

**Position  
Statement  
Series**

**LSU Health**  
NEW ORLEANS  
School of Nursing

**NURSE EDUCATOR**

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS  
SCHOOL OF NURSING YEAR OF THE NURSE AND MIDWIFE

*LSU Health New Orleans School of Nursing celebrates the Year of the Nurse and Midwife with this position statement series to provide the public with information on the nurse's role within the health care environment, create public awareness regarding nursing's contribution and impact in health care, and disseminate our nursing school's contribution to workforce development and health care.*

Louisiana State University Health New Orleans School of Nursing Year of the Nurse and  
Midwife

Position Statement Series: Nurse Educator

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Louisiana State University Health New Orleans School of Nursing Year of the Nurse and  
Midwife

Position Paper Series:  
Nurse Educators Shaping the Future of Nursing

**Introduction**

The role of the nurse as an educator was established in the 1870's when the first formal schools of nursing began in the United States (U.S.; Billings & Halstead, 2016). The first nursing faculty were expected to provide service to an institution (hospital) and teach student nurses and new nurses at the same time. As the higher educational system evolved from those first schools of nursing models, so did the role of the nurse educator. Today's nurse educator wears many hats: educator, clinician, scholar, researcher, and leader. Through these roles, future nurses will be prepared to provide evidence-based, safe patient care in an ever-changing healthcare environment.

As the higher education system in the U.S. has changed over time, so has the role and preparation of faculty in nursing education. Nursing's development as an art and science has also had a great impact on the role of the nurse educator.

Before formal schools of nursing were developed, sick people were cared for in their homes. Those providing the care in the home were often called "nurses", derived from the word nourish (Dictionary.com, 2020). Knowledge of how to heal the sick was passed down from generation to generation by the first nurses through education to family, friends, and neighbors.

Florence Nightingale is considered the founder of modern nursing. After the Crimean War (1853-1856), she established nursing education programs in England. As an educator, Nightingale developed the Nightingale Principles for educating nurses on specific principles of care. Nurse educators were first seen in a formal setting in 1873 when three nurse education

programs began in New York, Connecticut, and Boston. These three institutions are considered as forerunners of organized, professional nurse education with nurse educators trained to teach the Nightingale Principles.

### **Qualifications**

Nurse Educators must have an earned Master of Nursing/Master of Science in Nursing or a doctoral degree in nursing to facilitate learning in the undergraduate program and a doctoral degree to facilitate learning in the graduate program. Louisiana State Board of Nursing grants a limited exception for educators to teach in pre-licensure programs while working toward advanced degrees.

### **Filling the Gap**

#### **Workforce Data**

The nursing profession consists of the largest number of healthcare providers with more than 3.8 million registered nurses (RNs) across the nation. As of 2017, the workforce data indicates approximately 64% of the nursing workforce is prepared at the baccalaureate and higher degree level (AACN, 2019b). This is pivotal when considering there is a faculty shortage particularly with faculty prepared at the doctorate level. The AACN (2019a) reported 75,029 qualified applicants were turned away in 2018 for several reasons, including schools reporting insufficient number of faculty. A total of 1,715 faculty vacancies were found in a survey of 872 nursing schools. Data from both undergraduate and graduate nursing programs reported the need to create an additional 138 faculty positions to accommodate student demand (AACN, 2019a).

In 2019, The Louisiana Center for Nursing (LCN) reported 871 nursing faculty; 602 full-time and 269 part-time, teaching in both the pre-RN licensure and graduate level nursing

programs. Two hundred ninety-one (33.40%) were minority. Sixty-four (7.3%) were males, an increase of 18% (races for males were not provided). The LCN reported the number of faculty teaching in the pre-RN licensure program with a DNP degree increased by 11%, faculty with a PhD increased by 17%, while faculty with a DNS decreased by 10%; with over a third (36%) of the doctoral prepared faculty had the DNP as their terminal degree and 31% of faculty with a doctoral degree had a PhD in nursing (LCN, 2019). Faculty teaching in the graduate programs had a 35% increase in the number of faculty with a DNP, which is an increase in 14.9% over a five-year period; and a decrease by 1% for PhD prepared faculty (LCN, 2019).

In the 2010 Report, *The Future of Nursing: Leading Change, Advancing Health*, the Institute of Medicine (IOM) recommended nursing schools double the number of nurses with a doctorate by 2020 to add to the cadre of nurse faculty and researchers, with attention to increasing diversity. Louisiana State University Health New Orleans School of Nursing (LSUHNO SON) has met this goal with recruiting and retaining doctorally prepared faculty. As of June 2020, the LSUHNO SON has faculty data seen in Table 1.

Table 1.

*LSUHNO SON Faculty Data*

<b>Louisiana State University Health New Orleans School of Nursing</b>	<b>Number</b>	<b>Percent (%)</b>
<b>FACULTY</b>	<b>109</b>	
Females	82	(75.45%)
Males	27	(24.54%)
<b>DECTORALLY PREPARED</b>	<b>67</b>	<b>(61.46%)</b>
PhD	22	(20.18%)
DNP	29	(26.60%)
DNS	12	(11.00%)
DNAP	2	(1.83%)
MD	2	(1.83%)
Two or more degrees	4	(3.66%)
<b>FACULTY APPOINTMENTS</b>		
Senior Level	17	(15.59%)
Professors	9	(8.25%)
Associate Professors	8	(7.33%)
Assistant Professors	17	(15.59%)
<b>CERTIFICATIONS</b>		
Advanced Practice and Other Certifications	53	(48.62%)
Certified Nurse Educator	24	(12.84%)
<b>RECOGNITIONS</b>		

Fellows	7	(6.42%)
<b>INCREASED DIVERSITY RECOMMENDATIONS BY THE IOM</b>		
Black/African American	22	(20.18%)
Female	20	(18.34%)
Male	2	(1.83%)
Asian (Male)	1	(0.91%)

Scholarship is evident at LSUHNO SON as 46 nurse educators submitted grant applications during 2018-2020. Since October 2019, 18 educators have published 22 publications; 14 presented 19 podium presentations, and 10 presented poster presentations. These presentations are at the local, state, national, and international levels providing a large impact for LSUHNO SON on the scientific knowledge base of nursing.

To address the increasing diversity recommendations of the IOM’s statement, LSUHNO SON has 22 of the 109 (20.18%) faculty that are Black/African American. Of the 22 two (2) are Black males (.02%), and one (1) is an Asian male (.009%). LSUHNO SON ranks higher for minority faculty than the 2017 National Faculty Census that reported 16.2% of all nurse educators were members of a minority group, with 8.8% Black/African America, 3.7% Hispanic, 2.7% Asian, 0.4% American India, and 0.6% as multiracial (NLN, 2017).

### **Role and Scope of Practice**

In 2005, the Certification Governance Committee of the National League for Nursing (NLN) developed the *Scope of Practice for Academic Nurse Educators* to designate the academic nurse educator as a specialty area and an advanced practice role (Christensen &

Simmons, 2020). The NLN later developed a robust description of the scope and competencies along with a certification exam to further demonstrate its significance.

The academic nurse educator involves various roles and responsibilities reflected in the Nurse Educator Core Competencies:

- Facilitate learning
- Integrating quality and safety in nursing education and practice
- Fostering civility
- Integrating information technology
- Global influence
- Learner/student's perception of learning and satisfaction

### **Impact of Role in Healthcare**

Nurse educators have a direct link to the nursing workforce and the future of nursing by facilitating learning, facilitating learner development and socialization, using assessment and evaluation strategies, participating in curriculum design and evaluation of program outcomes, functioning as a change agent and leader, pursuing continuous quality improvement in the nurse educator role, engaging in scholarship, and functioning within the educational environment.

While maintaining the standards of practice, schools of nursing have been challenged with creating a workforce that mirrors a more diverse population. To answer the IOM's call, LSUHNO SON faces the challenge to recruit and retain diverse faculty that mirror the student population. Challenges arise as faculty age, retire, and/or leave for other employment opportunities. The LCN (2019) reported resignation, retirements, contracts ended, and terminations as reasons for faculty leaving their faculty positions.

## **2020 is the Year of the Nurse: NEs Meeting the Charge**

### **Louisiana State University Health New Orleans School of Nursing**

The LSUHNO SON started the Nurse Educator concentration in 2008, preparing nurses for the nurse educator role. At LSUHNO SON, the nurse educator earns a Master of Science in Nursing (MSN) degree utilizing adult learning theory with course content focusing on nursing and education theory, curriculum and instructional design, critical thinking, leadership, and nurse educator roles for traditional and online teaching strategies that builds on the skills acquired in the Bachelor of Science Degree. As of June 2020, 32 nurses have earned a MSN degree by successfully completing the nurse educator concentration at LSUHNO SON. Seven of the 32 are currently employed by LSUHNO SON, educating future nurses.

### **Conclusion**

As the state's health sciences university leader, LSUHNO includes six professional schools: the School of Medicine, the state's only School of Dentistry and only public School of Public Health, and the Schools of Allied Health Professions, Nursing, and Graduate Studies. The LSUHNO SON provides an invaluable opportunity for interprofessional education and practice. Professional nurse educators are prepared to function as leaders in an advanced practice role aiming to transform nursing education and learning outcomes. As we celebrate the International Year of the Nurse and Midwife, the nurse educator's role is continuing to play a pivotal role in strengthening the nursing workforce by developing the next generation of nurses. Nurse educators will continue to be key stakeholders in assuring quality educational experiences that

prepare the healthcare workforce to focus on holistic patient care and illness prevention within acute and community settings.

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*LSU Health Sciences Center New Orleans (LSU Health New Orleans) educates Louisiana's health care professionals. As the state's health sciences university leader, LSU Health New Orleans includes a School of Medicine, state's only School of Dentistry, Louisiana's only public School of Public Health, and Schools of Allied Health Professions, Nursing and Graduate Studies. LSU Health New Orleans School of Nursing provides leadership and excellence in nursing education, practice, research, and public service. The School of Nursing prepares professional nurse leaders that function as generalists, advance practice nurses, educators, scholars, and researchers to transform nursing and health care.*



# LSU SCHOOL OF NURSING

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