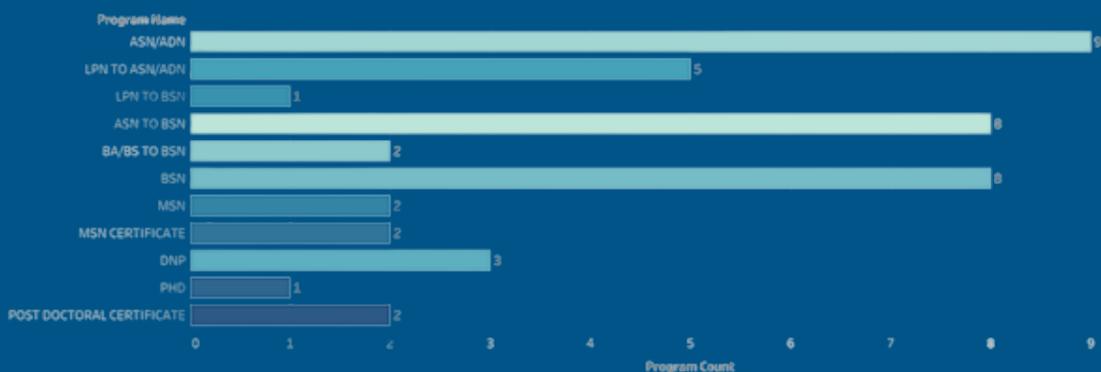
FIGURE 2: NUMBER OF RESPONDENTS BY WORKFORCE REGIONS



Types of funding mechanisms for nursing programs were mixed, with 6 institutions reporting being privately funded and ten programs being state funded. This mix of results are comparable to the ratio of private and state funded schools of nursing in the state (8 privately funded; 15 state funded).

Respondents represented nursing programs ranging from ASN to DNP programs. Since most nursing programs offered in West Virginia are ASN and BSN programs, it is no surprise that they are most represented among respondents to this survey. Of note, respondent schools may have more than one type of program.

FIGURE 3: TYPES OF NURSING PROGRAMS



NURSING FACULTY

The responding schools employ 196 full-time faculty, 73 part-time faculty, and 38 temporary part-time and/or adjunct faculty within their nursing programs. Most respondents indicate that permanent full and part-time faculty are employed on 9-month terms (12 of 16 respondents).

The survey asked respondents to give the average salary for full-time faculty at different faculty levels to evaluate the salaries of nursing faculty across the state. The responses from this survey show that the salaries of nursing faculty at privately funded schools are higher than those of publicly funded schools, but the difference is not consistent across all privately funded respondents. Across all kinds of programs, the average salary for full-time faculty is \$64,737.19 with a minimum reported salary of \$40,600.00 and a maximum reported salary of \$150,976.00 (depending on rank which typically also denotes years of experience).

FIGURE 4: FULL-TIME NURSING FACULTY BY FACULTY RANK

FACULTY RANK	AVERAGE REPORTED SALARY	MINIMUM REPORTED SALARY	MAXIMUM REPORTED SALARY
INSTRUCTOR OR LECTURER	\$51,592.11	\$40,600.00	\$65,000.00
ASSISTANT PROFESSOR	\$57,763.86	\$44,892.75	\$87,261.00
ASSOCIATE PROFESSOR	\$70,770.60	\$48,700.00	\$112,455.00
PROFESSOR	\$83,708.40	\$56,340.83	\$150,976.00

When comparing WV faculty salaries to national data the average nursing faculty salary in West Virginia is lower than both those in neighboring states and lower than what these nurses could make in clinical practice. Low salaries relative to both neighboring states and clinical practice makes recruitment and retention of nursing faculty a challenge as demonstrated in Figure 5.

FIGURE 5: AVERAGE SALARY COMPARISONS OF NURSE PRACTITIONERS AND NURSING FACULTY IN WV, BORDERING STATES, AND NATIONALLY

LOCATION	AVERAGE NURSING FACULTY SALARY, 2020	AVERAGE NURSE PRACTITIONER SALARY, 2020
WEST VIRGINIA	\$61,140	\$105,220
KENTUCKY	\$70,320	\$102,460
OHIO	\$73,220	\$105,630
PENNSYLVANIA	\$78,360	\$111,560
MARYLAND	\$94,080	\$115,240
VIRGINIA	\$73,060	\$109,660
UNITED STATES OF AMERICA	\$84,060	\$114,510

The Center also looked at both the educational mix and age mix of faculty. In terms of education, most nursing faculty in the state have an MSN or higher degree. Schools of nursing are allowed to employ BSN faculty if they are working on obtaining their graduate degree, so the relatively lower instance of nursing faculty with BSN degrees makes sense. In terms of age, respondents indicated that most nursing faculty were 31-40 with 6 respondents indicating this age group made up most nursing faculty. However, a total of 8 respondents indicated that most of their nursing faculty are made up by groups from 41 to 70. These groups combined will be entering retirement age in the coming years and should be a trend that is monitored in the future.

As of May 2021, respondents report they had 26 unfilled budgeted positions at their schools. Additionally, this survey asked respondents to estimate retirements among nursing faculty over the next three years to help better understand future needs for nursing faculty. In total, responding schools expect 15 to 30 retirements over the next 3 years, a concern for workforce planners.

**FIGURE 6: ESTIMATED NURSING FACULTY RETIREMENTS IN
2021, 2022, 2023**

YEAR	ESTIMATED NUMBER OF RETIREMENTS	NUMBER OF RESPONDENTS
2021	1-2	4
2022	1-2	5
2023	1-2	6

Additionally, we asked survey respondents how long, on average, it takes to recruit nursing faculty to fill vacancies. A plurality of respondents indicate it take 4-6 months to fill a nursing faculty vacancy among responding schools.

FIGURE 7: AVERAGE TIME TO RECRUIT NEW NURSING FACULTY TO FILL A VACANCY

TIME PERIOD	NUMBER OF RESPONDENTS
0-3 Months	0
4-6 Months	7
7-11 Months	4
1-2 Years	3

Additionally, we asked survey respondents how long, on average, it takes to recruit nursing faculty to fill vacancies. A plurality of respondents indicate it take 4-6 months to fill a nursing faculty vacancy among responding schools.

**FIGURE 8: REASONS FOR NURSING FACULTY RESIGNATIONS,
RANKED**

REASON FOR FACULTY RESIGNATION	AVERAGE RANKING	NUMBER OF RESPONDENTS WITHIN RANKING
Salary	1.4	7
Retirement	2.0	9
Return to Clinical Practice	2.1	8
Career Advancement	2.5	4
Relocation of Spouse	4	2
Termination or Requested Resignation	4.5	4
Other	6.3	3

Respondents were asked an open-ended question to solicit their ideas for additional efforts that could be made to retain qualified nursing faculty. The ideas provided in summary include:

- Student loan assistance
- Financial support for pursuing advanced degrees
- Increased mentorship for faculty
- Increased training and support
- Professional development and continuing education
- Decreased workload
- Recognition

Respondents were also asked to rank the primary motivations for individuals seeking faculty positions at their schools. Most respondents indicated that the desire to pursue an academic career and better work hours were the primary motivations.

FIGURE 9: REASONS FOR NURSING FACULTY TO SEEK NURSING FACULTY POSITIONS

MOTIVATION	AVERAGE RANKING	NUMBER OF RESPONDENTS
DESIRE TO PURSUE AN ACADEMIC CAREER	1.6	12
BETTER WORK HOURS	1.9	11
LESS STRESSFUL THAN CLINICAL PRACTICE	2.8	11
CAREER ADVANCEMENT	3.2	10
BETTER SALARY	4.5	9
OTHER	5.3	6

Respondents were also asked how many additional FTE (full-time equivalent) were needed to expand nursing program class sizes by 20 students per year. Respondents reported a total of 73 FTEs were needed to expand each of their programs by 20 admissions per year. The table below details the FTEs needed for program expansion.

FIGURE 10: FTES NEEDED TO EXPAND ENROLLMENT BY 20 ADMISSIONS PER YEAR BY PROGRAM TYPE

PROGRAM TYPE	TOTAL FTES NEEDED	AVERAGE FTES PER PROGRAM
ASN	16	2.3
LPN to ASN	8	2.0
BSN	21	2.3
ASN to BSN	7	1.2
BA/BS to BSN	8	4.0
LPN to BSN	1	1.0
MSN	6	3.0
DNP	6	2.0
Total	73	2.14

In addition to identifying how many FTEs would be needed for expansion, respondents were also asked to rank barriers to expanding program enrollment. The highest ranked barrier was a shortage of qualified faculty. On the 2020 survey, insufficient clinical sites were ranked 4th while it has moved up to 3rd on this year’s survey. This is not surprising considering the need for clinical facilities to close floors and occasionally suspend clinical rotations in light of the COVID-19 pandemic.

FIGURE 11: BARRIERS FOR EXPANDING PROGRAM ENROLLMENT

BARRIER	AVERAGE RANKING	NUMBER OF RESPONDENTS WITHIN RANKING
Shortage of Qualified Faculty	1.9	12
Non Competitive Faculty Salary Rate	2.0	11
Insufficient Clinical Sites	2.7	10
Insufficient Faculty Lines and/or Funded Positions	2.9	9
Other	4.3	7

Survey respondents were asked if they need additional resources such as clinical laboratories, computers and software, and library holdings to expand their programs. All respondents indicated they would need additional resources to expand. When asked what specific resources they would need, the following resources were mentioned:

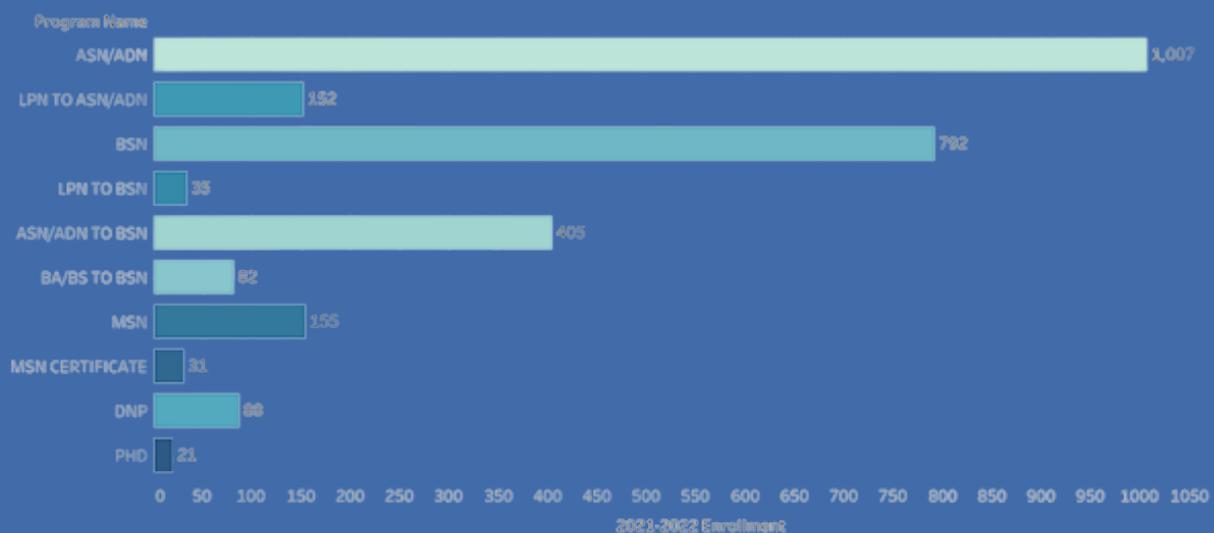
- Additional financial aid for students
- Clinical adjunct faculty
- Clinical, laboratory, meeting, classroom, and computer space
- Clinical simulation equipment
- Clinical simulation staff
- Additional virtual simulation options
- Clinical sites
- Supplies
- Electronic teaching resources
- Computer equipment

Finally, four survey respondents indicated they had faculty positions supported by hospitals during the 2021-2022 academic year. All four respondents expected funding to continue for these positions.

NURSING EDUCATION PROGRAM DEMOGRAPHICS AND CLINICAL RESOURCES

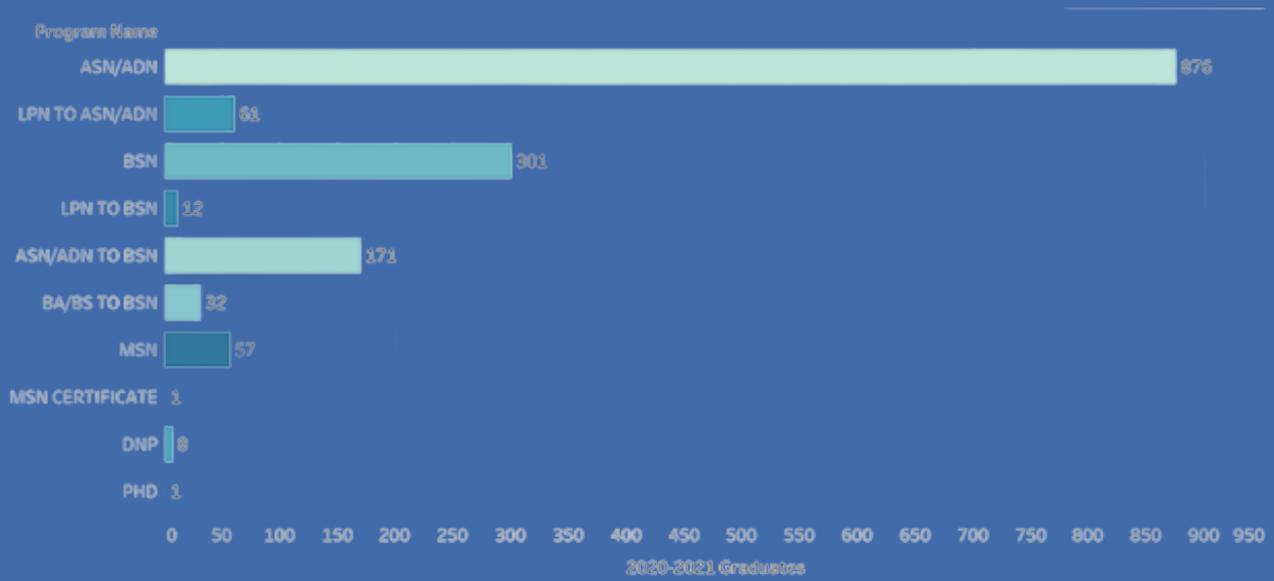
Survey respondents were asked to provide a few key metrics for nursing education programs. Please note that not all nursing programs in the state responded to this survey so all figures should be treated as minimums rather than maximums in relation to the reporting of these metrics. The first of these metrics was 2021-2022 nursing program enrollment among respondents. A total of 1,159 were enrolled in ASN programs, 1,494 in BSN programs, and 295 in graduate nursing programs (these totals include bridge programs where participants already have licensure so these figures should not be used to estimate total number of new nurses eligible to enter the WV workforce).

FIGURE 12: CHART OF 2021-2022 NURSING PROGRAM ENROLLMENT



Respondents were also asked to identify how many total graduates they had during the 2020-2021 academic year. A total of 937 graduated from ASN programs, 516 from BSN programs, and 67 from graduate nursing programs.

FIGURE 13: 2020-2021 NURSING PROGRAM GRADUATES



To better understand why some nursing applicants are not accepted into programs, this survey asked respondents to provide some of the most common reasons why applicants are not accepted. A summary of responses includes the following reasons:

- Entrance exam failures
- Not meeting GPA requirements
- Not meeting admissions requirements
- Inability to accept all applicants due to a shortage of nursing faculty
- Lack of science skills

Respondents were asked to list common reasons why students leave programs without a degree. A summary of responses includes the following reasons:

- Family obligations
- Work requirements
- Failure of program requirements
- Personal or health difficulties
- Decided nursing is not the profession for them
- Financial difficulties
- Relocation
-

Respondents were asked to give an approximate percentage of students who leave programs without degrees. Among all respondents, the average percentage was 15.75% and programs most commonly indicated that 10% of students left programs without degrees. To provide context for outliers regarding program attrition, the WV Center for Nursing reached out to all programs with attrition rates higher than 10% to allow schools to provide explanations and context. One outlier above 10% indicated their larger attrition rate was due to the inclusion of attrition from online bridge programs as the primary contributor to the higher rate. It should be noted that the other outliers also have online bridge programs. Bridge programs allow nurses (LPNs or RNs) who are already licensed to earn advanced training and education to help them further their careers. Because most students entering these programs are working and have other commitments beyond their education, their attrition rates may be higher. Another outlier indicated that the COVID-19 pandemic and the transition to online learning, student's deciding nursing was not the career path for them, family issues, and student's failing classes and subsequently withdrawing were the reasons their attrition rate was high. Financial reasons; bridge program and how pre-requisites are set up

FIGURE 11: BARRIERS FOR EXPANDING PROGRAM ENROLLMENT

PERCENTAGE	NUMBER OF RESPONDENTS
7%	1
8%	1
10%	6
19%	1
25%	1
30%	1
40%	1

To identify ideas for potential programs, projects or resources that could help retention rates for nursing programs. In summary, respondents provided the following ideas under three broad areas - student support, educational resources, and program support

- Student Support
 - Childcare support
 - Increased student financial aid
 - Funding for transportation and lodging costs associated with commuting to program locations
 - Mentorship programs
- Educational Resources
 - Remediation through tutoring
 - Create adaptable education materials to provide resources for different learning styles
 - Peer tutoring
 - Increased high school preparation in math, science, and critical thinking

- Program Support
 - Hiring retention specialists to aid in retention efforts
 - Hiring additional skills and simulation lab coordinators to allow students additional access to educational labs
 - Additional nursing faculty
 - Increased broadband access and technology
 - Payments for clinical rotations
 - Additional grant funding

Among all respondents, the average time spent on clinical simulation is 23%, but time spent on clinical simulation varies among respondents from as low as 5% to as high as 68%.

DISCUSSION

West Virginia remains lower on average in terms of nursing educator salary than its bordering states. Additionally, because the level of education that becoming a nursing educator requires, nurses with advanced degrees can earn more in clinical practice both within West Virginia and outside of West Virginia. The national average salary for nursing educators according to the National Bureau of Labor Statistics was \$84,060 in 2020. If West Virginia's average salary for nursing educators remains lower than bordering states and lower than that of clinical practice both in and outside of the state, the motivation for nurses to pursue careers in nursing education will remain a challenge.

The 2021 survey shows that most respondents say it takes 4-6 months to fill nursing faculty vacancies. Given the stresses of the COVID-19 pandemic, this might indicate that nurses have become more willing to enter nursing education positions due to the stresses of clinical practice.

Another concerning trend within the data are that it is estimated 15-30 nursing faculty are expected to retire by 2023. A loss of nursing faculty that large could put considerably more pressure on nursing programs regarding nursing faculty shortages and potentially limit the number of nursing students that programs could accept. Additional efforts must be made to retain full-time nursing faculty to ensure that nursing programs in West Virginia can produce the nursing workforce of tomorrow. Such efforts could include incentivizing nurses with tools like loan repayment programs and tax credits.

The survey found that 4 schools are now utilizing partnerships with hospitals around the state to help fund and expand nursing faculties on campuses. This could be a promising trend as more schools seek out partnerships to help nursing faculty shortages. These partnerships could help fill nursing faculty shortages and should be explored further and utilized in the years to come.