

Priority: The role of nursing education in supporting nursing workforce and faculty development

Summary

The WNA Organizational Affiliate Dialogue Forum on *Priority #4 Assure the supply of nurse faculty will meet the needs and demands for nurses.* took place on Monday November 20, 2024, from 6:30 – 8:30 pm via Zoom.

The meeting discussion included clarity of the issue, what is known about the issue and Identification of Ideas that support the assurance that there will be a supply of nurse faculty will meet the needs and demands for nurses.

Increase clarity of the issue and what we know.

- Wisconsin's nurse faculty
 - The 1,169 of Wisconsin's nurse faculty are women (94.5%) and as White (90.2%).
 - The mean age of nurse faculty = 50.6 years. (we are getting younger).
 - Credentials: 55.5% MSN, 64.2% master's degree in any field, 11.8% hold a DNP, 11.2% a PhD in nursing, and 15.8% a PhD or equivalent degree in any field. There are declining numbers of PhD nurse faculty.
 - Place of work: academic institution (college or university) 58.1% and 41.9% technical or community college.
 - 56.7% intend to remain in a nurse faculty role for less than 10 years and 24.1% will remain for less than 20 years.
 - 200 vacant positions – Nurse educator survey 300 (200 full time, 100 Part-time).
 - Departure of faculty takes place within 7 years.
 - The diversity of the nurse faculty is less than 5 percent and the diversity of nurse faculty leadership is very low.
 - Very few LGBTQ.
 - 2020 Nurse Educator survey lost 10 tenure track faculty that were nurses of color.
 - Demand for closing the diversity gap.
 - Demand for more nurses will result in the need for more faculty.
 - Nursing curricula assignments for nurses of color focus on traditional clinical courses vs. leadership, legal issues, policy.
 - Continued investment in scholarships and loan forgiveness programs

Ideas generated:

- More analysis of nurse educators 0 – 7 yrs. and why they are leaving.
- Increase compensation for nurse educators and funding to nursing schools.
 - Grow the numbers of PhD nursing faculty.
 - Develop a culture that supports work-life balance.
 - Redesign tenure track that is inclusive of clinical faculty.
- Support utilization of best generational and culturally based teaching/learning practices in their care patients/clients changing clinical needs.
 - Utilization of simulation
 - Utilization of preceptors
 - Better understanding delegation.
- Increase partnerships between schools/colleges of nursing and healthcare systems and agencies.
 - Partnerships between nurse leaders in health care institutions and academic settings. Identify models that are working. “co-faculty” across the continuum.
 - Expand the integration of clinical staff as adjunct faculty.
 - Utilization of preceptors
 - Share simulation training sites.
 - Address integration of students into community health/public health settings.
- Invest in supporting new and future faculty:
 - Comprehensive orientation and mentoring.
 - Develop evidence-based practices for on-boarding of new educators.
 - Include course work on the nurse educator role.
 - Review work expectation assignments beyond teaching.
 - Pathways for recruitment, data on vacancies, more information regarding nurse faculty roles and career.
 - Introducing nursing education earlier. BSN completion project with nurse faculty.
- Intentional recruitment of nurses of color.
 - Demand for closing the diversity gap.
 - Intentionally recruit nursing students of color to pursue a nurse educator degree.
 - Increase the diversity of nursing through supporting these diverse populations academically and investing in their future as a nurse.
 - Market WNEP funding to nurses of color and associations.
- Acknowledge and address that diverse faculty are mentoring greater number of students of color and spending more time.
- Allow faculty of color to teach beyond the traditional clinical curricula.