SPECIAL SURVEY ON VACANT FACULTY POSITIONS FOR ACADEMIC YEAR 2013-2014
2013-2014 Faculty Vacancy Survey Overview

Since 2000, AACN has collected data from schools of nursing to assess the current state of the nurse faculty shortage. The Special Survey on Vacant Faculty Positions collects data on budgeted, but unfilled full-time faculty positions by rank, tenure, and level of teaching.

Survey Response Rate
Overall – 79.7%
Member – 84.6%
Non-Member – 52.3%
Number and Percent of Filled Full-Time Positions and Vacancies

Number of Schools Responding: 680
(613 or 90.1% of AACN Member Schools)

- Total Full-Time Budgeted Positions: 16,444
- Total Number of Filled Full-Time Positions: 15,086 (91.7%)
- Total Number of Full-Time Vacancies: 1,358 (8.3%)
- Mean Number of Full-Time Vacancies: 2.0 per school
- Range of Number of Full-Time Vacancies: 1 to 29
Number and Percent of Schools With and Without Vacant Full-Time Positions

(N=680, Response Rate=79.7%)

- No Vacancies, Do *Not* Need Additional Faculty:
  - 24.7%
  - N=168

- No Vacancies, But Need Additional Faculty:
  - 14.4%
  - N=98

- School with Reported Full-Time Vacancies:
  - 60.9%
  - N=414
Within those schools reporting full-time vacancies, the vacancy rate was 10.8% (1,358 full-time faculty positions left unfilled.)
Full-Time Vacancy Rate by Region in Schools Reporting Vacancies

- West: 10.7%
- Midwest: 10.3%
- South: 10.7%
- North Atlantic: 12.1%
Full-Time Vacancy Rate by Institutional Type in Schools Reporting Vacancies

- Public: 10.5%
- Private/Secular: 12.4%
- Private/Religious: 10.5%
Full-Time Vacancy Rate by Carnegie Classifications in Schools Reporting Vacancies

- Baccalaureate: 14.7%
- Master's: 11.0%
- Doctoral: 4.1%
- Medical/Other Health Care: 13.3%
- Other: 6.5%
Selected Characteristics of Full-Time Vacant Faculty Positions

(Degree Requirements Valid N=1,312)

- Earned Doctorate Required* 56.9%
  - N=746

- Master’s Degree in Nursing, Doctorate Preferred 30.0%
  - N=393

- Master’s Degree in Nursing 8.6%
  - N=113

- Other 4.6%
  - N=60

* In nursing or related field.
Selected Characteristics of Full-Time Vacant Faculty Positions

(Tenure Track Valid N=1,312)

- Tenured: 52.4% (N=687)
- Not Tenured: 28.0% (N=368)
- No Tenure System: 14.1% (N=185)
- Other: 5.5% (N=72)
Only 9.6% of vacant full-time positions had 50 percent or more of one's effort devoted to administrative responsibilities.
Selected Characteristics of Vacant Full-Time Faculty Positions

Level of Teaching (Valid N=1,312)

- Baccalaureate Only: 31.5% (N=413)
- Master’s Only: 5.2% (N=68)
- Doctoral Only: 3.0% (N=40)
- Baccalaureate and Doctoral: 1.5% (N=20)
- Master’s and Doctoral: 10.7% (N=141)
- Baccalaureate and Master’s: 23.9% (N=314)
- No Teaching Responsibilities: 1.5% (N=20)

Total N=1,312
Selected Characteristics of Vacant Full-Time Faculty Positions

(Teaching Responsibilities Valid N=1,312)

- No Teaching Responsibilities: 1.9% (N=25)
- Classroom Only: 22.5% (N=295)
- Clinical Only: 3.7% (N=48)
- Both: 72.0% (N=944)
Major Barriers to Hiring Additional Full-Time Faculty

(Valid N=98 Schools with no vacant positions but need more)

- Insufficient funds to hire new faculty (64.3%)
- Unwillingness of administration to commit to additional full-time positions (49.0%)
- Inability to recruit qualified faculty because of competition for jobs with other marketplaces (38.8%)
- Qualified applicants for faculty positions are unavailable in our geographic area (28.6%)
Top Cited Faculty Recruitment Barriers

(N=680)

- Limited pool of doctorally prepared faculty (31.0%)
- Noncompetitive salaries (28.4%)
- Finding faculty with the right specialty mix (19.0%)
- Finding faculty willing/able to teach clinical courses (4.6%)
- Finding faculty willing/able to conduct Research (4.4%)
- High faculty workload (4.0%)
Additional Faculty Recruitment Barriers

- State budget constraint/hiring freeze
- Expected faculty retirement
- Faculty practice requirement to meet licensure criteria
- Faculty scholarship requirement to achieve tenure
- Work load for experienced faculty on mentoring
- New faculty with limited teaching/clinical experiences