FACTORS INFLUENCING RECRUITMENT AND RETENTION OF NURSE EDUCATORS REPORTED BY CURRENT NURSE FACULTY

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Nursing education will have to increase the number of new nurse graduates by 30% a year over the next decade to meet the growing demand for registered nurses. Building the nursing education workforce has become imperative. Strategies for recruiting and retaining nurse faculty have been outlined, but we do not know which are effective. This descriptive study used a nationwide Internet survey to ask teaching nurse educators what they believe are effective strategies to increase the number of nurse faculty. More than 2,100 associate degree in nursing, bachelor of science in nursing, master’s, and doctoral nurse educators participated. Although the majority of the participants were White females age 46 and older, the proportions of men and minorities in the group younger than 46 years were twice that of the older group. The respondents said that they became nurse educators to work with students and to help shape the nursing profession. They identified 11 effective recruitment strategies and 14 effective strategies in retention. They confirmed that compensation inequities threaten the future of the profession. They recommended further study in building diversity, collaborative practice relationships, and salary parity while further evaluating the effectiveness of recruitment and retention strategies. (Index words: Nurse faculty; Recruitment; Retention; Nurse educator; Nurse faculty workforce; Nurse faculty shortage) J Prof Nurs 29:11–20, 2013. © 2013 Elsevier Inc. All rights reserved.

WE ARE GOING to need more nurse educators. As the average age of the U.S. population grows, the demand for health care services is growing too. The population with age more than 65 years uses twice as many medical services as with age less than 65 years (Dill & Salsberg, 2008; Health Resources and Services Administration [HRSA], 2008), and by 2030, more than 71 million Americans will be older than 65 years, double the number in 2000 (Vincent & Velkoff, 2010). Registered nurses (RNs) comprise the largest health care workforce, and job growth over the next decade in nursing is projected to be 27% (Bureau of Labor Statistics, 2010). Thus, nursing education programs will have to increase their enrollments and graduates by 30% a year over the next decade to keep up with the demand for new nurses (Council on Physician and Nurse Supply, 2010).

However, nurses and nurse educators are aging right along with the population. The average age of nurses is now 47 years (HRSA, 2010), and the average age of nurse educators is 55.2 years (American Association of Colleges of Nursing [AACN], 2010). Further, 48% of nurse faculty are aged 55 years or more, compared with 35% of other U.S. academics (Kaufman, 2007). In 2005, the AACN concluded that there was a shrinking population of full-time master’s-prepared and doctorally prepared faculty due primarily to increasing faculty retirements and an inadequate pool of younger nurse educators (AACN, 2005). The AACN observed that competition from other career options and the salary differential between clinical practice and academia have further eroded the pool of nurse faculty. Persistent nurse faculty vacancies have left nursing education unable to significantly increase the output of new RNs (AACN, 2008; AACN, 2010; National League for Nursing [NLN], 2006, 2010). As a result, identification of factors in the effective recruitment and...
retaining highly qualified nurse faculty has become a priority for assuring the future of nursing (Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing -Institute of Medicine, 2010).

Factors in Rebuilding the Nurse Faculty Workforce

Men and racial and ethnic minorities with baccalaureate nursing degrees may be among the most likely to respond to faculty recruitment efforts (Bevill, Cleary, Lacey, & Nooney, 2007), yet nursing education is not attracting adequate numbers of men and racial and ethnic minorities. Men continue to comprise only 6.6% of the RN population (HRSA, 2010). Only 7% of nurse faculty are minorities, whereas 16% of the faculty members in the rest of academia are minority group members (Kaufman, 2007). With the average age of nurse educators being 55 years or more, it is evident that nursing education has been unable to attract adequate numbers of younger people in general to careers in nursing and nursing education. The aging of the profession is among the most significant factors contributing to the nurse faculty shortage.

Compensation inequity has also been cited as a prime factor contributing to the nurse faculty shortage (AACN, 2009; Fang & Tracy, 2010; Kaufman, 2007). Noncompetitive salaries were listed as the number one issue in the recruitment and retention of nurse faculty in 2005 (Berlin & Wilsey, 2005) and the number two issue in 2008 (Fang & Htut, 2008). Compensation is particularly challenging because nurse faculty salaries are not comparable either to clinician nurse salaries or to salaries of other professions in academia (Berlin & Sechrist, 2002; DeBasi et al., 2005). Disch, Ewardson, and Adwan (2004) said that among faculty teaching at all the levels of nursing, there was a shared “belief that compensation is not fair for the work that is done” (p. 330).

A number of issues in recruiting and retaining nurse faculty have been studied, including (a) mentoring and role modeling, (b) multiple roles and role strain, (c) job satisfaction, (d) faculty orientation and development, (e) a lack of focus on nursing education as a career path, and (f) compensation and benefits. Recommendations have ranged from retaining senior nurse faculty past retirement to showcasing the many positive aspects of nursing education careers to attract younger candidates (AACN, 2005). Other recommendations for improving recruitment and retention of nurse faculty have included (a) enhancement of the work environment (Aiken et al., 2004; Brady, 2010; Disch et al., 2004), (b) orientation (Baker, 2010; Morin & Ashton, 2004) and enculturation support for newly hired educators (Gazza & Shellenbarger, 2005), (c) formal mentoring (Brown, 1999), (d) structured role modeling (Seldomridge, 2004), and (e) marketing careers in nursing academe (AACN, 2005). However, it is unclear which strategies are effective (Allan & Aldebron, 2008), and no investigations have targeted nurse faculty members whose primary assignment is teaching and who have minimal or no administrative assignments. Therefore, this study asked teaching nurse educators what attracted them into careers in academia and what they believed would help in the recruitment and retention of nurse faculty.

Methods

Sample and Setting

The nurse faculty shortage is nationwide and affects all degree levels (Berlin & Wilsey, 2005; Fang & Htut, 2008; NLN, 2010). Therefore, a primary goal of this descriptive study was representation of all regions of the country and all four degree levels, that is, associate degree (ADN), baccalaureate (BSN), master’s, and doctoral programs. The sampling frame was developed using Peterson (2009) and the Web sites of the Commission on Collegiate Nursing Education, the National League for Nursing Accrediting Commission, and the Higher Learning Commission, as well as the state boards of nursing Web sites. From these resources, faculty populations were estimated, and the number of nursing programs at each degree level was determined. Then, the numbers of needed programs and participants from each degree level were derived from a sample size table (The Research Advisor, 2006). A total of 804 programs from the four levels, that is, 243 ADN, 248 BSN, 210 master’s, and 103 doctoral programs, were randomly selected. Desired sample sizes were 346 respondents from the doctoral level, 372 from the master’s level, 376 from the BSN level, and 373 from the ADN level (total N = 1,467).

The program deans-directors, identified through the same publicly available resources listed above, were e-mailed requests to invite their nurse faculty members to participate in the study. The study was approved by the institutional review board (IRB) at the University of Arkansas for Medical Sciences (UAMS).

Survey Questionnaire

The study questionnaire was designed following steps outlined by Gillis and Jackson (2002), Creative Research Systems (2000) and Dillman (1978). A review of other studies of health care professions that used survey instruments (DeBasso, et al, 2003; Disch et al., 2004; Norman et al., 2005) was helpful in developing the demographic items.

Content analysis of the literature on strategies and factors in nurse educator recruitment and retention (AACN, 2005; Allan & Aldebron, 2008; Bevill et al., 2007; Brady, 2007; Brendtro & Hegge, 2000; Brown, 1999; Davis, Dearman, Schwab, & Kitchens, 1992; De Young, Bliss, & Tracy, 2002; DeBasi et al., 2005; Disch et al., 2004; Gazza & Shellenbarger, 2005; Gormley, 2003; Hessler & Ritchie, 2006; Hinshaw, 2001; Kahn et al., 2005; Lambert, 1991; Letvak, 2002; Stanley, Capers, & Berlin, 2007) uncovered 71 elements. These were placed in six categories; (a) compensation and benefits, (b) work environment, (c) recognition, image and marketing, (d) opportunity to influence, (e) role preparation and professional development, and (f) resources/support. Herzberg's two-factor theory, grounded in 14 factors in the motivation to work that Herzberg defined, described
two dimensions to job satisfaction: motivation and hygiene (Herzberg, Mausner, & Snyderman, 1993; Syptak, Marsland & Ulmer, 1999). Hygiene topics included institutional policies and climate, supervision, compensation, interpersonal relations, and working conditions. Motivators were achievement, recognition, the work itself, responsibility, autonomy, and advancement (Syptak et al.). This dichotomy was helpful both in defining the six discrete categories of recruitment and retention factors and in considering the wording of the recruitment and retention factors and the strategies in the contexts of what attracts people into nursing academia and what strategies are effective in the recruitment and retention of nurse faculty.

Three nursing program deans and administrators from the UAMS critiqued the questionnaire. An education faculty member who was an instructional development specialist assisted in structuring the questionnaire. She and three nurse faculty members, all from UAMS, assessed the questionnaire for content and face validity. Three nonadministrative nurse educators completed the revised questionnaire and offered their suggestions for improved clarity of the questions and ease of use. A time study by six nurse faculty members showed that it took about 15 minutes to complete the survey.

The questionnaire began with 18 demographic questions. Then, three sections asked respondents to rate, on Likert-type scales, the strength of their agreement with the effects of 14 strategies/factors useful for attracting people to become nurse educators, 14 nurse faculty recruitment strategies, and 18 nurse faculty retention strategies. Open-ended questions in each section gave respondents an opportunity to expand on their responses.

**Factor Analysis**

The three sections of Likert-scale items were subjected to a factor analysis, which showed that factor loading was 0.30 or greater (Polit & Beck, 2004) for all but seven of the attractor items. Three of the seven items less than 0.30 were as follows: (a) the opportunity to work with students, (b) to help shape the nursing profession, and (c) the flexibility to meet other life obligations, all of which were selected by 76% or more of the respondents. The other four items less than 0.30 were: (d) recruited because I am a minority group member, (e) recruited because I am a man, (f) I believed salary and benefits in academia would be good, and (g) to pursue research. These items were selected by less than 31% of the respondents.

Cronbach’s alpha for attractor strategies/factors was .70. For recruitment strategies, Cronbach’s alpha was .80, and for retention strategies, it was .89.

**Data Collection**

All surveys were accessed and completed by participants via the Internet at a computer of the participant’s choice. The survey was preceded by a cover letter informing participants of the questionnaire content and the voluntary nature of participation. The surveys were completed and submitted anonymously and were unidentifiable when retrieved for analysis. On the day the survey became available on the Internet, the deans/directors of 804 nursing education programs were asked by e-mail to invite their faculty to consider participating in the study, and they were asked to reply by e-mail as to whether they were going to advise their faculty of the study.

The survey was open for 7 weeks, during which time, to stimulate responses, as many as two e-mail reminders were sent to the deans/directors who had not replied to earlier e-mails. By the end of the fifth week, the desired numbers of surveys had been exceeded by the ADN, BSN, and master’s groups but not met by the doctoral group. Therefore, in the last weeks of the survey, to increase the number of doctoral level respondents, the deans and directors of the 36 doctoral programs remaining in the sampling frame and who had not been contacted were e-mailed a request to participate. Once the additional programs had either responded by e-mail that they would or would not participate or had not responded to a total of three e-mail requests, the decision was made to close the survey.

**Results**

In total, 841 schools and colleges of nursing were contacted, and 34% (n = 290) of deans/directors responded that they would advise their faculties of the survey and tell them how to access it. The final number of responding programs (n = 290) equaled the following degree level proportions of all programs identified (n = 1,905): 10% (n = 64) of ADN programs, 20% (n = 134) of BSN programs, 12% (n = 55) of master’s programs, and 27% (n = 37) of doctoral programs. Nurse faculty members teaching at the four degree levels participated in these proportions: ADN, 600 (29%); BSN, 812 (39%); master’s, 427 (21%); and doctoral, 232 (11%). The desired number of doctoral-level participants was 346. Because all the doctoral programs in the sampling frame had been contacted and responses were received from doctoral programs in every region of the country, and because the numbers of the other degree-level respondents met the numbers requested of the IRB, the survey was closed and data analysis proceeded with the smaller number of doctoral respondents.

Teaching nurse faculty members from the programs returned 2,106 questionnaires. Twenty-two of the respondents did not complete any of the three sections on attraction, recruitment, and retention, and one respondent was a nonnurse educator. Therefore, 2,083 of the surveys were usable.

**Respondent Characteristics**

As can be seen in Table 1, the majority of the respondents were White, female, and 46 years or older. Surveys were returned from every region of the nation. Men and racial and ethnic minorities were represented in proportions very close to those reported for RNs by the HRSA (2010) and for nurse faculty by the NLN (Kaufman, 2007).
Although the proportions of men and minorities were low overall, they were higher within the less than age 46 group. Therefore, their responses to the survey are summarized first.

Other Characteristics of All Respondents

In response to open-ended questions about advanced licensure, credentialing, and employment, 29.4% \( (n = 610) \) of the participants reported holding an advanced practice nurse license (APN), and 6.6% \( (n = 138) \) said they were certified nurse educators. More than 44% \( (n = 934) \) reported that they had another job outside their faculty position. Of the 610 respondents who said they were APNs, 277 reported that they taught full-time and have another job outside their faculty position.

Nurse Educator Attraction, Recruitment, and Retention Factors and Strategies

Men, Minorities, and Respondents 45 Years and Younger.

Men and racial minorities were represented in proportions very close to those reported for RNs and nurse faculty,
but among respondents 45 years and younger, the proportion of men and minorities was higher. Nine percent \((n = 43)\) of the 497 participants in the age 45 years and less group were men, compared with 4.3% \((n = 68)\) of the 1,559 respondents 46 years and older. In addition, among respondents age 45 and less, 3.2% \((n = 16)\) reported that they were Hispanic/Latino, compared with 1.9% \((n = 30)\) of respondents in the 46 years and older group; among respondents aged 45 years and less, 9.2% \((n = 46)\) reported that they were American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian, or other Pacific Islander, compared with 4.6% \((n = 73)\) of respondents in the 46 years and older group.

Attractors: Strategies/Factors That Attracted Men, Minorities, and Respondents Aged 45 Years and Less to Become Nurse Educators. The majority (51% or more) of all respondents agreed upon 6 of 14 attractors, 11 of 14 retention factors, and 14 of 18 retention factors as most effective. However, the respondents aged 45 years and less, male respondents, and minority respondents showed appreciable differences in some of their preferences.

The flexibility needed to meet other obligations of life was an attractor for 83.4% \((n = 416)\) of respondents aged 45 years and less, and for 78% \((n = 88)\) of the male respondents, compared with 74.1% of respondents 46 years and older. Nearly 70% \((n = 78)\) of the male respondents said that they had been invited or encouraged by a nurse faculty member to become a nurse educator, compared with 58.6% \((n = 919)\) of those 46 years and older. Among the age 45 years and less group, 61.8% \((n = 306)\) said that their nursing program actively presented a positive image of nursing education as a career, whereas only 53% \((n = 824)\) of the respondents in the age 46 years and older group agreed that this factor was an attractor.

Among the age 46 years and more respondents, few said that special nurse educator loans (8.4%, \(n = 131)\) or nurse educator scholarships (13.2%, \(n = 203)\) were factors attracting them to nursing education careers. However, for respondents aged 45 years and less, these numbers were higher: special loans, 16.4% \((n = 81)\) and scholarships, 17% \((n = 84)\).

Only 23.2% \((n = 26)\) of the 112 male respondents said that they became nurse educators because of strategies/factors that focused on men. Of the 170 respondents who reported that they were members of a racial or ethnic minority, only 21.3% \((n = 36)\) said that they became nurse educators because of strategies/factors that focused on minority group members.

Recruitment: Strategies to Increase the Number of Nurse Educators Reported by Men, Minorities and Nurse Educators Aged 45 Years and Less. Of the 505 respondents 45 years and younger, 95% \((n = 473)\) believed that both flexibility in working hours and flexibility in job content would help increase nurse educators. Fewer (89.8%, \(n = 1,391)\) of the respondents 46 years and older agreed on flexibility as a recruitment factor.

Retention: Strategies for Retaining Nursing Faculty in Their Positions Reported by Men, Minorities, and Nurse Educators Aged 45 Years and Less. Of the 112 male respondents, 98.3% \((n = 110)\) endorsed a work environment that fosters collegial working relationships, and 97.7% \((n = 482)\) of the 493 respondents aged 45 years and less endorsed flexible working hours. Men (93.6%, \(n = 102)\) and minorities (91.6%, \(n = 152)\) ranked salaries higher as a factor in retention than did the other groups.

All Respondents and ADN-, BSN-, Master’s-, and Doctoral-Level Groups

Attractors: Strategies/Factors That Attracted Respondents to Become Nurse Educators. The top two factors that respondents said attracted them to become nurse educators were the opportunity to work with students (94.5%, \(n = 1,958)\) and to help shape the nursing profession (90%, \(n = 1,863)\). Only 27.3% \((n = 562)\) of respondents were attracted to become nurse educators because they believed that the salary and benefits in academia would be good. These findings are consistent with altruistic motivation. Altruistic motivation was further supported by the participants’ responses to open-ended questions about why they became nurse educators: Many \((n = 402)\) respondents wrote that they perceived nursing education as a mission or calling, they wanted to make a difference in health care and nursing, or they felt a need to give back to the profession.

Nurse faculty role modeling was a factor in attracting 70.6% \((n = 1,460)\) of respondents to become nurse educators. Slightly more than 60% of all the respondents agreed they were influenced to become nurse educators by nurse faculty members. The strength of these responses may indicate that there is a rationale for more conscious and active role modeling and influence by nurse educators.

Responses to the top six attractors by degree level taught are shown in Figure 1. Responses to the attractor “to pursue research” are also included in Figure 1 because these responses showed the largest variation among the degree levels, with most doctoral educators agreeing and the lowest agreement among the ADN educators.

Recruitment: Strategies to Increase the Number of Nurse Educators. The vast majority (98.5%, \(n = 2,029)\) of respondents believed that increased faculty salaries would increase the number of nurse educators. In response to an open-ended question about strategies they believed would recruit more nurse educators, 463 of the 1,170 participants who answered the question listed competitive salaries. These findings were underscored by the respondents’ many \((n \text{ exceeded } 900)\) responses to 12 questions) concerns about compensation expressed in their responses to other open-ended questions in the survey.
Discussion in undergraduate and graduate school programs about careers in nursing education was thought to be effective by 95.2% (n = 1,961) of respondents, although fewer (68.6%, n = 1,403) believed talks in junior/senior high school would be effective. Grants and scholarships and a wide variety of employee benefits were endorsed by 94% (n = 1,939) and 93.7% (n = 1,928) of the respondents. Of the 1,714 participants who responded to the open-ended item “Please list the employee benefits that are most important to you,” 907 listed health insurance, 548 said retirement plans, and 232 respondents listed paid time off. Flexibility in working hours and flexibility in job content were both considered important by 91% (n = 1,866) of respondents. Responses to the top 11 recruitment factors by degree level taught are shown in Figure 2.

Retention: Strategies for Retaining Nursing Faculty in Their Positions. A positive work environment was thought to be effective in nurse faculty retention by 97.5% (n = 1,992) of the respondents. Large percentages also thought a work environment that fosters collegial working relationships (96.8%, n = 1,976) and flexible working hours (96.8%, n = 1,976) were most important.
Ninety-six percent \((n = 1,975)\) of all respondents agreed that support from administration was an effective nurse faculty retention factor, and in response to an open-ended question on how to implement retention strategies, 116 of the 539 respondents wrote that support from administration is essential. Slightly more than 95% \((n = 1,944)\) of respondents agreed that employee benefits were a factor in retention. Salaries ranked lowest of the top 11 nurse faculty retention factors, at 89.7% \((n = 1,812)\). Responses to the top 14 retention strategies by program level taught are shown in Figure 3.

Three strategies that did not make the top list—support for beginning researchers, allowing faculty to have teaching as a prime mission for tenure, and new employee orientation—did appeal to some of the teaching level groups. As might be expected, more doctoral-level faculty ranked support for beginning researchers high than did teachers at other levels: 90.7% \((n = 205)\) of doctoral-level educators thought this was an effective strategy. Of master's faculty, 87.6% \((n = 529)\) were in agreement about support for beginning researchers, whereas 81.7% \((n = 1,017)\) of BSN faculty and 63.9% \((n = 431)\) of ADN faculty were in agreement about it. Higher percentages of ADN faculty (71.5%, \(n = 481\)), BSN faculty (80.1%, \(n = 1,003\)), and master's faculty (78%, \(n = 476\)) than of the doctoral group (65.9%, \(n = 151\)) thought that faculty should be allowed to have teaching as the prime mission for tenure. Finally, new employee orientation programs ranked lowest of all the strategies, with 65.1% \((n = 149)\) of doctoral faculty, 71.8% \((n = 438)\) of master's, 77.8% \((n = 975)\) of BSN, and 79.3% \((n = 467)\) of ADN faculty rating this as important.

**Discussion**

**Limitations**
The risk of self-selection bias is inherent in online surveys (Wright, 2005). To encourage participation, we designed the survey so that it could be completed quickly, participants were not required to answer every question and participant anonymity was assured. Sample size and the nature and urgency of the topic under study may have reduced this risk. A limitation, however, was the inability to reach potential participants who had limited access to the Internet.

**Attractors, Recruitment, and Retention**
The findings suggest that there are many low-cost and no-cost strategies that nurses find desirable, and men and minorities are a potential source of new nurse educators. Most teaching nurse educators were attracted by the opportunity to work with students and by the hope of helping to shape the profession. These are features...
intrinsic to academe and require no funding to increase or enhance; they should be highlighted in efforts to build the nurse faculty workforce.

More than two thirds of these teaching nurse educators were influenced to enter academia by role models. Faculty members need to be conscious of their impact on the future of the profession and identify interested students and encourage them to become nurse educators. These measures are part of actively promoting a positive image of nursing education.

Although only 27.3% \( (n = 562) \) of the respondents wanted to become nurse educators because they believed salary and benefits would be good, nearly all of them at all teaching levels believed that higher salaries are needed to increase the number of nurse educators. However, several budget-neutral factors were also highly endorsed as effective recruitment strategies, including discussions with undergraduate and graduate school students about becoming nurse educators, flexibility in scheduling, and flexibility in job content. Positive messages to the public about careers in nursing education can be done at no additional cost if existing marketing efforts can be refocused on the intrinsic rewards of careers in academe. Structured mentoring can also be budget neutral, but will be a source of frustration and stress if it is not done with adequate consideration for the demand it puts upon faculty.

Grants and scholarships and financial aid can mean more revenue for nurse education programs by extending education opportunities to more people. To use grants, scholarships, and financial aid as recruitment tools, however, programs have to collaborate with other nursing stakeholders to win private, state, and federal funding. In addition, programs have to be able to help students identify and apply for assistance.

Most of these respondents identified salary as a major issue in retention. However, they identified a positive work environment, a work environment that fosters collegial working relationships, and support from administration as important factors. All of these are elements of a healthy work environment that education programs should be building \( (\text{Aiken et al., 2001; Brady, 2010; DeBasio et al., 2005}) \), and they do not necessarily require increased funding. Building and maintaining a healthy work environment require leadership, planning and evaluation, and persistence, but pay off in retention and in facilitating productivity and promoting excellence.

Flexibility in working hours and flexibility in job content, also top retention factors, can be part of a healthy work environment that facilitates balance and engenders autonomy. Although it requires planning and may be challenging for smaller programs and programs with faculty shortages because of chronic vacancies and/ or inflexible budgets, flexibility is also a low or no-cost feature that can be emphasized. Flexibility may be especially important to programs striving to attract younger applicants \( (\text{Aiken et al., 2001; Hessler & Ritchie, 2006; Nevidjon & Erickson, 2001}) \). In this study, the vast majority of respondents aged 45 years and less thought that flexibility in working hours and in job content is important. However, some respondents in the study expressed concern about the future of flexibility, particularly with the pressures of multiple roles and staffing shortages.

Men and minorities remain an untapped workforce resource for nursing and nursing education. Less than a quarter of the men and minority group members said that they had been drawn to nursing education by strategies that focused on them, although such focus may be effective. More than two thirds of the men said that they had been invited or encouraged by a nurse faculty member to become a nurse educator. However, in their responses to open-ended questions about recruitment, several male respondents and minority group members expressed concern about the dearth of diverse role models in nursing and nursing education.

Conclusion

The purpose of this study was to identify what teaching nurse educators believe will help build the nurse faculty workforce in a time of RN and nurse faculty shortages. The nursing profession and nursing academe will be able to use the information from the study to focus recruitment and retention efforts more effectively.

It was surprising and gratifying to learn that people do not become nurse educators or stay in nursing academe because of money. They believe that there are many measures that schools and colleges of nursing can implement that are cost conservative and may add to the strength and vitality of their programs as well as help build the workforce. This study included hundreds of participants who were younger than 46 years, and it was encouraging that among them, the proportion of men and minorities was higher. It was also encouraging that a larger percentage of this group reported receiving financial aid. Their perspectives are particularly valuable because men, minority group members, and the population younger than 46 years are a rich source of new nurse educators.

Although the participants identified a number of effective low-cost and no-cost recruitment and retention measures, their deep concerns about compensation cannot be ignored. Nurse faculty are paid less than faculty in other disciplines. The disparity in the compensation of nurse faculty and nurse practitioners will continue to draw APN away from nursing education careers. Collaborative practice relationships and work release for clinical practice are gaining attention and merit further study. However, salaries and parity are complex issues with long-term and far-reaching effects, and they will require careful examination and strategic planning. It is imperative to acknowledge their critical importance and assure the workforce that the issues are being addressed, while implementing and evaluating the effectiveness of less costly recruitment and retention measures.
References


