

September 2009

An Examination of the University System of Georgia's Nursing Faculty Shortage

A Shortage of Registered Nurses in Georgia

Georgia is facing an increasingly large shortage of Registered Nurses (RNs) to care for the state's growing population. As the 9th most populous state, Georgia continues to be one of the fastest growing states in the nation with a growth rate of more than double the national average.¹ Further, as baby boomers age, their demand for healthcare services will increase. By 2015, nearly 14 percent of Georgia's population will be age 65 or older.² As a result of this population growth, Georgia is facing a substantial increase in demand for healthcare services. Alarming, this is occurring even as the supply of RNs in Georgia is already too low to meet existing demand. These facts threaten the quality of healthcare for all Georgia citizens.

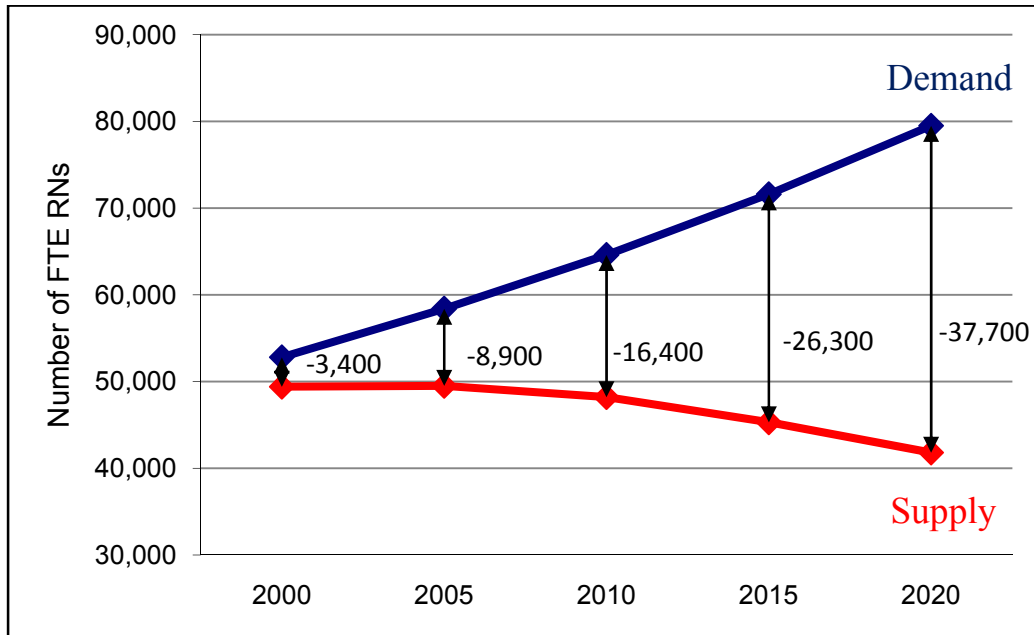
The problem with the existing RN supply can be seen in data on Georgia's nursing workforce. Through its quadrennial Sample Survey of Registered Nurses, the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services estimates that in 2004, there were 66,512 full-time equivalent (FTE) nurses employed in Georgia.³ Demand for nurses at that time exceeded supply by roughly 8,000 RNs. Figure 1 below indicates how HRSA projects this shortage to grow as by 2010, Georgia will face an RN shortfall of over 16,400 nurses. This shortage is projected to grow to over 37,700 by 2020.

¹ U.S. Census Bureau (2009). *State and County QuickFacts*. Between 2000 and 2008, Georgia's population grew by 18.3% while the national average was 8.0%.

² Georgia Office of Planning and Budget (2005). *Georgia Population Projections 2010-2015*, Atlanta, GA.

³ U.S. Department of Health and Human Services (2007). *The Registered Nurse Population: Findings from the 2004 National Sample Survey of Registered Nurses*, National Center for Health Workforce Analysis, March, Washington, DC.

**Figure 1
RN Shortage Projections for Georgia**



* Data compiled from *What is behind HRSA's projected supply, demand, and shortage of Registered Nurses?*, U.S. Department of Health and Human Services, September 2004.

This shortage of RNs is validated by employers at the local level. The Georgia Hospital Association indicates that in 2006, RN vacancy rates average 10.7 percent for its member hospitals, up from 8.77 percent in 2004.⁴ Not surprisingly, the Georgia Department of Labor (GDOL) lists a career as a Registered Nurse as one of its “Hot Careers” and projects annual job openings of 3,010 through 2016.⁵ Between 2009 and 2016, this would require an additional 24,080 RNs to meet projected demand.

The University System of Georgia (USG) plays a vital role in addressing the nursing shortage. Georgia has 37 colleges and universities that provide nursing education. Twenty-five of these institutions are in the USG, which offers ASN, BSN, MSN, and/or Doctorate degrees; six institutions are in the Technical College System of Georgia (TCSG) which offers ASN degree programs; and six are in private institutions which grant BSN, MSN, and/or Doctorate degrees in nursing. In the 2007-2008 academic year, the USG and TCSG produced 2,218 new pre-licensure nursing graduates, with the six private institutions producing approximately 300 new RNs. Currently, the USG produces more than 80 percent of all new RNs in the state. Further, although the number of new nursing graduates in Georgia continues to increase, the 2,500 new graduates

⁴ Georgia Hospital Association (2006). *2006 Georgia Hospital Association Workforce Report: Changing Demographics – Bridging Generations*, Marietta, GA.

⁵ Georgia Department of Labor (2009). *Georgia's Hot Careers to 2016*, Atlanta, GA.

produced in the state are not enough to meet the growing demands of a booming and aging population.

The growing gap between supply and demand indicates the need to educate more nurses. Given its role in nursing education, this is especially true for the USG. Unfortunately, many qualified students are turned away from nursing programs due to limited capacity. In the 2006-2007 academic year, the USG denied admission to 2,841 qualified students.⁶ The three largest educational capacity issues facing nursing in Georgia are a shortage of nursing faculty, the need for additional clinical placement sites, and the need for additional instructional facility space due to growing enrollments. This paper will focus on the first capacity issue – a shortage of nursing faculty to teach the next generation of RNs.

Georgia's Nursing Faculty Shortage

Georgia is not alone in its shortage of nursing faculty. This issue has also been identified as a crisis at the national level by the American Association of Colleges of Nursing (AACN)⁷ and in the 16 states that comprise the Southern Regional Education Board.⁸ Nationally, AACN reports an 8 percent nursing faculty vacancy rate for the 2008-2009 academic year, with vacancies ranging from one to 16 per institution.⁹ In Georgia, a 2007 survey of the public and private nursing programs found the average nursing faculty vacancy rate was 9 percent, with institutions facing zero to seven open faculty positions.¹⁰ An additional survey of the public and private nursing programs done in 2009 found that Georgia nursing programs had an average faculty vacancy rate of 6.7 percent, with institutions facing zero to nine open faculty positions.¹¹ It is likely that current vacancy rates are actually larger than this, since this survey only reported vacancies of budgeted faculty positions. Given the significant budget cuts facing Georgia institutions in this recession, some nursing programs may have cut funding for vacant nursing faculty positions. As such, the 2009 survey failed to capture the need for additional faculty that were not supported by an institution's existing budget and the likelihood exists that the vacancy rate is actually under-reported.

This faculty shortage will prevent Georgia institutions from producing additional nursing graduates. A shortage of nursing faculty restricts the number of nursing students who may be taught due, in part, to rules established by the Georgia Board of Nursing (GBON) and the Southern Association of Colleges and Schools (SACS) which accredits colleges and universities. According to GBON rules for nursing education programs, institutions must have:

⁶ Hudson, C.M and D. O'Neil (2008). *Admissions Capacity for FY2007 Applicants to Nursing Programs in the University System of Georgia*, Research Note, University System of Georgia, Atlanta, GA.

⁷ American Association of Colleges of Nursing (2005). *Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply*. White Paper, Washington, DC.

⁸ Williams, B. and L. Hodges (2002). *SREB Study Indicates Serious Shortage of Nursing Faculty*, Southern Regional Education Board, Atlanta, GA.

⁹ American Association of Colleges of Nursing (2008). *Special Survey of AACN Membership on Vacant Faculty Positions for Academic Year 2008-2009*, July 2008, Washington, DC.

¹⁰ J. Goyne (2007). *Nursing Faculty Survey: Results from USG, TCSG, and Private Institutions in Georgia*, Columbus State University, September 16, 2008.

¹¹ *2009 Nursing Program Survey*, University System of Georgia, May 2009.

“... a faculty/student ratio of at least one (1) full-time nursing faculty member for each twenty (20) students enrolled in the nursing education program (including audited courses) shall be maintained.”¹²

Further, GBON mandates that all nursing faculty members must be currently licensed as registered nurses in Georgia:

“The nurse administrator and nurse faculty members of any nursing education program must be currently licensed as registered nurses in Georgia and authorized as advanced practice nurses (if applicable) from the initial date of appointment.”¹³

These rules restrict the number of students who may be taught as they require that only RNs teach all nursing courses and have a nursing student enrollment at a rate of no more than 20 students per faculty member. Further, SACS requires that any course taught within the nursing department and with a NURS course acronym may be taught by someone who is not in the nursing department but must have a nursing faculty member connected to the course in some way. For instance, rather than having a math faculty member teach a math course within a nursing program, nursing programs are required to have a nursing faculty member connected to that course if the course has an NURS course number. While a faculty member in another department may teach the course, a nursing faculty member must still be involved. Increasing the number of nursing faculty members at Georgia institutions would allow for nursing programs to educate additional students and comply with the GBON rules for faculty to student ratios for student enrollment numbers and SACS rules for which faculty teach which courses in nursing programs.

Many reasons are given for the shortage of faculty members. The three most commonly cited include:

1. An inability to compete with higher salaries in other sectors
2. Aging of the nursing faculty and pending retirements
3. A limited supply of graduates from the education pipeline that produces nursing faculty

Each of these reasons is explained in detail in the following sections.

USG Nursing Faculty Salaries

One of the most commonly cited reasons for the nursing faculty shortage is the difference in salary that an RN can make in a clinical setting versus in an academic setting. A 2007 survey of nursing programs in Georgia cited faculty leaving academic positions to take higher paying clinical jobs as the most common reason for vacant faculty positions. Further, 92 percent of responding institutions indicated that applicants to nursing faculty positions declined to take the position due to non-competitive faculty salaries. When asked how much additional annual salary

¹² Georgia Board of Nursing. Rules for Nursing Education Programs, 410-3-.03(7). Organization and Administration. As Amended.

¹³ Georgia Board of Nursing. Rules for Nursing Education Programs, 410-3-.05(2). Faculty. As Amended.

would have attracted them to the position, respondents indicated that additional salary amounts ranging from \$10,000 to \$20,000 would be needed to attract individuals to the open position.¹⁴ In 2007, the USG awarded 16 institutions with funding to increase the number of pre-licensure nursing graduates by increasing the capacity of nursing programs. Awards ranged from \$140,000 to \$189,320 per year for three years. Institutions were given significant latitude in determining how to increase the number of nursing graduates through different strategies; however, 63 percent of the awards employ increases in faculty salaries as a means of increasing the number of pre-licensure graduates at their institutions. The logic is that by increasing faculty salaries, faculty will be more likely to be retained in the nursing program and contribute to the training of additional nursing students. Clearly, nursing programs in the USG have identified faculty salaries as an issue that needs to be explored if Georgia is to find the means to address the nursing shortage in the state.

There are three ways one could compare the salaries of nursing faculty to their colleagues. First, nursing faculty salaries can be compared to the salaries of faculty in other disciplines within the USG. Second, nursing faculty salaries in the USG can be compared to salaries of nursing faculties at institutions outside of the USG. Third, nursing faculty salaries can be compared with nurses working in clinical settings such as hospitals. Each of these will be analyzed in the following sections.

1. Comparison of the Salaries of USG Nursing Faculty and Other Disciplines

First, in order to compare the salaries of nursing faculty within the USG to those of their faculty colleagues in other disciplines, two sets of data are analyzed using the USG's Human Resources Data Mart (HRDM). In the spring of 2008, a query was conducted in HRDM of all faculty linked to a nursing department as of Fall 2007. Because there was no direct way to select all faculty in nursing departments, employees were selected if they were employed in any department with "nurs" in the department label or with a teaching Classification of Instructional Programs (CIP) code beginning with 5116 (nursing) at any of the 25 USG institutions with a nursing program.

Each dean or director at the 25 nursing programs was then sent a file with the names and title of each individual identified from the query for their respective institution. The dean/director was asked to verify the list and make any necessary additions or deletions of employees for those that were not identified in the query or those that were not an employee in their nursing department as of December 1, 2007. The edited list of employees was then sent back to HRDM for a data extraction of employee characteristics which are used in this analysis.¹⁵

The data and resulting analysis for nursing faculty are limited in that they rely on verification from each of the 25 nursing departments of the employees in each respective department. If any faculty member was not initially captured using the "nurs" identifier or teaching CIP of 5116, it is possible that they would be inadvertently left out of the analysis. Further, if institutions did not

¹⁴ Goyne (2008).

¹⁵ O'Neil, D. (2009). *USG Faculty and Staff in Nursing Departments: Fall 2007*, Research Notes, University System of Georgia Board of Regents, February 6, 2009, Atlanta, GA.

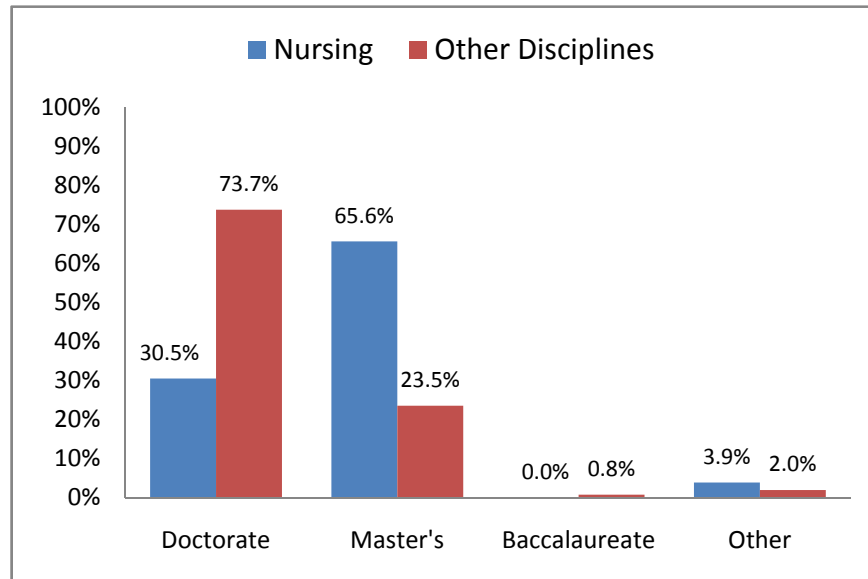
accurately maintain an employee's human resource's records, then that employee's data would not be valid as used in this analysis.

To provide a set of comparative data, the data for all faculty in other disciplines was extracted directly from HRDM with no further input from the institutions. The data file that was used to produce the USG's annual *Information Digest*¹⁶ for 2006-2007 on faculty characteristics was used in this analysis. Of the USG's 35 institutions, 25 have nursing programs. Only these 25 institutions were used to compare nursing faculty with faculty in other disciplines. The nursing faculty were matched with this file and excluded from the analysis for the other disciplines. Existing USG data does not allow for separating out faculty by disciplines so this analysis does not compare nursing faculty to specific other disciplines such as business school faculty, humanities faculty, etc. Instead the analysis separates out nursing faculty from all of the other faculty at the same institution. The resulting file for comparison of faculty salaries in other disciplines includes 5,682 instructional faculty who teach in disciplines other than nursing who are employed at the 25 USG institutions which have nursing programs.

Non-instructional faculty were then pulled from each data set. Instructional faculty represent full-time employees whose primary responsibility is teaching, although they may also have release time for public service and research. "Primary responsibility" is defined as more than 50 percent of workload in instructional activities. Excluded are general and academic administrators with rank and research faculty. Part-time faculty, including part-time clinical faculty members, are not included in the instructional faculty. As of December 1, 2007, there were 410 faculty members in the USG's nursing instructional faculty, with 5,682 in non-nursing disciplines. Comparing the nursing instructional faculty with the instructional faculty in other disciplines at the USG yields interesting results. First, it is important to recognize that a majority (65.6 percent) of nursing faculty hold a master's degree as their highest educational attainment, while the majority (73.7 percent) of their colleagues in other disciplines hold a doctorate degree. Figure 2 presents the highest degree earned by instructional faculty in nursing and in other disciplines within the USG.

¹⁶ *University System of Georgia Information Digest 2006-2007*, Board of Regents of the University System of Georgia, Atlanta, GA.

Figure 2
Highest Degree Earned by Instructional Faculty



One might expect that this juxtaposition might explain salary differences between faculty with a doctorate degree and their colleagues with a master's degree with doctorate-prepared faculty being paid more. For instance, a study of nursing faculty salaries at the national level in fall 2004 found that the median calendar-year (12-month) salaries for instructional faculty at the rank of associate professor with a doctoral degree was \$77,605 and with a master's degree was \$62,778.¹⁷ With the majority of nursing faculty holding a master's degree and their colleagues in other disciplines holding a doctorate degree, one would expect salary differences to occur. Data from USG for nursing faculty salaries indicate that overall, nursing faculty with a doctorate degree are typically paid more than those with a master's degree.

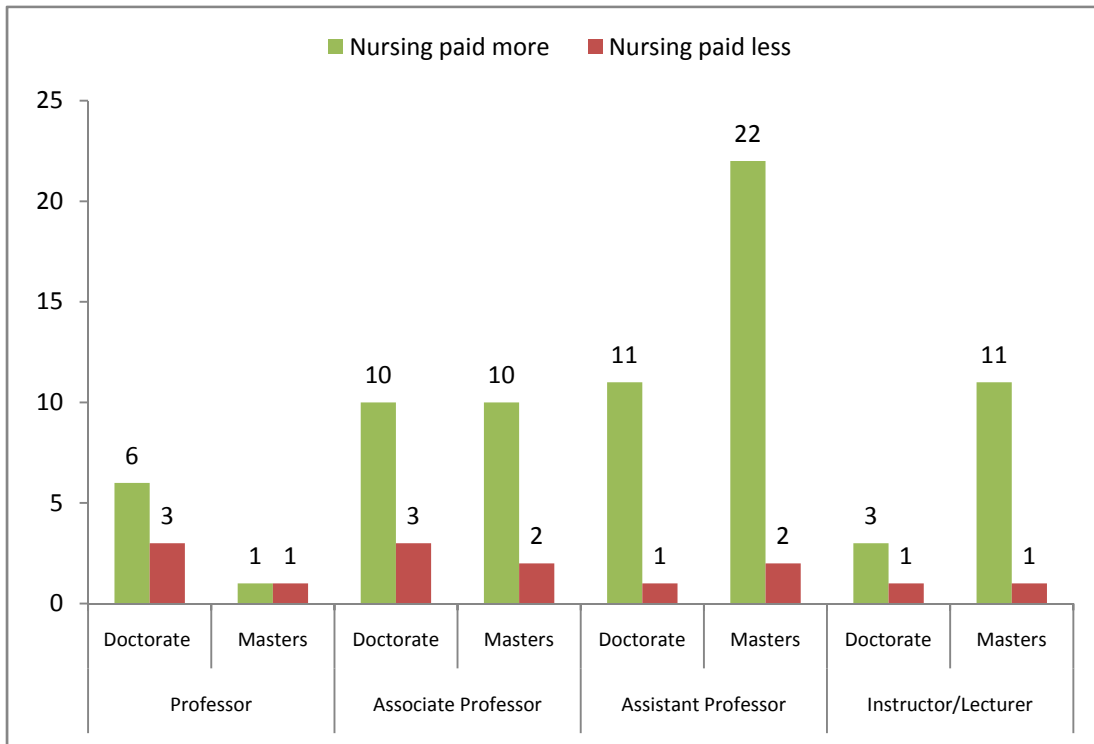
Appendix A presents the results of the salary comparisons for nursing faculty and faculty in other disciplines at the same USG institution for instructional faculty by rank and educational level. The mean (average) and median (midpoint) of salaries are presented. The median salary is used in this analysis as salaries at the extreme high or low end of the payscale can skew the average value. The median salary is more reflective of the true values of the salaries paid USG faculty. Appendix A is summarized in Table 1 and Figure 3 below. At a majority of the USG institutions with nursing programs, nursing faculty are paid more at the median salary level than faculty in other disciplines at the same institution when the salaries are analyzed by the highest educational attainment of the faculty member.

¹⁷ Berlin, L.E. and K.R. Sechrist (2005). *Percent of full-time master's prepared faculty over and under the age of 50, 1993-2004* (unpublished data). As stated by American Association of Colleges of Nursing (2005).

Table 1
Comparison of Median Salary for Nursing vs. Other Disciplines

	Professor		Associate Professor		Assistant Professor		Instructor/Lecturer		Total	
	<i>Doctorate</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Master's</i>
Nursing paid more	6	1	10	10	11	22	3	11	30	44
Nursing paid less	3	1	3	2	1	2	1	1	8	6
No faculty at this level	16	23	12	13	13	1	21	13	62	50

Figure 3
Salary Comparison for Nursing vs. Other Disciplines



As Table 1 and Figure 3 indicate, nursing faculty have a higher median salary than faculty in other disciplines in 84 percent of the incidences when comparing equal faculty rank and highest educational level at the 25 USG institutions with nursing programs. At most institutions, nursing faculty are paid more at all faculty ranks and educational levels; however, at a limited number of institutions this is not always the case. At the Medical College of Georgia, faculty in disciplines other than nursing are paid more at every rank and educational level than faculty in MCG's nursing program. MCG's faculty salaries are likely skewed by the high salaries paid faculty in the medical field. In every other institution, however, nursing faculty are paid more except in a few instances at each rank and educational level.

The results of the analysis of comparing nursing faculty salaries with those in other disciplines indicates that nursing faculty at each rank are paid more than their colleagues in other disciplines when comparing faculty with equal educational levels 84 percent of the time. Further, nursing faculty are paid on average more than faculty in other disciplines, despite the heavy prevalence of master's level faculty in nursing. The median salary of all nursing faculty within the USG is \$54,690 while the median salary of faculty in other disciplines at the same institutions is \$54,089. Thus, it does not appear that salary discrepancies between nursing faculty and faculty in other disciplines at USG institutions are an issue that the USG must address.

2. Comparison of the Salaries of USG Nursing Faculty with those at Other Institutions

A second means of comparing the salaries of USG nursing faculty is to compare them with the salaries at nursing institutions outside the USG. Table 2 presents the median 12-month salaries of USG faculty at the associate and assistant professor levels as compared with the salaries from the 2004 AACN Survey of Instructional and Administrative Faculty in Baccalaureate and Graduate Programs in Nursing.¹⁸ This survey does not include the salaries of faculty at two-year institutions which do not have baccalaureate degrees in nursing, nor does it account for regional differences in salaries. Typically, salaries in the South lag those of other regions in the U.S.¹⁹ The 2004 salaries are inflated to 2007 levels through use of the U.S. Wage Inflation rate. Given these limitations with the AACN data, the salaries of USG nursing faculty are compared to nursing faculty at other institutions. This comparison indicates that nursing faculty with a doctorate degree at USG institutions are paid slightly less than their colleagues at other institutions, while those with a master's degree are paid slightly more.

Table 2
USG vs AACN Salaries for Nursing Faculty

Rank and degree	USG median 12-month salary (fall 2007)¹	AACN median 12-month salary (fall 2004)	AACN median 12-month salary (fall 2004) with wage inflation factor²	Difference
Associate professor (doctoral)	\$81,218	\$77,605	\$85,047	-\$3,829
Associate professor (master's)	\$68,894	\$62,778	\$68,798	\$96
Assistant professor (doctoral)	\$72,960	\$68,444	\$75,007	-\$2,047
Assistant professor (master's)	\$64,792	\$58,567	\$64,183	\$609

¹ Academic (9-10 month) salaries were converted to 12-month salaries by dividing by 0.818.

² The inflation rate is calculated using the U.S. Wage Inflation published by the Bureau of Labor Statistics.

¹⁸ American Association of Colleges of Nursing (2004). *Salaries of Instructional and Administrative Faculty in Baccalaureate and Graduate Programs in Nursing*, Washington, DC.

¹⁹ See data from the U.S. Department of Labor on average pay rates for states.

The median salary difference for associate professors with a doctorate degree is \$3,829 and for assistant professors with a doctorate degree is \$2,047. For nursing faculty with a master's degree, the difference is the reverse with USG faculty being paid more than those in the AACN survey. For associate professors with a master's degree, USG nursing faculty are paid slightly more (\$96) than the AACN survey indicates, as are assistant professors with a master's degree (\$609). These results indicate that the USG does not have a significant salary discrepancy for nursing faculty at institutions in other states when one accounts for regional differences in pay and the inclusion of two-year colleges in the calculation of USG's median salaries.

3. Comparison of the Salaries of USG Nursing Faculty and the Clinical Sector

A third means of comparing the salaries of nursing faculty within the USG is to compare their salaries to those of nurses with similar backgrounds working in the clinical sector. Comparable nurses would be those with a master's degree as this is the most common educational level of USG's nursing instructional faculty. This analysis does not compare USG's nursing faculty with the salaries of Registered Nurses holding only a baccalaureate or associate degree as these RNs would not be qualified to teach nursing in the classroom under current GBON rules. For all USG nursing faculty with a master's degree, the median salary in fall 2007 was \$52,482. Converting this academic year (9-10 month) to a calendar year (12-month) salary yields an annual salary of \$64,642 for USG nursing faculty with a master's degree.²⁰ This conversion from 9-10 month salaries into 12-month salaries assumes that USG faculty would have to spend additional time and effort locating summer employment to make up for the approximately 20 percent difference in pay. This cost is not considered in this analysis but would require effort on the part of the faculty member to secure extra work. As most of the comparable nursing positions in the clinical sector require a master's degree (and not a doctorate degree), this figure of \$64,642 will be used to compare the salaries of USG nursing faculty with their colleagues working in the clinical sector.

Table 3 presents the annual salaries of registered nurses working in the clinical sector in various positions as provided by salary.com which calculates median salaries based on employer-reported data for various titles and positions. The data presented in Table 3 are for positions in the South. The salaries were retrieved from salary.com in May 2009. These values are deflated to 2007 levels using the U.S. Wage Inflection index.

²⁰ For nursing faculty with a 9-10 month salary, the 12-month salary was calculated by dividing the 9-10 month salary by 0.818. Salaries of 11-12 month faculty were not modified.

Table 3
Median Salaries in the South for Nursing Comparable Nursing Positions¹

Position	Job Description	Education level	2009 median 12-month salary in the South	Inflation-corrected median salary for 2007 level²	Difference between USG median salary (\$64,642) for master's-prepared faculty and inflation-corrected position
Nurse Practitioner	Examines and treats patients independently and in autonomous collaboration with other health care professionals. Ensures proper illness and injury care and disease prevention, diagnosis, treatment, and recovery. Requires a master's degree in area of specialty, national board certification as a nurse practitioner in an area of specialty, 2-4 years of experience in the field or in a related area, and is licensed as a nurse practitioner. Familiar with a variety of the field's concepts, practices, and procedures. Relies on extensive experience and judgment to plan and accomplish goals. May lead and direct the work of others. A wide degree of creativity and latitude is expected. Typically reports to a manager or head of a unit/department.	Master's: 91.3% Doctorate: 3.2%	\$79,100	\$73,843	-\$9,201
Certified Nurse Midwife	Provides professional care for patients with obstetric and gynecologic needs. Assists patients in labor and delivery, as well as postpartum care. Ensures safety and health of mother and child and identifies need for additional care. Requires certification, a bachelor's degree and 2-4 years of experience in the field or in a related area. Must be a registered nurse and familiar with standard concepts, practices, and procedures within a particular field. Relies on experience and judgment to plan and accomplish goals. Performs a variety of tasks. Works in conjunction with a practicing physician. A certain degree of creativity and latitude is required. Typically reports to a supervisor or manager.	Master's: 72.2% Doctorate: 3.4%	\$85,500	\$79,818	-\$15,176
Nursing Director	Administers the nursing program in hospital, nursing home, or other medical facility to maintain standards of patient care; advises medical staff, department heads, and administrators in	Master's:	\$107,700	\$100,542	-\$35,900

	matters related to nursing service. Recommends establishment or revision of policies and develops organizational structure and standards of performance. Interprets policies and objectives of nursing service to staff and community groups. Requires an advanced degree in nursing and is licensed as a registered nurse. May require at least 8 years of experience in the nursing field. Generally manages senior professional staff. Relies on experience and judgment to plan and accomplish goals. Typically reports to an executive.	36.6% Doctorate: 3.2%			
Clinical Nurse Specialist	Responsible for assessing a healthcare facility's nursing practice and its impact on patient outcomes. Provides clinical direction to nursing staff in the delivery of patient care programs. Ensures nursing staff maintains an established level of clinical competency. May require a master's degree and at least 5 years of experience in the field or in a related area. Familiar with a variety of the field's concepts, practices, and procedures. Relies on extensive experience and judgment to plan and accomplish goals. Performs a variety of tasks. Leads and directs the work of others. A wide degree of creativity and latitude is expected. Typically reports to a manager or head of a unit/department.	Master's: 65.9% Doctorate: 2.7%	\$79,000	\$73,750	-\$9,108
Head Nurse	Plans and implements the overall nursing policies, procedures, and services for a unit. Maintains nursing staff by recruiting, selecting, orienting, and training clinical staff. Ensures that nurses are current in competency, assessments, licensure, certifications, and other annual training. May provide direct patient care and is responsible for assessing, planning, and evaluating patients. Must be a registered nurse with at least 5 years of clinical experience in a related field. Generally manages nurses and clinical technicians. Relies on experience and judgment to plan and accomplish goals. Typically reports to top management.	Master's: 28.6% Doctorate: 1.2%	\$81,400	\$75,990	-\$11,348

¹ Data retrieved May 12, 2009.

² The inflation rate is calculated using the U.S. Wage Inflation rates published by the Bureau of Labor Statistics.

As indicated in Table 3, the median USG nursing faculty salary for a faculty member with a master’s degree lags that of comparable positions in the clinical sector in the South by amounts ranging from \$9,201 to \$35,900. As is common in academic settings, salaries lag those of their counterparts working in private industry.

Specific to Georgia salaries, the Georgia Hospital Association’s 2006 salary survey provides the results of the salaries paid in Georgia’s hospitals. Table 4 presents the results of the salary survey from 97 responding hospitals. Salary data for 2006 is inflated to 2007 levels to be comparable to the nursing faculty salaries from 2007.

Table 4
Georgia Hospital Association (GHA) 2006 Survey Results²¹

	2006 median salary in Georgia	Inflation-corrected median salary for 2007 level¹	Difference between USG median salary (\$64,642) for master’s-prepared faculty and inflation-corrected position
Nurse Manager	\$65,750	\$67,854	-\$3,212
Nurse Practitioner	\$73,840	\$76,203	-\$11,561
Clinical Supervisor	\$64,001	\$66,049	-\$1,407

¹ The inflation rate is calculated using the U.S. Wage Inflation published by the Bureau of Labor Statistics.

The results from the GHA survey indicate that USG nursing faculty with a master’s degree are paid annual salaries that are less than those received by comparable nursing positions in Georgia hospitals. The differences in salary range from \$1,407 for clinical supervisors to \$11,561 for nurse practitioners.

Another source for salaries of Georgia nurses is the Georgia Department of Labor (GDOL). The GDOL’s Wage Survey provides occupational wages for employees in Georgia. Results from the 2007 Georgia Wage Survey indicates that the Medical and Health Services Manager position which “plan(s), direct(s), or coordinate(s) medicine and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations,” had a median annual salary of \$73,823 in 2007.²² This salary is \$9,181 more than the comparable salary of \$64,642 for nursing faculty with master’s degrees teaching in USG nursing programs.

Some caution should also be used in reviewing these data. While salary figures are clear, the prevalence of these positions across the state is not. It would be of substantial interest to the USG if there were a large number of positions that pay substantially higher salaries than USG faculty receive, such as the Nursing Director positions included in the Salary.com data (see Table 3). Concerns would be lower if there were a small number of such positions. Finally, these salary surveys do indicate that nursing faculty are paid less than their counterparts in the clinical sector with similar levels of education. However, the range of the differentials vary, going from as little as \$1,500 to as high as \$36,000.

²¹ Georgia Hospital Association (2006). *GHA Salary Survey*, Marietta, GA.

²² Georgia Department of Labor (2007), *Georgia Wage Survey*, Workforce Information & Analysis Division, Occupational Information Services Unit, Atlanta, GA.

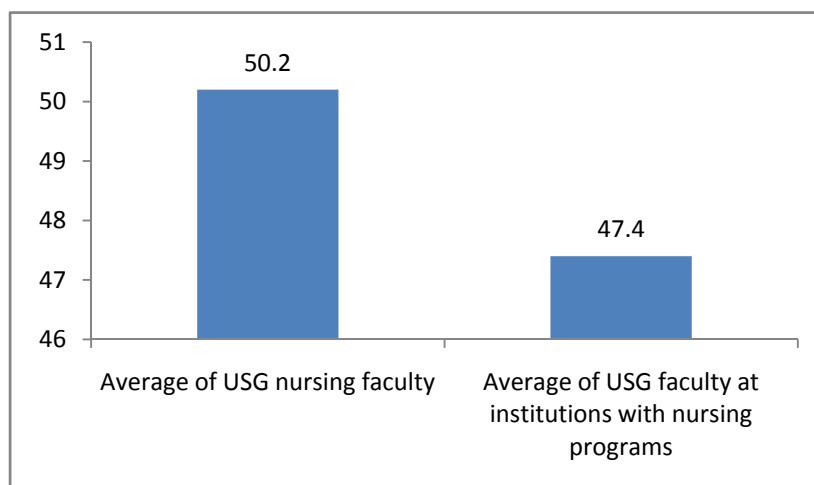
Subsequent interpretation of the impacts of these salary differences would be expected to differ as well. Perhaps what is most clear in this area is that more work must be done with it to gain a more complete picture of the issue's impact with USG faculty. This will enable the USG to develop more effective responses to any problems that may stem from this area.

Aging of the Nursing Faculty and Looming Retirements

As a workforce, RNs are getting older and a wave of pending retirements is expected to take place in both the clinical sector workforce and in the nursing faculty community. A 2004 national survey of RNs by the Health Resources and Services Administration (HRSA) found that the average age of RNs in the U.S. climbed to 46.8 years which is the highest age since HRSA began compiling data on the age of RNs in 1980. In the South Atlantic region²³ of the country, the average age of RNs was also 46.8 years in this study.²⁴ According to the AACN, the average age of doctorate-prepared nursing faculty is even more advanced and has increased from 49.7 years in 1993 to 54.3 years in 2004 and for master's-prepared faculty, the average age has increased from 46 to 49.2 years during the same time period. For all nursing faculty (regardless of educational level), the median age of nursing faculty in the U.S. was 51.5 years old in 2004, approximately five years older than the average age of all RNs according to HRSA's data.²⁵

For the USG's instructional faculty, the average age of nursing faculty was 50.2 in 2007, while the average age of the instructional faculty in other disciplines at the 25 USG institutions with a nursing program in 2007 was 47.4, a difference of 2.8 years. On average, nursing faculty are three years older than other instructional faculty at USG institutions. Figure 4 presents the average ages of USG nursing faculty and USG faculty at institutions with nursing programs.

Figure 4
Average Ages of USG Faculty



²³ HRSA's South Atlantic Region includes Kentucky, Tennessee, Mississippi, Alabama, Georgia, Florida, South Carolina, and North Carolina.

²⁴ U.S. Department of Health and Human Services (2007).

²⁵ American Association of Colleges of Nursing (2004). *2003-2004 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*, Washington, DC.

As more nursing faculty reach retirement age, a wave of pending retirements may exacerbate the existing nursing faculty shortage. One study found that the average age of nursing faculty at retirement is 62.5 years old in the U.S.²⁶ If USG faculty were to retire at 62.5 years old, the USG would face a pending wave of nursing faculty retirements within the next ten to 15 years.

For faculty in the USG retiring under the Teachers Retirement System of Georgia (TRS), the rules for retirement require one of the following:

- a. 10 years of service and age 60; or
- b. 30 years of service, any age; or
- c. Less than 10 years of service, age 65.²⁷

It is feasible that a student receives a master’s degree in nursing at age 25, works as a faculty member for 30 years at a USG institution, and then retires at age 55. Given these requirements for retiring under the TRS, 38.8 percent (159 of 410) of the USG’s nursing instructional faculty are age 55 or older as of 2007. If a USG nursing faculty member retires under the TRS requirement for 10 years of service and age 60, then 15.1 percent of USG nursing faculty were eligible to retire. If nursing faculty retire at the average age of nursing faculty retirements in the U.S. (62.5), then 31 (7.6 percent) of the USG’s nursing faculty were likely to retire in 2007. Finally, if a USG nursing faculty member were to retire under TRS with less than 10 years of service at age 65, then 11 of the 410 nursing instructional faculty members would be eligible for retirement in 2007. Table 5 presents these results with the maximum potential number of USG nursing faculty that would be eligible to retire.

Table 5
Number and Percent of USG Nursing Instructional Faculty Members Eligible for Retirement in 2007

	Number of USG nursing instructional faculty members	Maximum percent eligible to retire
TRS: 30 years of service (assuming age 55)	159 out of 410	38.8%
TRS: 10 years of service and age 60	62 out of 410	15.1%
Average age of nursing faculty retirements in the U.S. at 62.5	31 out of 410	7.6%
TRS: Less than 10 years of service, age 65	11 out of 410	2.7%

Losing experienced nursing faculty to retirement results in a worsened nursing faculty shortage as well as a loss of expertise. Further, the costs to recruit and train new faculty are high for USG institutions. If

²⁶ Berlin, L.E. and Sechrist, K.R. (2002). “The shortage of doctorally prepared nursing faculty: A dire situation,” *Nursing Outlook*, 50(2): 50-56.

²⁷ See <http://www.trsga.com/>

a wave of nursing faculty retirements took place in the USG, the System's capacity for producing more nurses to meet Georgia's growing demand would shrink. Given the Board of Nursing's rules that require a minimum ratio of students to faculty members, each faculty member lost to retirement who was not quickly replaced would result in a loss in production capacity of new nurses that could help address Georgia's nursing workforce shortage.

Education Pipeline for Nursing Faculty

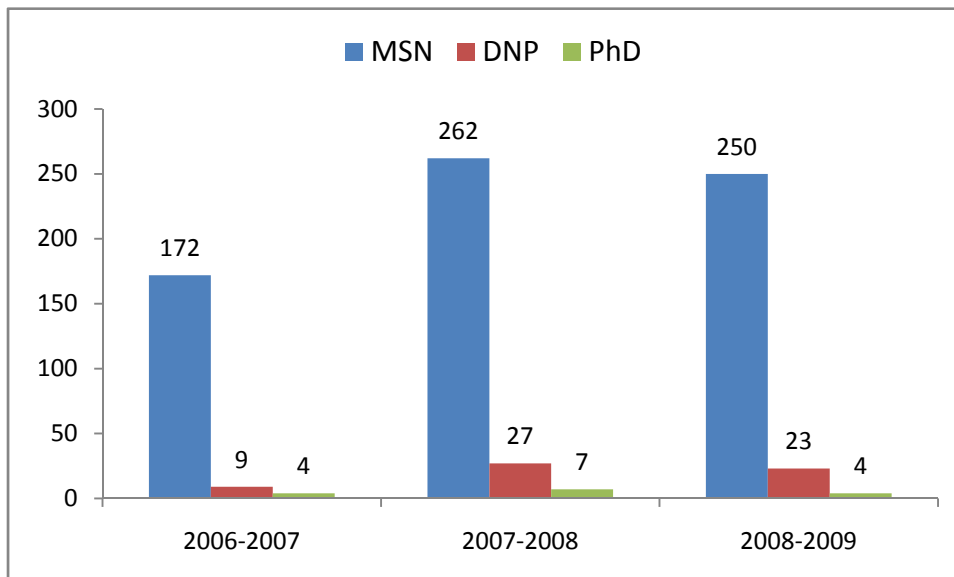
A significant concern for Georgia is the educational pipeline for producing nursing graduates who can fill faculty roles at USG institutions. According to HRSA, in 2004 Georgia's RN workforce was comprised of only 12.2 percent with a master's or doctorate degree. This is only slightly less than the national average of 13.0 percent.²⁸ Further, an AACN survey of nursing faculty in the U.S. at baccalaureate and graduate degree programs in 2004 found that 47.9 percent are doctorally prepared and 52.1 percent are master's prepared.²⁹ Comparably, at USG programs with a baccalaureate or higher nursing degree program in 2007, 46.3 percent of instructional faculty are doctorally prepared and 53.8 percent are master's prepared. These numbers are very similar to those of the national AACN survey. By contrast, when USG nursing programs that grant only ASN degrees are included in the analysis, only 30.5 percent of USG nursing faculty are doctorally prepared and 65.6 percent are master's prepared (see Figure 2). Not surprisingly, programs that offer BSN and higher degrees have a greater percentage of faculty that are doctorally prepared than those USG programs that offer only associate degrees in nursing.

Data on production of graduate level nurses in Georgia suggest that more attention needs to be paid to this issue if the state is to address the nursing faculty shortage. In the 2006-2007 academic year, the USG graduated only four new nursing PhDs and nine new nursing DNPs who may help fill open faculty roles. Emory produced only three new nursing PhDs in 2006-2007. In 2007-2008, these numbers grew to seven new nursing PhDs and 27 DNPs for the USG, but decreased slightly in 2008-2009 to four PhDs and 23 DNPs. Students graduating with master's degrees in nursing are more promising: 172 master's graduates in 2006-2007; 262 in 2007-2008; and 250 in 2008-2009. That these numbers of graduates are growing (despite a slight dip in 2008-2009) is encouraging. However, not all of these graduates will go on to fill faculty roles. For instance, the DNP degree is the highest level of clinical education for nurses in an advanced practice or leadership role. It was not originally designed to fill faculty positions; however, in recent years some institutions have been including pedagogy classes for DNP students to help prepare them to teach in an academic setting. Further, Kennesaw State University has a new Doctor of Nursing Science program and Mercer University has a new PhD program in nursing that will further help to alleviate the shortage of nursing faculty in Georgia.

²⁸ U.S. Department of Health and Human Services (2007).

²⁹ Berlin and Sechrist (2005).

Figure 5
Number of Graduate Degrees in Nursing in the USG



One issue with graduate education in nursing is that many institutions have the expectation that RNs will work for a few years to gain experience prior to pursuing a graduate degree. These expectations show up in the age of graduate nursing students. For example, the 417 graduates with doctoral degrees in nursing in 2002 in the U.S. who reported their age had a median age of 47.3 years. More than half of these were between the ages of 45 and 54.³⁰ In the USG, the average age of first-year doctoral nursing students in the System's PhD and DNP programs between 2007 and 2009 was 47 years old. Given that it takes an average of 8.3 years for nursing PhD students to complete their degree, as compared with 6.8 for PhD recipients in other disciplines, the USG's doctoral nursing graduates will have an average age in their 50s at completion of a doctorate degree.³¹ Students in DNP programs may complete their degrees faster than those in the PhD program; however, these graduates will also have a limited number of years before retirement in which they are able to fill faculty roles.

Recommendations for Addressing the Nursing Faculty Shortage

The materials provided in this policy brief make it clear that Georgia is facing a nursing faculty shortage and illuminate some of the forces driving this problem. While the data on nursing faculty salaries is very mixed, it suggests a possibility that competition from the clinical sector may contribute, in part, to this problem. However, more research is clearly needed on this subject to determine the extent of the pull from the clinical sector. Much clearer are the concerns over existing faculty vacancies within Georgia nursing programs, age of existing faculty and corresponding concerns over pending retirements, and the low numbers of master's and doctoral nursing graduates in Georgia. Without a doubt, if Georgia is to produce enough new nurses to meet the growing demands for healthcare in Georgia, the State must

³⁰ *ibid*

³¹ Berlin and Sechrist (2002).

find ways to attract additional faculty to fill vacant nursing faculty positions and account for needed growth of faculty in the USG, TCSG, and at private institutions. While numerous responses are available, at a minimum, they need to account for the following:

- Continue to study nursing faculty salaries in relation to salaries in the clinical sector. The materials in this paper indicate potential negative impacts on retention of nursing faculty that stem from differentials in salary. However, the extent of these differences are unclear and require additional attention to enable effective policy responses at a future date.
- Retain existing faculty for as long as possible. Doing this slows the loss of critical expertise from nursing faculty ranks and provides the USG, TCSG, and private institutions with the necessary time to replace faculty who are expected to retire in the next few years. A number of approaches can be taken to enable this that might include:
 - Amend current retirement regulation and rules to facilitate retention of existing faculty or even return to work for recently retired faculty. This was recently done for teachers in the state and could be applicable to nursing faculty.
 - Explore potential unintended barriers to professional advancement that may be the result of nursing faculties' unusual mix of degrees (master's versus doctoral degree prevalence). The traditional means of advancement for faculty is through the three components of the faculty role: teaching, practice, and research. However, if barriers (e.g., requirements for tenure, research expectations) are identified for nursing faculty relative to the traditional means for promotion, efforts should be made to correct them. These efforts should emphasize the importance of nursing scholarship.
- Expand the pool of available faculty. Supporting the existing ranks of nursing faculty only postpones a pending wave of retirements. Further, efforts to retain existing faculty still leave notable vacancy rates in place. To expand faculty ranks to the size needed to address current workforce shortages, steps must be taken to enlarge the existing number of nursing faculty in our nursing programs. Efforts to do this might include the following:
 - Facilitate the sharing of faculty between institutions. This is particularly important for areas of expertise that are particularly scarce, including pediatric and psychiatric nursing. Distance education technologies should ease efforts in this area.
 - Explore methods that reduce the need for faculty in critical curricular areas where bottlenecks can occur. The use of simulation for clinical training of nurses represents one opportunity for this.
 - Review existing licensure and accreditation regulation of nursing education to identify areas of laws and rules that could be modified to facilitate the increase of educational capacity and where changes would have limited impact on the quality of graduates from Georgia nursing programs.

- Increase production of faculty-eligible nurses in Georgia. Doing this requires a focus on both the educational capacity of Georgia's nursing schools as well as interest by today's nursing students and Georgia's current nursing workforce in pursuing careers in academia. Efforts here might focus on:
 - Ensure that Georgia has a sufficient number of graduate level nursing education programs to produce the needed numbers of faculty-eligible nurses in Georgia. Georgia has increased the number of graduate level programs in nursing, both within the USG and elsewhere; however, development of new master's and doctoral level programs may be necessary.
 - Pursue cost-effective partnerships that will allow Georgia institutions to expand access to graduate-level training opportunities cost effectively. Doing this may also provide opportunities to educate Georgia nurses in areas of expertise currently in short supply in Georgia, such as pediatric and psychiatric nursing.
 - Explore ways to reduce the student cost for graduate-level nursing that also build in service commitments. This might be done through (re)establishing service cancelable loan programs for nursing faculty, amending USG policies to support part-time faculty in existing USG staff/faculty benefits programs, and other initiatives.
 - Encourage nursing students and the existing nursing workforce to pursue nursing careers in academia through promotion of the benefits of an academic career. Examine negative perceptions of the culture and work expectations of nursing faculty such as working more than 60 hours per week, while having to learn to publish, teach, and obtain research funding.³² Address these barriers to attracting new faculty. Host career fairs; develop promotional materials; and endorse academia as a positive career choice.
 - Encourage interested students to pursue a graduate degree in nursing early. If students are encouraged to pursue a graduate degree much earlier in their career, they will have many more years to contribute as a nursing faculty member and feed the nursing faculty pipeline.
 - Develop incentive programs that benefit new nursing faculty in the early years of their work in academia. This might take the shape of a tax credit for new nursing faculty, as is being explored in Rhode Island at this time. Other similar programs may exist as well.

This list of suggestions is not intended to reflect the entire array of possibilities that can be utilized in solving Georgia's nursing faculty shortage. However, while there is choice in which opportunities to pursue in solving this problem, there is not choice in the need to respond in some manner to this problem. What is also clear is that the current environment for attracting and maintaining RNs in nursing faculty positions is not working optimally. The State has too many vacant faculty nursing positions in a situation where Georgia is facing a significant nursing shortage. Further, a pending wave of nursing faculty retirements and nursing workforce retirements may soon worsen the situation.

³² Broome, Marion (2003). "We are the future: Revisioning the faculty culture," *Nursing Outlook*, 51(3): 97-98.

Appendix A: Nursing vs USG Salaries for Fall 2007

institution		Professor						Associate Professor						Assistant Professor						Instructor/Lecturer						TOTAL						
		Doctorate		Masters		Total		Doctorate		Masters		Total		Doctorate		Masters		Total		Doctorate		Masters		Total								
		Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median							
Georgia State University	Nursing	NR	NR			NR	NR	\$ 77,026	\$ 73,796			\$ 77,026	\$ 73,796	\$ 60,825	\$ 60,357	\$ 57,241	\$ 57,234	\$ 59,033	\$ 59,040			\$ 51,225	\$ 53,000	\$ 51,225	\$ 53,000	\$ 71,634	\$ 70,371	\$ 54,002	\$ 54,400	\$ 63,730	\$ 59,647	
	Other	\$115,167	\$111,685	\$119,106	\$123,997	\$115,271	\$112,000	\$ 74,592	\$ 64,724	\$ 63,071	\$ 54,673	\$ 73,921	\$ 64,498	\$ 62,184	\$ 55,000	\$ 57,338	\$ 57,812	\$ 61,552	\$ 54,744	\$ 45,862	\$ 42,000	\$ 51,225	\$ 53,000	\$ 43,800	\$ 40,765	\$ 44,542	\$ 42,000	\$ 76,177	\$ 63,000	\$ 51,202	\$ 48,741	\$ 71,574
Medical College of Georgia	Nursing	NR	NR			NR	NR	\$ 76,585	\$ 79,301			\$ 76,585	\$ 79,301	\$ 59,732	\$ 57,925	\$ 58,403	\$ 58,765	\$ 59,382	\$ 58,765	\$ 58,487	\$ 58,487	\$ 68,837	\$ 54,770	\$ 70,680	\$ 57,260	\$ 64,284	\$ 61,350	\$ 66,663	\$ 57,260	\$ 66,519	\$ 58,626	
	Other	\$182,351	\$165,601			\$182,351	\$165,601	\$155,723	\$122,539	\$ 87,207	\$ 80,956	\$153,127	\$120,261	\$143,746	\$128,750	\$ 65,605	\$ 65,878	\$ 91,387	\$ 111,933	\$ 82,291	\$ 77,066	\$ 66,788	\$ 55,682	\$ 69,646	\$ 65,168	\$ 155,317	\$136,784	\$ 66,214	\$ 65,978	\$ 146,244	\$ 127,066	
Research Universities	Nursing	\$ 78,951	\$ 81,204			\$ 78,951	\$ 74,446	\$ 76,868	\$ 77,301			\$ 76,868	\$ 77,301	\$ 60,060	\$ 59,728	\$ 57,769	\$ 57,812	\$ 59,247	\$ 59,000	\$ 58,487	\$ 58,487	\$ 64,096	\$ 53,988	\$ 65,816	\$ 54,346	\$ 67,463	\$ 63,333	\$ 62,215	\$ 55,000	\$ 65,454	\$ 59,000	
	Other	\$139,724	\$126,868	\$119,106	\$123,997	\$139,375	\$126,595	\$ 99,723	\$ 77,270	\$ 68,818	\$ 56,956	\$ 98,123	\$ 74,455	\$ 96,213	\$ 70,569	\$ 60,881	\$ 57,200	\$ 91,030	\$ 64,065	\$ 49,174	\$ 42,740	\$ 44,799	\$ 42,400	\$ 46,660	\$ 42,440	\$ 103,246	\$ 80,170	\$ 54,409	\$ 51,048	\$ 95,583	\$ 72,590	
Georgia Southern University	Nursing	\$ 95,167	\$ 87,600			\$ 95,167	\$ 87,600	\$ 69,350	\$ 66,850			\$ 69,350	\$ 66,850	\$ 62,588	\$ 62,000			\$ 62,588	\$ 62,000	\$ 50,660	\$ 50,000	\$ 50,660	\$ 50,000	\$ 70,907	\$ 65,000	\$ 50,660	\$ 50,000	\$ 65,845	\$ 63,350			
	Other	\$ 77,347	\$ 68,622	\$ 67,171	\$ 62,875	\$ 76,834	\$ 68,000	\$ 62,501	\$ 57,475	\$ 62,334	\$ 62,888	\$ 62,493	\$ 57,575	\$ 57,126	\$ 50,277	\$ 50,935	\$ 48,849	\$ 56,178	\$ 50,033	\$ 44,200	\$ 45,000	\$ 50,903	\$ 43,500	\$ 48,960	\$ 43,000	\$ 63,577	\$ 58,034	\$ 53,922	\$ 50,000	\$ 62,337	\$ 57,279	
Valdosta State University	Nursing	NR	NR			NR	NR	\$ 66,831	\$ 68,766			\$ 66,831	\$ 68,766	\$ 55,801	\$ 55,575	\$ 52,315	\$ 52,315	\$ 55,104	\$ 55,000	\$ 57,260	\$ 57,260	\$ 52,137	\$ 52,000	\$ 52,935	\$ 52,000	\$ 62,457	\$ 62,000	\$ 52,157	\$ 52,000	\$ 57,091	\$ 56,000	
	Other	\$ 69,731	\$ 65,913	\$ 70,022	\$ 67,068	\$ 69,743	\$ 65,996	\$ 57,183	\$ 54,598	\$ 52,488	\$ 50,976	\$ 56,519	\$ 53,625	\$ 52,428	\$ 47,181	\$ 50,394	\$ 48,134	\$ 51,783	\$ 47,794	\$ 45,006	\$ 43,029	\$ 42,431	\$ 43,699	\$ 42,968	\$ 43,495	\$ 60,338	\$ 58,254	\$ 50,115	\$ 48,055	\$ 58,178	\$ 55,015	
Regional Universities	Nursing	\$ 88,780	\$ 82,750			\$ 88,780	\$ 82,750	\$ 68,090	\$ 67,550			\$ 68,090	\$ 67,550	\$ 60,325	\$ 59,194	\$ 52,315	\$ 52,315	\$ 59,709	\$ 59,194	\$ 57,260	\$ 57,260	\$ 51,569	\$ 51,500	\$ 52,177	\$ 52,000	\$ 67,332	\$ 64,600	\$ 61,522	\$ 51,750	\$ 61,468	\$ 60,500	
	Other	\$ 73,556	\$ 67,269	\$ 68,467	\$ 66,599	\$ 73,319	\$ 67,191	\$ 60,550	\$ 56,438	\$ 55,913	\$ 53,056	\$ 60,156	\$ 56,205	\$ 55,731	\$ 50,000	\$ 50,650	\$ 48,307	\$ 54,669	\$ 50,000	\$ 44,704	\$ 43,518	\$ 46,025	\$ 43,699	\$ 45,615	\$ 43,291	\$ 62,343	\$ 58,140	\$ 51,816	\$ 49,448	\$ 60,646	\$ 56,212	
Albany State University	Nursing	NR	NR			NR	NR					\$ 61,411	\$ 61,411	\$ 52,755	\$ 54,858	\$ 53,837	\$ 54,929			NR	NR	NR	NR	NR	NR	\$ 54,116	\$ 61,411	\$ 53,160	\$ 54,929	\$ 53,421	\$ 55,000	
	Other	\$ 68,395	\$ 68,994			\$ 68,395	\$ 68,994	\$ 59,559	\$ 60,000			\$ 59,559	\$ 60,000	\$ 51,510	\$ 51,349	\$ 45,751	\$ 45,681	\$ 49,901	\$ 50,468	\$ 54,457	\$ 53,000	\$ 45,535	\$ 45,000	\$ 46,083	\$ 45,000	\$ 56,488	\$ 54,646	\$ 45,672	\$ 45,000	\$ 53,700	\$ 53,000	
Armstrong Atlantic State University	Nursing	NR	NR			NR	NR					\$ 64,657	\$ 67,718	\$ 55,793	\$ 54,059	\$ 48,629	\$ 48,500	\$ 51,699	\$ 50,714							\$ 62,353	\$ 59,261	\$ 48,629	\$ 48,500	\$ 58,130	\$ 55,308	
	Other	\$ 73,059	\$ 65,039	\$ 54,331	\$ 54,314	\$ 71,540	\$ 62,769	\$ 55,410	\$ 51,913	NR	NR	\$ 55,576	\$ 62,405	\$ 50,617	\$ 45,959	\$ 51,643	\$ 48,264	\$ 50,922	\$ 47,062			\$ 44,741	\$ 39,716	\$ 48,424	\$ 40,000	\$ 57,422	\$ 51,587	\$ 48,227	\$ 43,371	\$ 55,978	\$ 50,957	
Augusta State University	Nursing	NR	NR			NR	NR					\$ 54,774	\$ 53,746	\$ 54,774	\$ 53,746																	
	Other	\$ 73,365	\$ 68,146	\$ 70,637	\$ 63,256	\$ 73,048	\$ 68,085	\$ 57,593	\$ 53,236	\$ 54,176	\$ 49,808	\$ 57,191	\$ 52,650	\$ 48,129	\$ 47,000	\$ 50,815	\$ 48,885	\$ 49,379	\$ 48,000	NR	NR	\$ 39,390	\$ 36,788	\$ 39,492	\$ 37,442	\$ 58,424	\$ 52,109	\$ 49,949	\$ 48,538	\$ 56,179	\$ 50,752	
Clayton State University	Nursing	NR	NR			NR	NR	\$ 64,051	\$ 64,000	\$ 67,000	\$ 67,000	\$ 64,641	\$ 64,000	\$ 59,374	\$ 59,374	\$ 55,531	\$ 57,000	\$ 56,629	\$ 57,000			\$ 50,833	\$ 51,000	\$ 50,833	\$ 51,000	\$ 62,492	\$ 64,000	\$ 55,239	\$ 55,655	\$ 58,141	\$ 57,000	
	Other	\$ 72,936	\$ 68,474			\$ 72,936	\$ 68,474	\$ 65,483	\$ 60,847	\$ 75,187	\$ 75,127	\$ 66,466	\$ 64,480	\$ 51,007	\$ 47,000	\$ 56,967	\$ 53,805	\$ 52,090	\$ 47,322	NR	NR	\$ 43,585	\$ 43,669	\$ 47,154	\$ 44,335	\$ 58,214	\$ 53,000	\$ 57,206	\$ 55,769	\$ 58,092	\$ 53,079	
Columbus State University	Nursing	NR	NR			NR	NR	\$ 61,597	\$ 61,597	\$ 55,067	\$ 57,860	\$ 56,000	\$ 58,740			\$ 52,987	\$ 52,755	\$ 52,987	\$ 52,755							\$ 70,646	\$ 68,630	\$ 54,027	\$ 54,220	\$ 57,350	\$ 56,460	
	Other	\$ 72,945	\$ 71,150	\$ 68,744	\$ 71,177	\$ 73,114	\$ 72,000	\$ 59,322	\$ 50,940	\$ 57,719	\$ 53,501	\$ 59,116	\$ 51,000	\$ 48,860	\$ 46,580	\$ 46,808	\$ 40,400	\$ 48,171	\$ 45,784	NR	NR	\$ 51,133	\$ 49,500	\$ 50,493	\$ 45,690	\$ 59,270	\$ 51,000	\$ 51,355	\$ 45,000	\$ 51,501	\$ 50,528	
Georgia College & State University	Nursing	NR	NR			NR	NR					\$ 56,292	\$ 56,292	\$ 55,253	\$ 54,007	\$ 50,815	\$ 48,885	\$ 55,402	\$ 54,831							\$ 59,164	\$ 58,679	\$ 55,253	\$ 54,007	\$ 55,835	\$ 55,000	
	Other	\$ 67,081	\$ 63,459	\$ 60,642	\$ 54,508	\$ 66,759	\$ 62,985	\$ 53,672	\$ 49,187	\$ 50,620	\$ 47,110	\$ 53,340	\$ 49,150	\$ 53,377	\$ 46,988	\$ 45,562	\$ 43,665	\$ 51,682	\$ 46,059	NR	NR	\$ 42,188	\$ 41,635	\$ 41,915	\$ 41,635	\$ 57,782	\$ 50,665	\$ 46,254	\$ 43,869	\$ 55,543	\$ 49,469	
Georgia Southwestern State University	Nursing	NR	NR			NR	NR					\$ 50,541	\$ 50,541	\$ 46,465	\$ 46,465	\$ 48,503	\$ 48,276															
	Other	\$ 71,517	\$ 67,228	NR	NR	\$ 71,335	\$ 67,917	\$ 57,514	\$ 54,035	\$ 50,090	\$ 48,417	\$ 56,372	\$ 53,622	\$ 50,555	\$ 45,329	\$ 47,566	\$ 44,000	\$ 49,439	\$ 44,870			\$ 45,261	\$ 42,149	\$ 43,787	\$ 40,000	\$ 58,480	\$ 54,989	\$ 47,715	\$ 44,332	\$ 55,362	\$ 50,384	
Kennesaw State University	Nursing	\$ 70,905	\$ 71,248			\$ 70,905	\$ 71,248	\$ 60,407	\$ 59,849			\$ 60,407	\$ 59,849	\$ 55,814	\$ 56,070	\$ 58,000	\$ 57,499	\$ 57,651	\$ 56,998	\$ 51,448	\$ 52,000	\$ 49,815	\$ 49,408	\$ 50,141	\$ 49,775	\$ 61,651	\$ 59,324	\$ 53,409	\$ 51,375	\$ 57,424	\$ 56,070	
	Other	\$ 79,446	\$ 74,317	\$ 63,951	\$ 64,917	\$ 78,883	\$ 73,096	\$ 65,112	\$ 62,781	\$ 57,996	\$ 54,836	\$ 64,284	\$ 56,718	\$ 56,685	\$ 50,130	\$ 47,392	\$ 45,240	\$ 55,640	\$ 50,000	\$ 46,763	\$ 41,800	\$ 45,363	\$ 41,800	\$ 45,224	\$ 41,800	\$ 64,283	\$ 55,478	\$ 48,320	\$ 45,000	\$ 60,926	\$ 53,040	
North Georgia College & State University	Nursing	NR	NR			NR	NR	\$ 59,419	\$ 61,640	\$ 63,225	\$ 61,923	\$ 61,322	\$ 61,782	\$ 50,617	\$ 50,617	\$ 49,252	\$ 47,500	\$ 49,094	\$ 47,500							\$ 64,217	\$ 61,790	\$ 54,064	\$ 50,385	\$ 55,076	\$ 51,121	
	Other	\$ 70,674	\$ 68,946			\$ 70,674	\$ 68,946	\$ 65,690	\$ 62,351	\$ 65,690		\$ 65,690	\$ 50,460	\$ 46,753	\$ 48,391	\$ 45,829	\$ 49,891	\$ 46,753								\$ 59,768	\$ 55,753	\$ 47,160	\$ 45,000	\$ 57,690	\$ 52,000	
University of West Georgia	Nursing	\$ 81,340	\$ 81,886			\$ 81,340	\$ 81,886					\$ 61,386	\$ 61,386	\$ 53,470	\$ 53,000	\$ 54,909	\$ 53,000									\$ 73,615	\$ 79,000	\$ 54,292	\$ 53,000	\$ 62,249	\$ 56,442	
	Other	\$ 73,476	\$ 70,448	\$ 60,380	\$ 60,246	\$ 73,408	\$ 68,867	\$ 57,485	\$ 53,727	\$ 52,173	\$ 52,642	\$ 56,971	\$ 53,625	\$ 50,901	\$ 47,500	\$ 48,871	\$ 45,000	\$ 50,680	\$ 47,810	\$ 50,649	\$ 46,000	\$ 41,214	\$ 40,000	\$ 42,781	\$ 40,310	\$ 58,001	\$ 51,783	\$ 45,296	\$ 42,000	\$ 55,622	\$ 50,000	
State Universities	Nursing	\$ 74,936	\$ 74,322			\$ 74,936	\$ 74,322	\$ 61,507	\$ 62,573	\$ 58,979	\$ 60,794	\$ 60,846	\$ 61,691	\$ 57,036	\$ 56,327	\$ 53,600	\$ 53,385	\$ 53,884	\$ 54,059	\$ 51,448	\$ 52,000	\$ 50,392	\$ 50,000	\$ 50,506	\$ 50,000	\$ 63,116	\$ 61,790	\$ 53,337	\$ 53,188	\$ 56,969	\$ 55,160	

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