

NEW JERSEY
EDUCATIONAL
CAPACITY: 2011
REGISTERED NURSE
REPORT

*Prepared for the
New Jersey State
Board of Nursing
October 1, 2012*

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INTRODUCTION

The New Jersey Collaborating Center for Nursing (the Center) is the primary source for data on New Jersey's nurse workforce. The Center also serves as a catalytic agent for the implementation of innovative education and practice models. To that end, one of the Center's initiatives is to conduct an annual survey of all registered nurse schools approved by the New Jersey State Board of Nursing in an effort to monitor enrollment and graduation trends, demographics, as well as data on New Jersey nursing school faculty. This report includes our findings from a survey conducted in the fall 2011 and includes data from the 2010-2011 academic year.

METHODS

The methodology for our survey distribution was developed in 2003. An email letter describing the purpose of the New Jersey Educational Capacity Survey was sent to the dean of each program as well as a portable document file (PDF) of the questionnaire. The questionnaire included all items from the nurse minimum data set (N-MDS) as outlined by the Forum of Nurse Workforce Centers. Survey monkey was used to collect and store the data electronically until downloaded to a secure server in the College of Nursing at Rutgers, The State University of New Jersey. Data were scanned for discrepancies and omissions. When questionable data were found the school was contacted for clarification. Singular Value Decomposition (SVD) imputation was used to approximate missing values.

For the purpose of this report nursing schools educating students to enter the nurse workforce for the first time are referred to as pre-licensure schools. Schools that enroll and graduate students who are already registered nurses and earn a baccalaureate or higher nursing degree are referred to as post-licensure schools. Post-licensure students are already in the workforce and do not add to the supply of registered nurses in New Jersey.

PRE-LICENSURE PROGRAM APPLICANTS, ADMISSIONS, ENROLLMENTS

Presently, there are 46 pre-licensure programs in New Jersey. This report represents the sum of the 16 associate degree programs, 11 diploma programs, and 19 baccalaureate programs, which add to the supply of New Jersey nurses. The number of pre-licensure baccalaureate nursing programs in New Jersey continues to increase from 9 in 2005 to 19 in 2011. **Table 1** shows that New Jersey schools of nursing received a total of 21,009 applications from prospective students for the 2010-2011 academic year. This is an approximate 1% increase from the previous year (20,004). Fifty-nine percent (12,341) of the applicants applied to baccalaureate degree programs, 28% (5,928) applied to associate degree programs, and 13% (2,740) applied to diploma programs. There was a slight increase in applications to baccalaureate degree programs to associate degree programs. In 2011, schools reported 59% of the applicants applied to baccalaureate degree programs compared to 58% in 2010. Applicants to diploma programs increased from 11% in 2010 to 15% in 2011. Slightly over a third (36%) of the diploma school applicants met the entrance criteria as did almost half (47%) of associate degree applicants and slightly over a quarter (29%) of the applicants for baccalaureate degree programs.

Seventy percent of the total numbers of qualified applicants applying to nursing programs were admitted to the schools to which they applied. The proportion of applicants classified as qualified and admitted was higher for baccalaureate programs (76%) than for diploma school programs (68%), and associate degree programs (64%). The baccalaureate degree programs reported a 6% increase in the number of qualified students admitted to their program over the previous year, and a 9% decrease in the number of qualified students admitted to diploma programs and a 1% decrease in those admitted to associate degree programs. The increase in baccalaureate admission may very well reflect the demand for more highly educated nurses. Of all of the qualified applicants accepted for admission into a pre-licensure program in New Jersey 73% actually enrolled. The associate degree programs reported that 96% actually enrolled, diploma programs reported 88% and baccalaureate programs reported that 54% actually enrolled. **Table 1** shows program type and enrollment variations.

All of the pre-licensure programs reported more actual enrollees than their reported number of seats available and the number admitted who actually enrolled exceeded the number of registered nurse seats available. This reflects the fact that 28 programs report unlimited seats.

Table 1. Pre-licensure Program Applicants, Admissions and Enrollments

	Program Type			Total N=46
	Associate N=16	Diploma N=11	BSN* N=19	
Number of RN seats available	1,182	580	1,060	2,822
Number of applications to program (%)	5,928 (28)	2,740 (13)	12,341(59)	21,009 (100)
Number of applicants returning from LOA	89	42	27	158
Number of qualified applicants (%)	2,762 (47)	999 (36)	3,639 (29)	7,400 (35)
Number of qualified applicants admitted (%)	1,755 (64)	676 (68)	2,751 (76)	5,182 (70)
Number admitted who actually enrolled (%)	1,685 (96)	592 (88)	1,482(54)	3,759 (73)

Note: RN = registered nurse; BSN = Baccalaureate Degree in Nursing; * includes traditional and accelerated

PRE-LICENSURE STUDENT CHARACTERISTICS

Pre-licensure programs in the state of New Jersey provided demographic data on all enrolled students. In 2011, there were 10,181 students enrolled in pre-licensure programs with approximately one third of students enrolled in the associate (31%), diploma (34%) and baccalaureate (35%) programs.

Table 2 shows demographic characteristics of pre-licensure students by program type. On average 83% of students were female and 17% male and the gender balance among students was similar across the different program types. Interestingly, the number of male students enrolled in diploma programs increased by 89% from the previous academic year (from 291 to 551). The percentage of men enrolled in New Jersey nursing programs (17%) was higher than the national average (11%) reported by the American Association of Colleges of Nursing (AACN) in their 2012 report. The racial and ethnic diversity of students enrolled in 2011 pre-licensure programs is similar across the programs types with half of the students identified as White/Caucasian

followed by Black/African Americans (20%), Asian/Pacific Islanders (15%), and Hispanic (14%). Though, the numbers across programs is similar to that of 2010, there was a significant re-distribution of White/Caucasian students and Black/African-American enrolled in pre-licensure programs where the students in associate degree programs are less racially diverse than previously reported. The findings in this report indicate that students enrolled in pre-licensure programs are reflective of the racial and ethnic population mix in New Jersey. According to the 2010 United States Census Bureau report, New Jersey has an ethnic and racial mix that includes 69% White/Caucasian, 14 % Black/African-American, 8% Asian/Pacific Islander, and 18 % Hispanic/Latino.

Table 2. Pre-Licensure Program Enrollments and Demographic Characteristics

Characteristic	Program Type			
	Associate Degree No. (%)	Hospital Diploma No. (%)	Traditional BSN No. (%)	Accelerated BSN No. (%)
Gender				
Female	2,606 (83)	1713 (84)	3,119 (87)	545 (78)
Male	521 (17)	332 (16)	446 (13)	155 (22)
Race/Ethnicity				
White/Caucasian	1,943 (62)	943 (46)	1,747 (49)	277 (40)
Black/African-American	465 (15)	511 (25)	527 (15)	163 (23)
Asian/Pacific Islander	297 (9)	263 (13)	803 (22)	189 (27)
American Indian/Alaska Native	27 (1)	31(1)	4 (0)	0 (0)
Hispanic/Latino	395 (13)	297(15)	484 (14)	71 (10)
Age Groups				
17-20	222 (7)	169 (8)	1,976 (56)	0 (0)
21-25	806 (26)	597(29)	1,121 (31)	7 (1)
26-30	809 (26)	575(28)	268 (8)	231 (33)
31-40	750 (24)	445(23)	158 (4)	235 (34)
41-50	433 (14)	217(10)	35 (1)	167 (24)
51-60	93 (3)	36(2)	7 (<1)	60 (8)
61+	14 (<1)	3 (0)	0 (0)	0 (0)
Total Student Enrollment	3,127 (100)	2,045 (100)	3,565 (100)	700 (100)

Note: BSN = Baccalaureate Degree in Nursing

Once again a large difference was noted in the age profile of student characteristics among pre-licensure programs in New Jersey. The youngest cohort of students can be seen in the traditional baccalaureate programs with 87% of them reported to be 25 years or younger. The accelerated BSN, associate, and diploma programs have an older cohort with the largest number of students ranging from 26-50 years of age.

PRE-LICENSURE GRADUATES

In 2010 a total of 3,095 students graduated from a pre-licensure nursing program in New Jersey. For the first time in our survey history, the highest percent of graduates were from the

baccalaureate degree programs (40%), followed by the associate degree (35%) and the diploma programs (25%). Almost half of the graduates from baccalaureate programs (45%) are from an accelerated program. Accelerated second-degree programs enable students with a baccalaureate degree in an area other than nursing (i.e. Biology, Literature, Computer Science) to pursue an undergraduate degree in nursing. It is apparent that a depressed economy has fueled a new student market that is adding to the pre-licensure student population as many students are choosing nursing as a second career. Appreciating the demand of nurses in both the short and long term, many students have selected nursing for its earning potential. **Table 3** shows the demographic characteristics of recent graduates by program type.

Table 3. Pre-Licensure Program Graduates and Demographic Characteristics

Characteristic	Program Type			
	Associate Degree No. (%)	Hospital Diploma No. (%)	Traditional BSN No. (%)	Accelerated BSN No. (%)
Student type				
LPN-RN	165 (15)	33 (4)	n/a	n/a
Generic RN	935 (85)	727 (96)	679 (100)	556(100)
Gender				
Female	955 (87)	658 (87)	596 (88)	461 (83)
Male	145 (13)	102 (13)	83 (12)	95 (17)
Race/Ethnicity				
White/Caucasian	721 (66)	460 (61)	293 (44)	263 (47)
Black/African-American	136 (12)	109 (14)	124 (18)	137 (25)
Asian/Pacific Islander	118 (11)	105 (14)	192 (28)	89 (16)
American Indian/Alaska Native	5 (<1)	1 (0)	2 (<1)	2 (0)
Hispanic/Latino	121 (11)	85 (11)	68 (10)	65 (12)
Age Groups				
17-20	21 (2)	11 (1)	182 (27)	0 (0)
21-25	281 (26)	200 (26)	391 (58)	222 (40)
26-30	300 (27)	231 (30)	70 (10)	182 (33)
31-40	293 (27)	210 (28)	28 (4)	103 (18)
41-50	167 (15)	89 (12)	8 (1)	42 (8)
51-60	33 (3)	19 (3)	0 (0)	7 (1)
61+	5 (<1)	0 (0)	0 (0)	0 (0)
Total Graduates	1,100 (100)	760 (100)	679 (100)	556 (100)

Note: RN = registered nurse; BSN = Baccalaureate Degree in Nursing

Over time we have found a steady increase in the number of graduate from pre-licensure programs from a low of 1,458 graduates in 2002 to over double that in a nine year period with over 3,000 graduates in 2011 (**See Figure 1**).

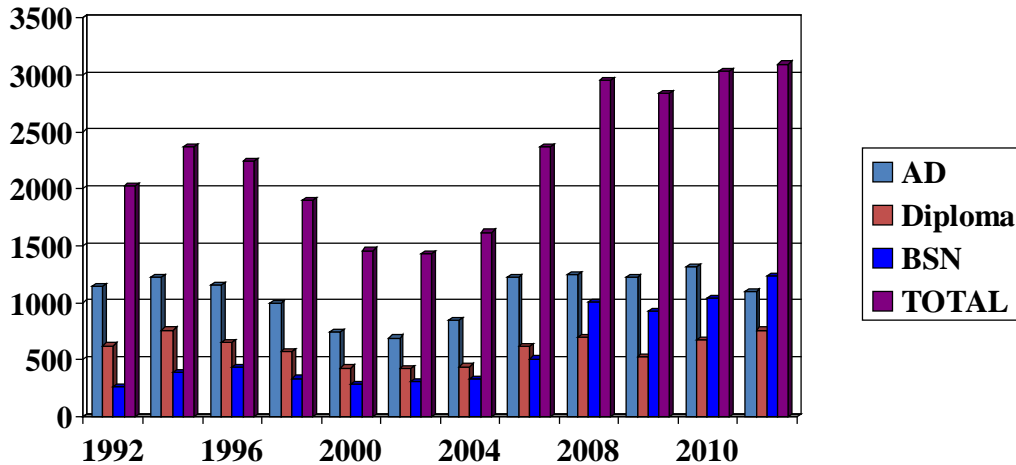


Figure 1. New Jersey pre-licensure nursing graduates 1992-2011

POST-LICENSURE PROGRAM APPLICANTS, ADMISSIONS, ENROLLMENTS

Of the 19 pre-licensure collegiate programs in New Jersey, 18 (94%) of them have post-licensure programs for the licensed registered nurse pursuing education to obtain a baccalaureate degree. The data on applications, admission and enrollments of post-licensure programs (**Table 4**) shows that 90% of the post-licensure applicants were qualified and of the qualified applicants 98% were offered enrollment with 85% actually admitted. Enrollment in the post-licensure programs increased 65% from the previous academic year.

Table 4. Post-Licensure Program Applicants, Admissions and Enrollments 2011

	RN-to-BSN Program N=18
Number of seats available*	215
Total number of applications to program	2,556
Number of applicants returning after an absence	22
Number of qualified applicants (%)	2,298 (90)
Number of qualified applicants admitted (%)	2,255 (98)
Number admitted who actually enrolled (%)	1,928 (85)

Note: Note: RN = registered nurse; BSN = Baccalaureate Degree in Nursing; * 11 programs indicated they had unlimited seats

POST-LICENSURE STUDENT CHARACTERISTICS

The demographics characteristics of the 3,746 students enrolled in post-licensure baccalaureate program are listed in **Table 5**. It was reported that 95% of these students 95% were female and 5% were male. More than half (55%) of the enrollees were White/Caucasian followed by a significantly lower percentage of Black/African-Americans (18%), Asian/Pacific Islanders (14%), and Hispanic/Latinos (12%). The ethnic racial mix of post-licensure enrollees is similar to the pre-licensure enrollees representing a reflective of the population mix of New Jersey

residents. The largest age cohort was 26-50 years, representing 76% of the students enrolled in this program.

A total of 520 registered nurses graduated with a baccalaureate degree from post-licensure programs. The demographic characteristics in **Table 5** shows 61% of the graduates were White/Caucasian. Percentages of Black/African-Americans, Asian/Pacific Islanders, and Hispanic/Latinos were 16%, 13% and 10%, respectively. Once again, the largest age cohort was 26-50 years, representing 83% of the graduates from this program.

Table 5. Post-Licensure Program Total Enrollment and Graduate Demographic Characteristics

Characteristic	RN-to-BSN Program	
	Enrollees No. (%)	Graduates No. (%)
Gender		
Female	3,565 (95)	472 (91)
Male	181 (5)	48 (9)
Race/Ethnicity		
White/Caucasian	2,070 (55)	317 (61)
Black/African-American	666 (18)	83 (16)
Asian/Pacific Islander	523 (14)	69 (13)
American Indian/Alaska Native	48 (1)	0 (0)
Hispanic/Latino	439 (12)	51 (10)
Age Groups		
17-20	271 (7)	0 (0)
21-25	488 (13)	38 (8)
26-30	797 (21)	100 (19)
31-40	1,333 (36)	172 (33)
41-50	694 (19)	163 (31)
51-60	157 (4)	40 (8)
61+	6 (<1)	7 (1)
Total Student Enrollment	3,746 (100)	520 (100)

Note: RN = registered nurse; BSN = Baccalaureate Degree in Nursing

GRADUATE PROGRAM APPLICANTS, ADMISSIONS, ENROLLMENTS

Of the 19 nursing schools in the survey offering baccalaureate degrees, 13 (68%) had a master's degree program. The number of programs offering a Doctor of Philosophy (PhD) in nursing increased from 2 to 3. The number of schools offering a Doctor of Nursing Practice (DNP) almost doubled. Seven schools in 2011 offered a Doctor of Nursing Practice compared to four in 2010. It is very likely that his dramatic increase in DNP programs may be attributed to the American Association of Colleges of Nursing (AACN) 2006 report on the "The Essentials of Doctoral Education for Advanced Nursing Practice." This report provided the curricular expectations for advanced practice nursing.

Details on the number of applicants, admission and enrollments of nursing students in graduate programs are shown in **Table 6**. For the 2010-2011 academic year New Jersey schools of nursing received a total of 2,598 applications from prospective graduate students. This is a 34% increase from the previous academic year (1,936). Eighty-nine percent (2,308) of the applicants applied to a Masters of Science in Nursing (MSN) program, 9% (243) applied to a DNP program, and 2% (47) applied to a PhD program. Nursing schools reported a significant increase in applications to MSN, DNP, and PhD programs over the previous academic year. In 2011, schools reported a 30% increase in the number of applications to MSN programs, as well as a 65% increase in DNP and 38% increase in PhD applications. Sixty-five percent of graduate applicants were qualified for admission. Almost all (97%) of the qualified applicants were admitted to a graduate program. There was a reported 19% increase in the number of graduate students admitted when compared to the previous academic year.

Table 6. Post-Licensure Program Graduate Applicants, Admissions and Enrollments

	Program Type			Total
	MSN N=13	DNP N=7	PhD N=3	
Number of seats available*	170	65	9	244
Total number of applications to program (%)	2,308 (89)	243 (9)	47 (2)	2,598 (100)
Number of applicants returning from LOA	30	0	2	32
Number of qualified applicants (%)	1,479 (64)	169 (68)	28 (60)	1,676 (65)
Number of qualified applicants admitted (%)	1,416 (96)	149 (89)	30 (107)	1,595 (95)
Number admitted who actually enrolled (%)	1,160 (82)	111 (74)	17 (57)	1,288 (81)

Note: MSN=Master of Science in Nursing, DNP=Doctor of Nursing Practice, PhD=Doctor of Philosophy;
*2 programs indicated they had unlimited seats for MSN students and 1 program indicated unlimited seats for DNP students

GRADUATE STUDENT CHARACTERISTICS

A total of 2,896 students were enrolled in graduate nursing programs during the 2010-2011 academic year. Thirteen percent of these students are enrolled in doctoral programs. Master's programs reported a 15% increase in their total enrollment over the previous academic year and doctoral programs reported an increase of 29%.

Over 92% of enrolled graduate students were female. In line with pre-licensure enrollees, 57% of the graduates were White/Caucasian; 25% were Black/African-American; 11% Asian/Pacific Island; and 7% Hispanic/Latino. The majority of doctoral students (68%) were reported to be between the ages of 31-50 and 44% the of master's students were classified in that same age category (See **Table 7**).

Table 7. Post-Licensure Program Enrollment and Demographic Characteristics

Characteristic	Program Type	
	MSN No. (%)	DNP and PhD No. (%)
Gender		
Female	2,319 (91)	318 (92)
Male	233 (9)	26 (8)
Race/Ethnicity		
White/Caucasian	1,453 (57)	195 (57)
Black/African-American	516 (20)	87 (25)
Asian/Pacific Islander	344 (14)	38 (11)
American Indian/Alaska Native	9 (<1)	0 (0)
Hispanic/Latino	214 (8)	23 (7)
Native Hawaiian or Other Pacific Islander	16 (1)	1 (0)
Age Groups		
17-20	181 (7)	0 (0)
21-25	434 (17)	0 (0)
26-30	757 (30)	107 (31)
31-40	681 (27)	186 (54)
41-50	427 (17)	49 (14)
61+	72 (2)	2 (1)
Total Student Enrollment	2,552(100)	344 (100)

Note: MSN=Master of Science in Nursing, DNP=Doctor of Nursing Practice, PhD=Doctor of Philosophy

GRADUATE PROGRAM GRADUATES

A total of 552 students graduated from graduate nursing programs during the 2010-2011 academic year. Eleven percent of these graduates were from DNP and PhD programs combined. Similar to the total enrollment of graduate students, 55% of graduates were White/Caucasian, and 28% were Black/African-American, followed by Asian/Pacific Islander (12%), and Hispanic/Latino (6%). The overwhelming majority (82%) of MSN graduates were 31-60 years of age, and all of the DNP and PhD graduates were between the ages of 41-60.

Table 8. Post-Licensure Program Graduates and Demographic Characteristics

Characteristic	Program Type	
	MSN No. (%)	DNP and PhD No. (%)
Gender		
Female	449 (91)	53 (91)
Male	45 (9)	5 (9)
Race/Ethnicity		
White/Caucasian	265 (54)	32 (55)
Black/African-American	106 (21)	20 (35)
Asian/Pacific Islander	96 (19)	3 (5)
American Indian/Alaska Native	2 (<1)	0 (0)
Hispanic/Latino	25 (6)	3 (5)
Age Groups		
17-20	0 (0)	0 (0)
21-25	10 (2)	0 (0)
26-30	74 (15)	0 (0)
31-40	133 (27)	0 (0)
41-50	162 (33)	23 (40)
51-60	108 (22)	35 (60)
61+	7 (1)	0 (0)
Total Graduates	494(100)	58 (100)

Note: MSN=Master of Science in Nursing, DNP=Doctor of Nursing Practice, PhD=Doctor of Philosophy

NURSING FACULTY CHARACTERISTICS

To gauge the current level of demand for nurse faculty, deans and directors were asked to report on the number of filled and vacant faculty positions as of fall 2011. The number of nursing faculty employed both full-time and part-time along with vacancies is shown in **Table 9**. More than half (60%) of the faculty teaching in New Jersey nursing school programs is adjunct/ part-time employees.

There was a 4% vacancy rate for full-time positions reported for all professional nursing programs statewide. This is a 41% reduction from 2010 when the vacancy rate in New Jersey was 7%. Bearing in mind that most faculty positions require or prefer a doctoral degree and that there is a limited number of doctorally prepared faculty, it is interesting that the vacancy rate for New Jersey is significantly lower than the 7.7% national nurse faculty vacancy rate cited by AACN.

Table 9. Faculty in Registered Nurse Education Programs

	Program Type			Total N=46
	Associate Degree N=16	Hospital Diploma N=11	Baccalaureate & Graduate N=19	
Total FTE faculty	161	140.16	385.9	687.06
Full-time position vacancies (%)	9 (6)	0.73 (0)	21 (5)	30.73 (4)
Full-time positions recruited for	6	0	44	50
Full-time faculty employed	155	109	333	597
Adjunct/Part-time faculty employed	212	103	566	881

The reported demographic characteristics of full-time nursing faculty are shown in **Table 10**. Professional nursing programs in the state of New Jersey reported that 81% of their faculty is White/Caucasian, followed by Black/African American at 9%, Asian/Pacific Islander at 6%, and Hispanic/Latino at 4%. Furthermore, an alarming 71% of full-time nursing faculty is over 50 years of age. Full-time nursing faculty demographic characteristics also indicate that 22% of those teaching across all programs are 61 years of age or older. This rate is even higher in baccalaureate program where 27% of the faculty is over 61 years of age. While this finding in itself is not new, what is of heightened concern is that as faculty age continues to rise, the number of productive years nurse educators can teach becomes narrow, limiting student capacity at a time when the need for nurses continues to grow. Fueled by the wave of retirements expected over the next ten years, the AACN has identified an aging factor as a major contributor to the faculty shortage crisis.

Table 10. Full-Time Nursing Faculty Demographic Characteristics

Characteristic	Program Type		
	Associate Degree No. (%)	Hospital Diploma No. (%)	Baccalaureate & Graduate No. (%)
Race/Ethnicity			
White/Caucasian	132 (85)	81 (74)	280 (84)
Black/African-American	10 (7)	13 (12)	30 (9)
Asian/Pacific Islander	6 (4)	10 (9)	16 (5)
American Indian/Alaska Native	0 (0)	0 (0)	1 (0)
Hispanic/Latino	7 (4)	5 (5)	6 (2)
Faculty Age			
Age 31-40	8 (5)	20 (18)	30 (9)
Age 41-50	24 (15)	20 (18)	69 (21)
Age 51-55	37 (24)	34 (31)	79 (24)
Age 56-60	55 (35)	16 (15)	64 (19)
Age 61-65	26 (17)	17 (16)	56 (16)
Age 66-70	6 (4)	1 (1)	19 (6)
Age 71 and older	0 (0)	1 (1)	16 (5)
Total Faculty	155 (100)	109 (100)	333 (100)

The Center also asked the pre-licensure schools in the state of New Jersey to predict how many faculty members would retire from their job within the year 5 years (See Table 11). Eleven percent nurse educators are expected to retire within the next three years and 23% are expected to retire within the next five years.

Table 11. Full-Time Faculty Expectations for Retirement

	Program Type			Total
	Associate Degree N=16	Hospital Diploma N=11	Baccalaureate & Graduate N=19	
Number of Full-time faculty	155	109	333	597
Number expected to retire				
Within 1 year	4	5	4	13
In the next 3 years	20	12	19	51
In the next 5 years	27	6	38	71
Total loss expected within 5 years (%)	51 (33)	23 (22)	61 (19)	135 (23)

LIMITATIONS

A limitation of this report is the ability to identify duplicate nursing school applicants who may apply to more than one pre-licensure or post-licensure program. Additionally, 11 pre-licensure programs and 3 post-licensure graduate programs report unlimited seating capacity, which makes it difficult to estimate New Jersey's capability to educate larger numbers of students should the need arise. The report of unlimited seating capacity is most likely a reflection of the 28 nursing programs that are offered online.

CONCLUSION

During the 2010-2011 academic year, New Jersey saw a slight (2%) increase in the number of new pre-licensure nurse graduates and for the first time the number of baccalaureate nursing degree graduates (1,235) has exceeded the number of associate degree nurse graduates (1,100). We noted a 18% increase in the number of graduates from baccalaureate degree nursing programs which is encouraging in light of the Institute of Medicine (IOM) report *The Future of Nursing: Leading Change, Advancing Health* that calls for 80% of registered nurses to be baccalaureate prepared by 2020. This growth in the number of graduates from baccalaureate degree nursing programs is promising since baccalaureate graduates typically seek to advance their education to the graduate level which will not only provide a New Jersey with a pool of expert clinicians, but will allow us to build a workforce pipeline for nursing faculty.

While the growth in graduates focusing on advanced nursing practice is favorable given the need for more primary caregivers, it may not help with a growing shortage of nurse faculty who are typically PhD prepared. The ongoing faculty vacancy rate and the expected number of new faculty needed to replace those retiring in the next 3-5 years is of continued concern for sustainable growth in nursing education. The large number of nursing faculty needed in the not

so distant future suggests that we will need more nurses with graduate degrees in nursing education. Unfortunately, the increase in faculty vacancy rates coincides with almost flat growth in graduate degree tracks preparing nurses for faculty positions. With 71% of full-time nursing faculty over 50 years of age faculty positions must be made more attractive to nurses considering academe. And so, as the economy recovers and nursing programs seek additional faculty members for continued expansion and to replace faculty who retire, the nurse faculty shortage will come into sharper focus.

The ability to prepare an adequate number of baccalaureate-prepared registered nurses and the ability to sustain an adequate supply of nursing faculty is complex. We need to make the nurse workforce a priority in New Jersey and we must direct our efforts on our ability to provide a cohort of well-educated nurses who provide high quality patient care. Future efforts must focus on advocacy, educational partnerships, academic innovations, and funding opportunities for both baccalaureate and graduate nursing education.

Respectfully submitted on October 1, 2012
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