

BOARD OF DIRECTORS

College and University Nursing Education Administrators
ND Area Health Education Center
ND Association of Nurse Anesthetists
ND Board of Nursing
ND Chapter of National Association of Nursing Administration/Long Term Care
ND Nurses Association
ND Nurse Practitioner's Association
ND Organization of Nurse Executives
ND Public Health Association
Nursing Student Association of ND
ND Workforce Development
Public/Community Member TBD
Sigma Theta Tau Xi Kappa at Large Chapter

LEADERSHIP TEAM

ND Chapters of American Nephrology Nurses Association
North Dakota Public Health Association
ND Dept. of Commerce, Workforce Development Division
ND Dept. of Health
ND Hospice Organization
ND Nurses Association
ND Public Health DONs
ND School Nurse Organization
NDUS - Articulation Committee
Next Steps Program: A Career Ladder into the Health Professions in Tribal Communities
NDAHEC
ND Association of Nurse Anesthetists
NDBON
NDNPA
NDONE
ND Public Health Association- Nursing Section
NDSCS- Nursing Program
NDSU - Nursing Program
ND Workforce Development Council
NSAND
Robert Wood Johnson Partners Investing in Nursing's Future
Sigma Theta Tau Chapters
Sitting Bull College Nursing Program
Turtle Mountain Community College Nursing Program
•United Tribes Technical College Nursing Program & Student Health
University of Mary Nursing Program
UND - College of Nursing
University Partnership Research Grant for Health Professional Opportunities
Williston State College Nursing Program
Other Nursing Partners from Healthcare Organizations



**NORTH DAKOTA
CENTER FOR NURSING**
A unified voice for nursing excellence.

Policy Brief

July, 2016

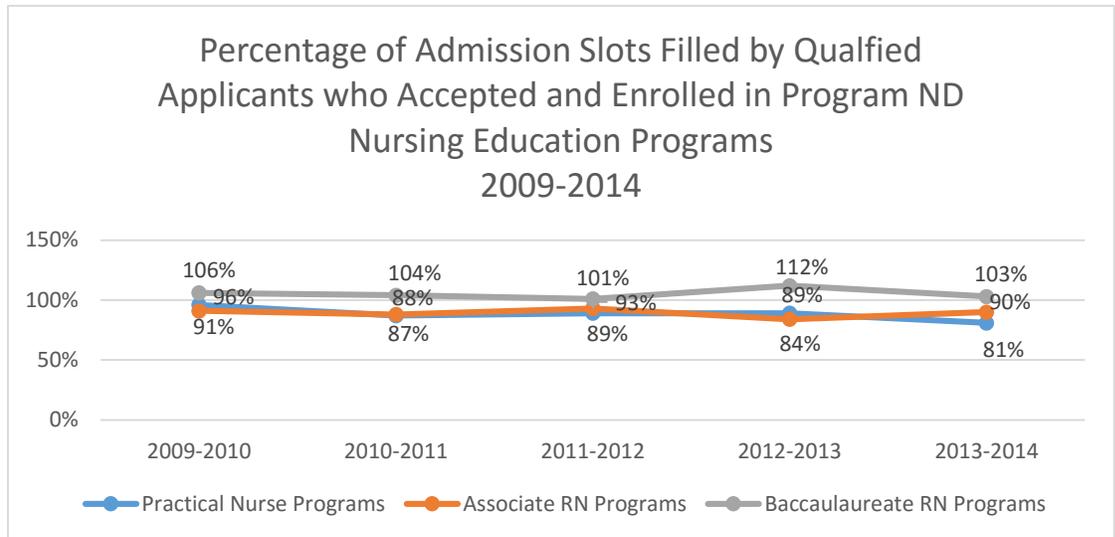
The North Dakota Center for Nursing is a non-profit, 501c3 organization that was created to represent over 18,000 nurses and over 40 nursing organizations across North Dakota. The mission of the North Dakota Center for Nursing is through collaboration to guide ongoing development of a well-prepared and diverse nursing workforce to meet healthcare needs in North Dakota through research, education, recruitment and retention, advocacy and public policy. This policy brief has been approved by our Board of Directors and is an official policy of the North Dakota Center for Nursing.

Increasing capacity of nursing education programs hinges on the availability of qualified faculty of which North Dakota has been experiencing a chronic shortage. In addition, faculty encounter multiple barriers when obtaining higher level degrees at the Masters and Doctorate level, which are required for program accreditation and by state law.

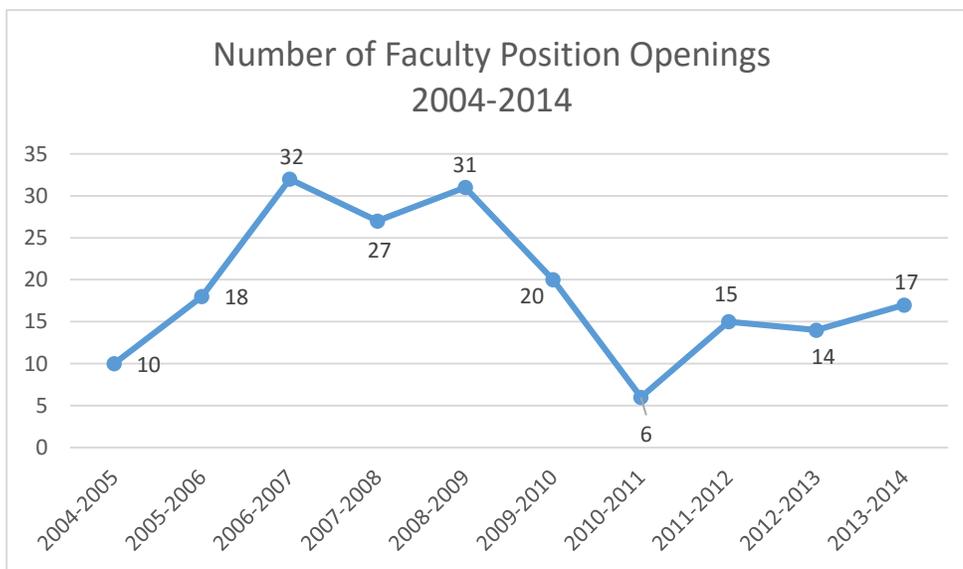
Solution 1: Legislative support to develop a loan forgiveness program for public, private and tribal nursing education program faculty to obtain Master's and Doctorate degrees while serving as faculty. The proposed program will provide financial support while faculty are teaching and include a service requirement.

Solution 2: Support to retain current faculty and to increase faculty salaries at North Dakota University System programs and college/university support for private and tribal programs. Low nursing faculty salary is a key deterrent to recruiting faculty with advanced degrees or faculty from other states; low faculty salaries cannot compete with those paid to nurses who practice in health care facilities. Maintaining adequate levels of faculty is critical to maintaining and increasing capacity of nursing education programs.

North Dakota is currently experiencing a shortage of Licensed Practical Nurses, Registered Nurses and Advanced Practice Registered Nurses. The first strategy policy makers reach for during times of workforce shortages is to increase the class size of nursing education programs. However, nursing education programs have dramatically increased their class sizes since 2002 and many are currently at or over capacity (see graph) (Moulton & Martin, 2016).



Increasing capacity not only hinges on increased funding, space and clinical sites; but, also on having enough faculty to support increases in current state nursing education regulations and accreditation standards from national organizations.



Open faculty positions have varied greatly over the last ten years and have experienced a recent rise (see graph). The 2013-2014 position openings have resulted in a 10% faculty vacancy rate statewide, a number which indicates a shortage. When faced with shortages, many nursing education programs have hired an increased number of temporary, adjunct faculty or educationally unqualified faculty in order to maintain

capacity. In 2013-2014, 7% of ND Nursing Education faculty positions were filled with unqualified faculty (Moulton & Martin, 2016). Compounding the supply of nursing education faculty are pending retirements, as the percentage of faculty over age 61 has more than doubled in the last three years to 14% of current faculty.

Nursing faculty are in high-demand across the United States (Grant, 2016) and North Dakota's faculty are heavily recruited from out-of-state programs. In a recent faculty survey, 35% of faculty indicated that they had been contacted within the last year by a recruiter. Faculty were offered a wide range of positions from faculty and teaching positions to Chair or Dean. Some of the offers included relocation assistance, sign on bonuses and marked increases in salary (Faculty Survey Results, 2016).

Solution 1: Legislative support to develop a loan forgiveness program for public, private and tribal nursing education program faculty to obtain Master's and Doctorate degrees while serving as faculty. The proposed program will provide financial support while faculty are teaching and include a service requirement.

The North Dakota Board of Nursing (NDBON Administrative Rules) and the Higher Learning Commission require nursing faculty in many programs to hold Masters and/or Doctorate level degrees or start coursework in higher degree programs. Nationally, these requirements have moved to higher levels over the last several years (Higher Learning Commission, 2016). Current faculty struggle to obtain higher levels of education while teaching. Barriers include time, workload and the cost of tuition.

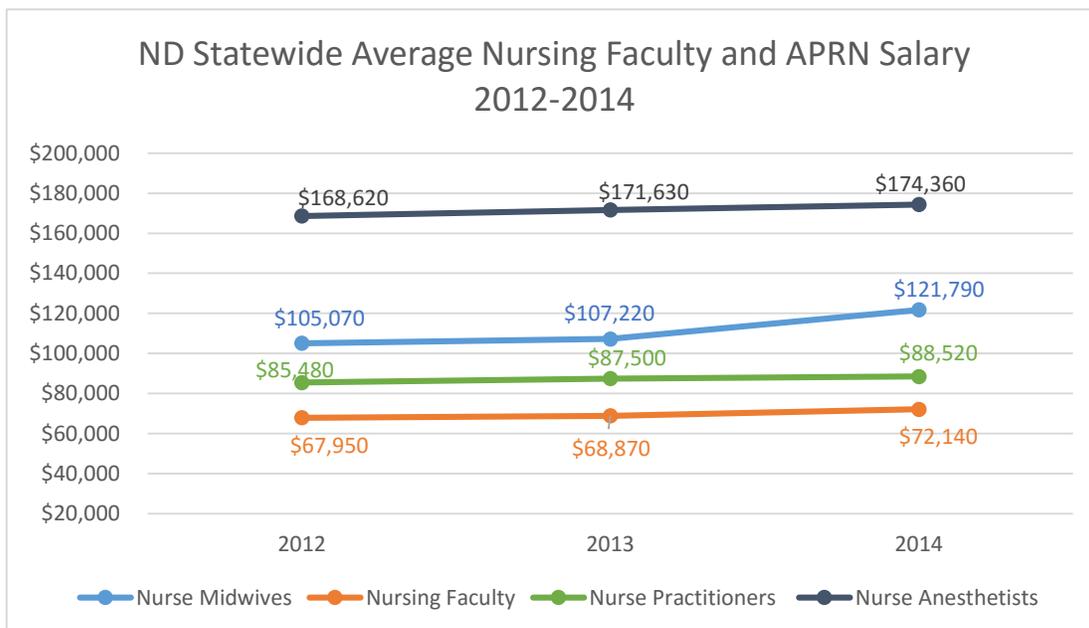
In 2016, close to 40% of nursing faculty currently have student loan debt of more than \$10,000, 10% have more than \$50,000. Of current faculty responding to the 2016 survey, 8% received loan repayment assistance from higher education, 15% from employer or hospital assistance, 15% from the Federal Faculty Nurse Loan Repayment Program and 30% from the North Dakota Board of Nursing (NDBON) Education Loan (Faculty Survey Results, 2016).

In most instances, this financial assistance has been minimal. For example the greatest percentage had received a NDBON Nursing Education Loan. In the 2014-2015 fiscal year, 18 received education loans for graduate program work with an average of \$2,063 per application (North Dakota Board of Nursing 2014-2015 Annual Report). The Health Resources and Service Administration Federal Faculty Loan Repayment program has several barriers including limitations in funding, application qualifications, and match requirements. Tuition assistance offered by North Dakota University System institutions varies in implementation across campuses and is not available at private and tribal programs. There is also a lesser benefit for faculty to enroll in courses on campuses other than their home campus, which places faculty at smaller colleges at a disadvantage when obtaining graduate level degrees. Some of the institutions pay the 50% out of institutional funds. and some pass it down to the nursing department budget, which don't have funding for this purpose. Additional barriers include that tuition is only waived for up to three classes a year, does not apply to adjunct faculty, and is only for coursework within the university system. Some programs provide a small amount \$200 - \$500 per year for professional development and varying by campus. This is also underfunded and is not specific to nursing faculty professional development. Faculty may seek graduate degrees from out-of-state programs that have a greater cost to the faculty member.

Several states have developed programs designed to provide nursing faculty with loan repayment (examples include the Minnesota Nurse Faculty Loan Forgiveness Program, the New York State Loan Forgiveness Incentive Program and the University of Wisconsin System Incentive Grant). Legislative funding should provide for the development of a faculty loan forgiveness program similar to the one offered in Minnesota (<http://www.health.state.mn.us/divs/orhpc/funding/loans/nursfac.html>). The Minnesota program is funded through legislative-appropriations, is administered by the Department of Health, was developed to provide support to faculty obtaining Masters or Doctorate degrees, and includes a requirement to teach for three years. Nursing faculty loan repayment has also been included in the North Dakota University System Envision 2030 draft plan for health providers. Loan repayment will include faculty who attend out-of-state programs to obtain their advanced degree.

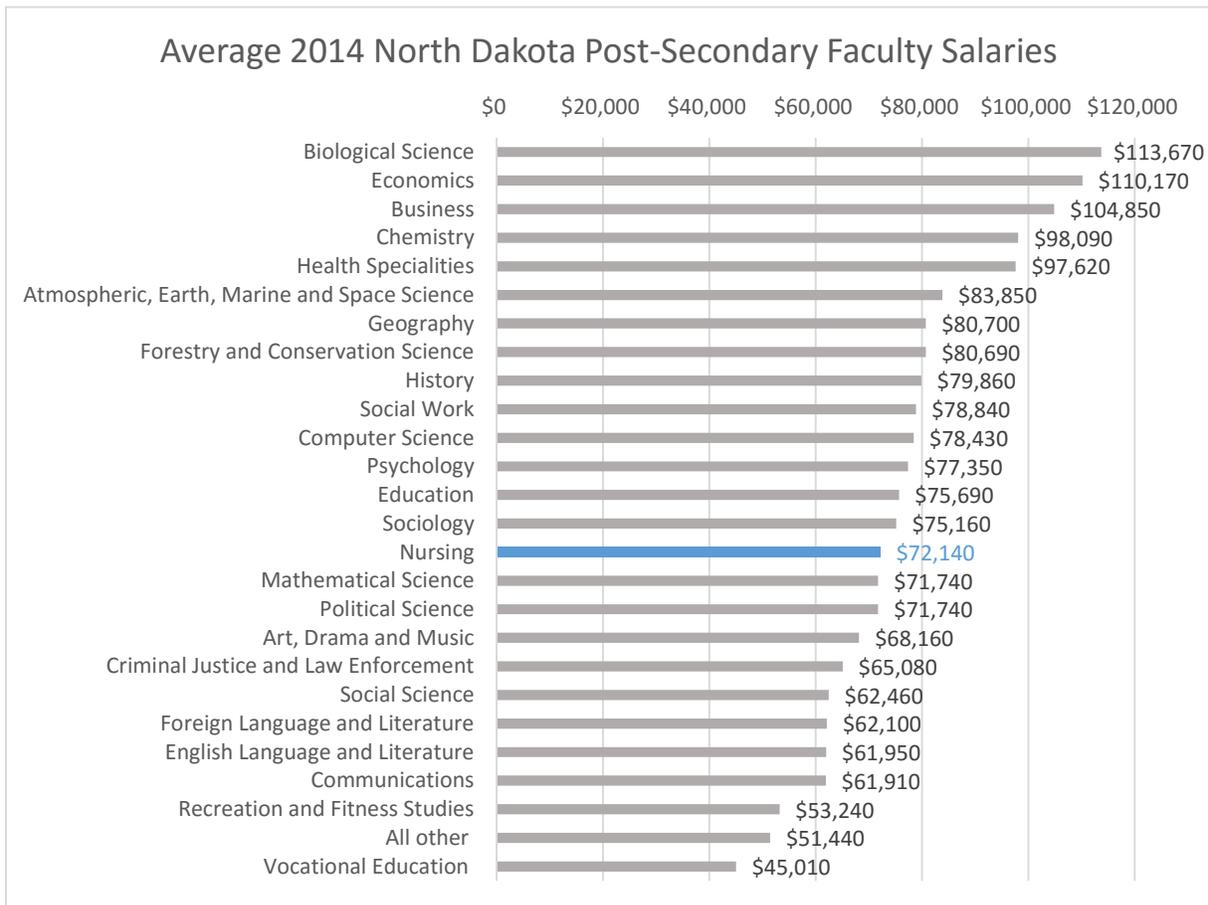
Solution 2: Support to retain current faculty and to increase faculty salaries at North Dakota University System programs and college/university support for private and tribal programs. Low nursing faculty salary is a key deterrent to recruiting faculty with advanced degrees or faculty from other states; low faculty salaries cannot compete with those paid to nurses who practice in health care facilities. Maintaining adequate levels of faculty is critical to maintaining and increasing capacity of nursing education programs.

Average faculty salary has increased slightly over the last three years. However, North Dakota continues to struggle to compete on the national faculty market. Nursing education programs have to not only compete with other state programs, but also compete with positions in health care. Historically, faculty salaries have been much lower than positions *requiring the same advanced education* such as Nurse Practitioners, Certified Nurse Anesthetists and Nurse Midwives, whose average salary in 2014 ranged from \$88,520 to \$174,360 in North Dakota (Moulton & Martin, 2016).



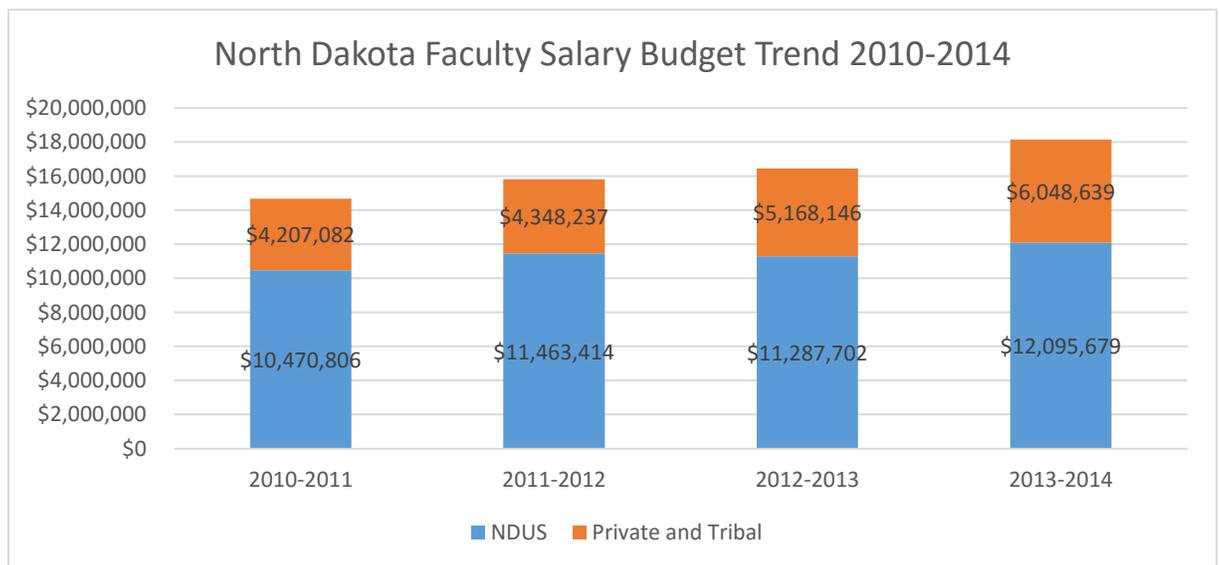
Salary is especially key to the recruitment of new graduates to faculty positions. In 2016, when asked about what factors would assist in faculty recruitment and retention, ND faculty indicated that new nursing Master’s graduates applying for faculty roles may be offered the same rate of pay as staff RNs, including those educated at the associate degree level. The pool of potential nurse educators would increase if the salary discrepancy with practice and neighboring states’ competitive offerings were improved. Average salary for Midwest Doctoral prepared nursing faculty ranges from \$68,322 for Assistant Professors to \$90,009 for professors (Fang, Li, Arietti & Bednash, 2014). Institutional pressure to increase academic credentials creates educational expense, often without monetary support. Incentives, such as tuition waivers, workload reduction and developmental leave are helpful, but not readily available (Faculty Survey Results, 2016).

As compared with other post- secondary faculty, nursing faculty have the 12th lowest salary and a salary lower than other health occupation faculty such as health specialty faculty (Nutrition, Pharmacology, Public Health, and Medicine), social work, and psychology (Moulton & Martin, 2016).



Overall, nursing education program salary budgets have risen 19% over the last four years. Private and tribal colleges had the greatest change with a 30% increase in salary budget between 2010 and 2014. North

Dakota University System funded education programs saw a 13% increase over the same period. Analysis of the number of FTE during this time



period indicated that there was not a significant difference in FTE over the same time period. NDUS and Private/Tribal programs increased their FTE between 14 and 16% over the four year period.

References

- Faculty Survey Results (2016). North Dakota Center for Nursing Research Study. Results available upon request.
- Fang, D. Li, Y., Arietti, R., Bednash, G. (2014). 2013-2014 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing. Washington D.C.: American Association of Colleges of Nursing.
- Grant, R. (2016). The U.S. is Running out of Nurses. The Atlantic February 3, 2016. Last accessed on 5/24/2016 at <http://www.theatlantic.com/health/archive/2016/02/nursing-shortage/459741/>
- Higher Learning Commission (2016). Determining Qualified Faculty. Last accessed 5/24/2016 at <https://hlcommission.org/Document-Library/determining-qualified-faculty.html>
- Lang, T. & Moulton, P. (2008). North Dakota Nursing Faculty Survey Results. Center for Rural Health, School of Medicine and Health Sciences.
- Moulton, P. & Martin, K. (2016). North Dakota Nursing Education, Supply and Demand Chartbook. North Dakota Center for Nursing Research Publication #10. Last accessed 5/24/2016 at <http://www.ndcenterfornursing.org/wp-content/uploads/2015/01/2016-Education-Supply-and-Demand-Chartbook.docx>
- North Dakota Board of Nursing Administrative Rules. Chapter 54-03.2-04 Faculty. Last accessed 05/24/2016 at <http://www.legis.nd.gov/information/acdata/pdf/54-03.2-04.pdf>
- North Dakota Board of Nursing (2014-2015). Annual Report. Last access on 5/24/2016 at https://www.ndbon.org/download_resource.asp?id=644