

EXECUTIVE SUMMARY

Findings from the 2009 Faculty Census

Study Gauging Size and Characteristics of the Nurse Educator Population Confirms Reported Trends of Aging Nurse Faculty Workforce and Inequities in Faculty Salary

Since 1962, the NLN has periodically conducted a faculty census survey, designed to gauge the size and characteristics of the nurse educator population, including demographic characteristics, distribution by rank, credential, and program type, and the number of vacant positions. The 2009 Faculty Census was administered as a subsection of the spring 2009 *Annual Survey of Schools of Nursing*. Responses were accepted between May and September 2009 and data reflect the nurse educator population as of February 2009.

In recognition of the fact that an increasing quantity of instruction in nursing education programs is performed by individuals who lack formal faculty status, the 2009 Faculty Census Survey broke with past practice, asking schools to report on instructors at all ranks and in all faculty status categories, rather than on faculty alone. We are hopeful that this more expansive survey format provides the most complete picture possible of the contemporary nurse educator workforce.

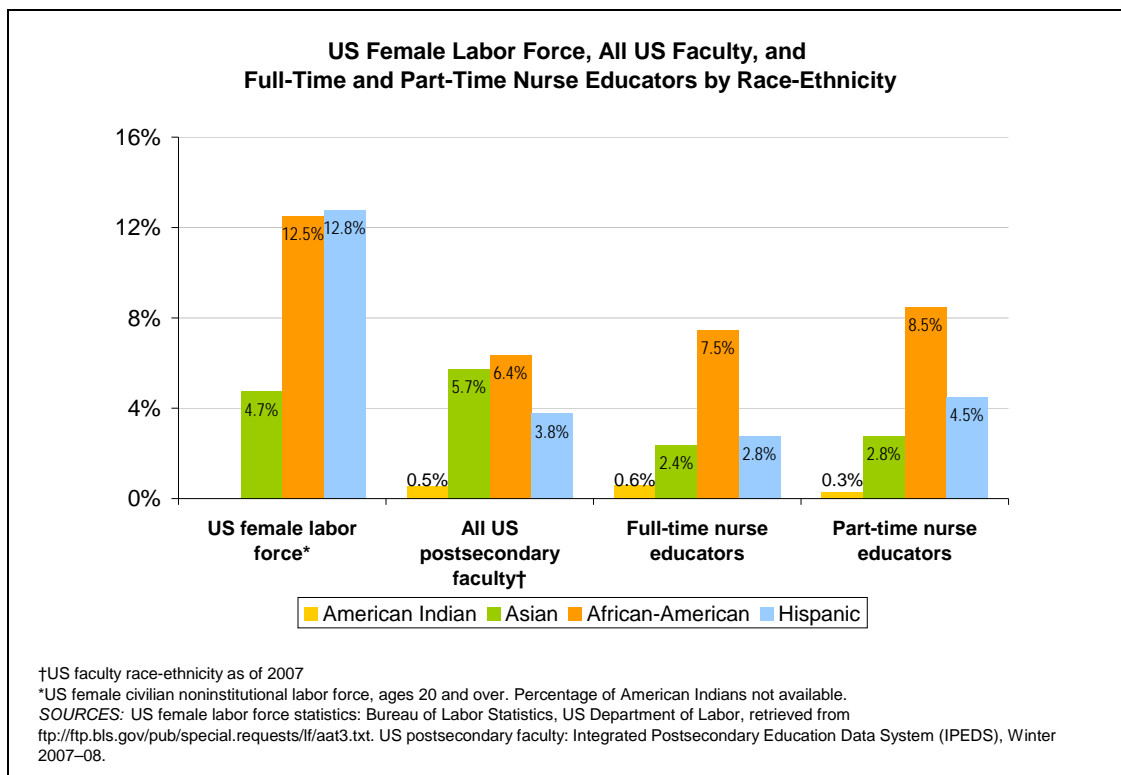
To supplement this synopsis, a comprehensive set of tables and figures is available in a variety of easy-to-use electronic formats at the NLN DataView™ website (www.nln.org/research/slides). In addition, the entire Nursing Data Review is available, at no cost, in pdf format at NLN DataView.

Demographics

Age The percentage of faculty ages 30 to 45 and ages 46 to 60 both dropped by 3 percent between 2006 and 2009. At the same time the percentage of full-time educators over age 60 grew dramatically from only 9 percent in 2006 to nearly 16 percent in 2009. Overall, fifty-seven percent of part-time educators and nearly 76 percent of full-timers were over the age of 45 in 2009.

Race-Ethnicity Fourteen percent of full-time nurse educators belonged to a racial-ethnic minority in 2009, in comparison with 10.5 percent when the last Faculty Census was conducted in 2006. However, a great deal of that difference is likely attributable to the most recent survey's inclusion of educators without faculty status. Although race breakdowns within rank were not available in 2006, in 2009 the percentage of African-American and Hispanic faculty was about one percent higher among junior faculty (instructor and assistant professor ranks) than among senior faculty (associate professor, or professor), suggesting that inclusion of non-faculty in the 2009 survey would indeed boost the number of minority educators reported.

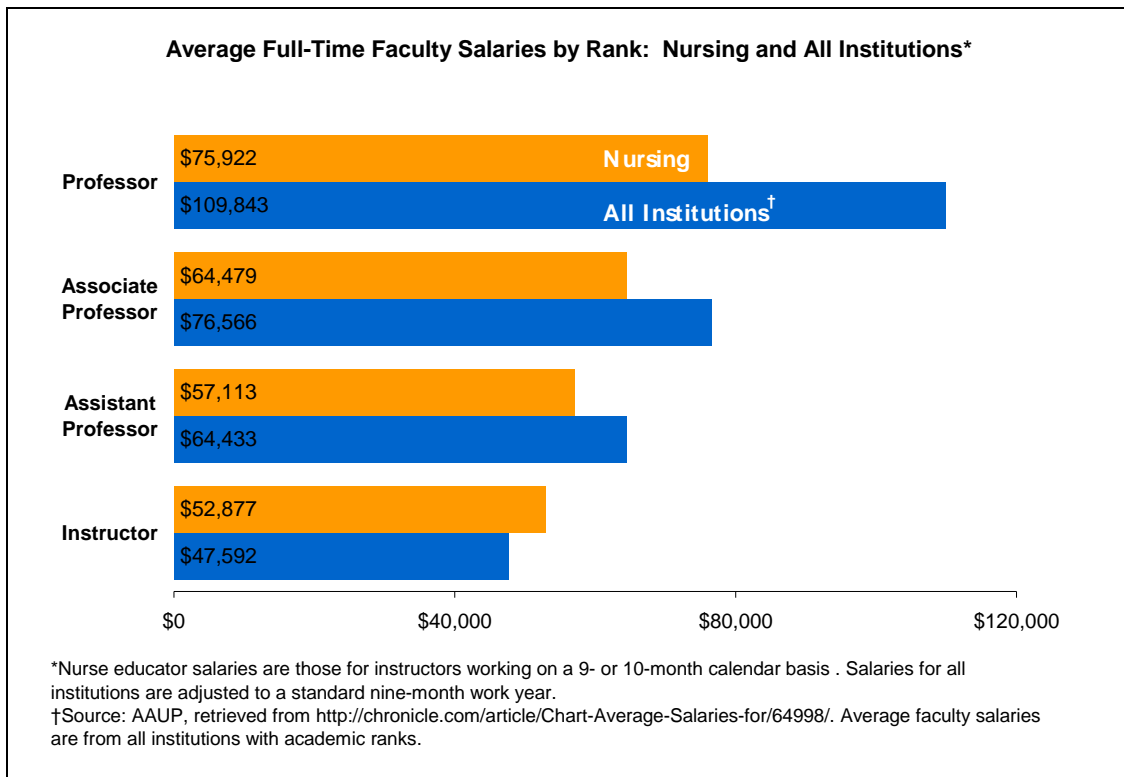
Given these survey changes, comparing the diversity of the nurse educator population with that of the general US postsecondary faculty population offers a useful, alternative reference point. The 2009 Faculty Census found that nurses had slightly larger proportions of African-American colleagues -- with 7.5 percent among full-timers and 8.5 percent among part-timers, and Hispanics representation was similar to that found among academics overall. However Asians were strikingly underrepresented among nurse educators, at less than half the level found in academia more broadly.



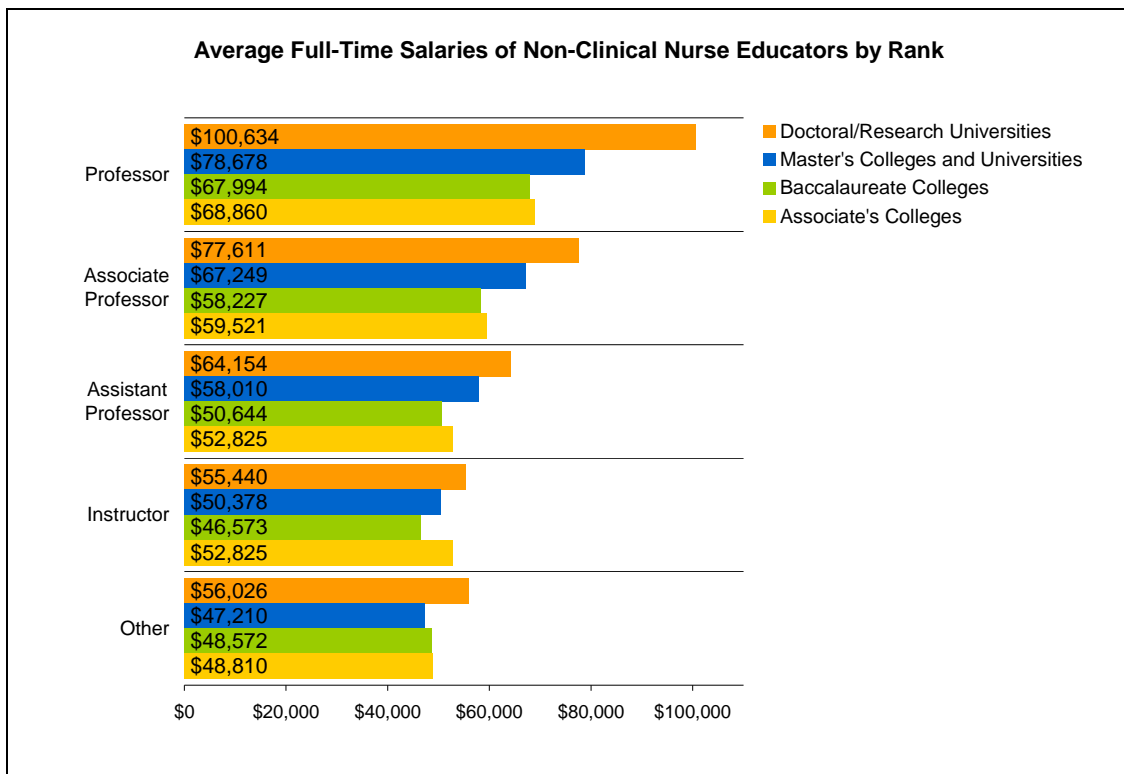
A glance at the racial-ethnic distribution of the US female civilian labor force does more to underscore the gulf between nursing education and the rest of the American working population in terms of diversity. In 2009 almost 13 percent of female workers over age 20 were African American, a proportion which dwarfed the fraction of African Americans found in nursing education (approximately 8 percent). And a similar percentage of the female labor force was Hispanic, nearly triple the proportion of Hispanics found among nurse educators.

Salary

Despite a national shortage of nurse educators, in 2009 the salaries of nurse educators remained notably below those earned by similarly ranked faculty across higher education. This was true at almost every rank. At the professor rank nurse educators suffer the largest deficit with salaries averaging 45 percent lower than those of their non-nurse colleagues. Associate and assistant nursing professors were also at a disadvantage, earning 19 and 15 percent less than similarly ranked faculty in other fields, respectively. Those employed as nursing instructors experienced the only advantage, with salaries averaging 8 percent higher than those of non-nurses.

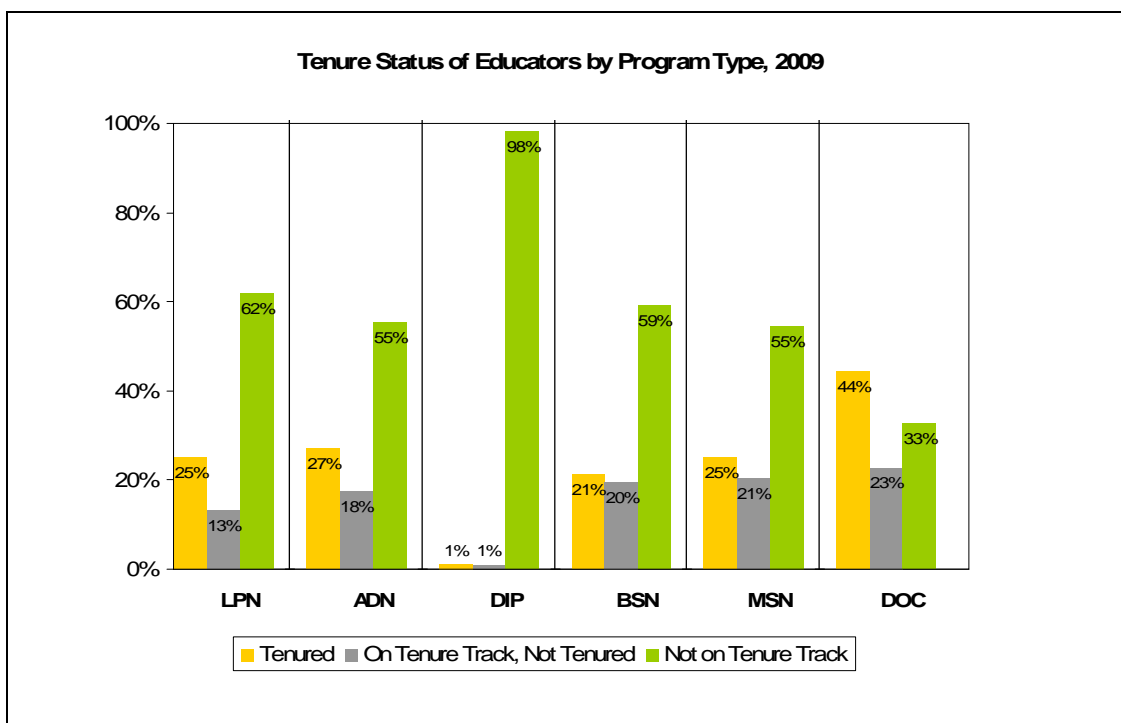


At each rank, doctoral/research universities paid nurse educators the highest average full-time salaries, followed by master’s colleges, and associate’s colleges. Baccalaureate colleges on average paid the lowest full-time salaries irrespective of educator rank. Overall, baccalaureate college salaries were approximately 30 percent lower than those paid by doctoral/research universities, and were also exceeded by salaries at master’s and associate’s colleges by 14 and 5 percent, respectively.

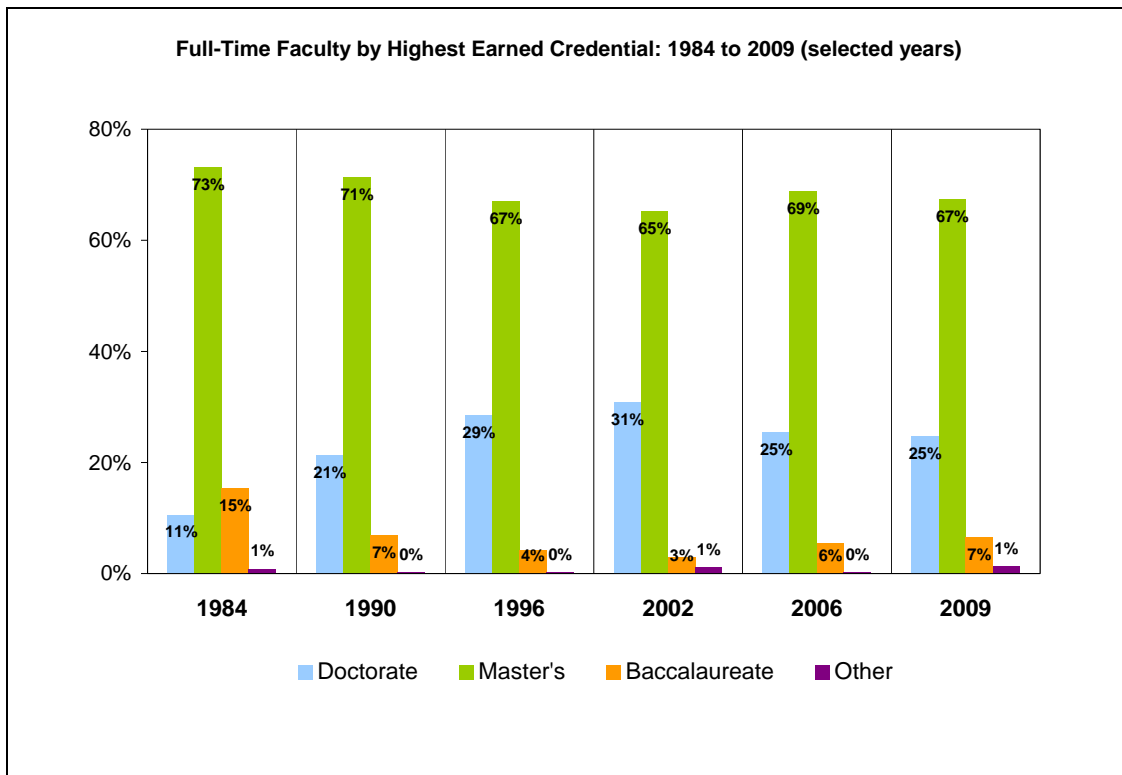


Tenure Status Across all ranks less than one-third of nurse educators were tenured in 2009. However, that figure masks dramatic differences in the tenure rate among clinical and non-clinical faculty. In fact, three-quarters of professors and nearly two in three (65 percent) associate professors have tenure. By contrast, the vast majority of clinical faculty, ranging from 69 percent among clinical professors to 94 percent among clinical assistant professors, are not on the tenure track.

Across program types there are significant differences in the tenure status of faculty performing instruction. Doctoral programs have the largest percentage of tenured educators (44 percent), while only one-quarter (25 percent) of master’s program instructors are tenured. Among prelicensure RN programs, over one in four ADN program educators have tenure, compared with slightly fewer (21 percent) of those teaching in BSN programs. Not surprisingly, among diploma-based educators who are based primarily outside of academic institutions, only one percent of those performing instruction have tenure.



Highest Earned Credential One in four (25 percent) full-time nurse educators had a doctoral degree in 2009, while two out of three (67 percent) were MSN-prepared. The proportion of doctorally-prepared educators rises to approximately one-half among chief administrators, associate professors and professors, which are close to evenly divided between master’s- and doctorally-prepared. Doctoral preparation is by contrast a relative rarity among assistant professors, the majority of whom (72 percent) have master’s degrees, and much rarer among instructors, 77 percent of whom are master’s-educated compared with only 5 percent with doctorates.



This dataset was made possible as a result of the generous support of all those nursing colleagues who contribute data each year to the NLN's Annual Survey of Schools of Nursing. The NLN is extremely grateful to all those who contributed their time and energy to make this effort a success.

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