CLEARING OBSTACLES IN THE RECRUITING PROCESS TO CREATE PATHWAYS FOR MORE DIVERSE APPLICANT POOLS: ONE SCHOOL’S STORY

2022 AACN BONUS CONFERENCE
APRIL 20, 2022
Overview

- Introduction
  - GW Nursing
  - My Background
- Faculty Data
- Faculty Recruitment: GW Nursing Case Studies
- Our Findings
- Questions/Comments
Professional Background

Faculty Affairs

- Recruitment
- Hiring
- Promotion & Tenure
- Faculty Recognition
- Faculty Data Management
GW SON Faculty Recruitment & Hiring

- Strategic planning of faculty hiring requests (1yr in advance)
- Drafting and posting position descriptions
- Working with Search Committees
  - Onboarding (Chair, Diversity Advocate, Committee Members)
  - Unconscious Bias Training
  - Scheduling Interviews
  - Managing applicant materials including evaluations
  - Communicating with applicants
- Processing hiring paperwork
National Faculty Data
AACN ’20–’21 Faculty Vacancy Survey

- N=884 (87%)
- Overall vacancy rate of 6.5%
- 52% of schools reported vacancies; 15% had no vacancies but needed more faculty
- 86% of vacancies were faculty positions requiring/preferring a doctoral degree
- 30% of full-time vacancies at the baccalaureate level of teaching
Reasons for Insufficient Faculty for BSN Programs (AACN 2021)

- Insufficient funds to hire new faculty (72%)
- Competition with other marketplaces for faculty (62%)
- Faculty retirements (38%)
- Lack of qualified faculty in geographical area (37%)
- Faculty resignations (33%)
Top Issues Related to Recruitment

(AACN 2021)

- Finding faculty with the right specialty mix (59%)
- Noncompetitive salaries (58%)
- Limited pool of doctorally-prepared faculty (49%)
- Finding faculty willing/able to teach clinical courses (27%)
- High faculty workload (21%)
Other Factor Contributing to the Faculty Shortage (AACN 2020)

- Aging Faculty
- Masters & doctoral programs not producing enough nurse faculty, though the number of graduates has increased exponentially since 2010:
  - Masters: ↑621%
  - DNP: ↑147%
  - Research Doctorate: ↑45%

<table>
<thead>
<tr>
<th>Graduates by Year</th>
<th>Masters</th>
<th>DNP</th>
<th>Research Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>19,134</td>
<td>1,188</td>
<td>456</td>
</tr>
<tr>
<td>2020</td>
<td>47,347</td>
<td>8,565</td>
<td>660</td>
</tr>
</tbody>
</table>
Total # of Minority Graduates in Baccalaureate and Graduate Nursing Education

2010-2019

AACN 2020
2012-2021 Graduate Data from HBCUs (AACN 2021)
Nurse Faculty By the Numbers

From AACN’s 2021 Annual Report:
- Full-Time Faculty: 22,140
- Part-Time Faculty: 30,002
- Only 18.8% of full-time nursing school faculty were from underrepresented populations, and only 7.2% are male.
- From 2011 to 2020, the percentage of Black nurse faculty increased from 6.4% to 8.7% (AACN 2020).
GW SON Faculty Data
GW SON FY19-FY22 Faculty Hiring

FY19-FY22 Hiring By Track

- Tenure Track: 7
  - 3 White, 2 Black/AfAm, 2 Asian,
- Non-Tenure Track: 5
  - 4 White, 1 Latinx
- Specialized Services: 11
  - 9 White, 1 Black/AfAm, 1 Asian
- Part-Time, Contractual: 2
  - 1 White, 1 Black/AfAm
- Visiting: 5
  - 3 White, 1 Black/AfAm, 1 Asian

Faculty Hires by Race/Ethnicity

- White
- Black/African American
- Asian
- Latinx
Current Demographics of Regular Faculty:
- 51 White (49FT, 9 PT)
- 6 Asian (5 FT, 1 PT)
- 7 Black (7 FT)
- 1 Latinx (FT)

61 Female (94%); 4 Male (6%)

Avg. age, Asst. Professor: 52
Avg. age, Assoc. Professor: 59
Avg. age, Professor: 59
Case Study#1: The PMHNP Search

Applicants should have the following:
(1) a doctorate in nursing by date of appointment;
(2) current certification as a PMHNP;
(3) eligibility for DC and VA RN and APRN licensure;
(4) 3 years online teaching experience with APRN students;
(5) recent clinical or leadership experience in the specialty area;
(6) Experience with simulation based learning; and
(7) evidence of ability to advance diversity, equity and inclusion efforts through teaching, research/scholarship and or service
Case Study#1: The PMHNP Search (cont.)

Candidate Pool:

- 7 Applicants system determined met requirements
  - 5 White, 1 Black/AfAm, 1 Asian
  - Committee determined Asian candidate did not qualify for preliminary interview based on their interpretation of the minimum requirements

- 3 Applicants system determined did not meet requirements
  - 1 applicant was Black/AfAm GW SON alum, highly regarded by faculty, but did not have 3 yrs of online teaching experience
Case Study#2: BSN Help Wanted

To be considered, please complete an online faculty application and upload the following documents:

(1) a cover letter;
(2) an updated CV;
(3) a statement of teaching interests (1-3 pages);
(4) three recent course evaluation summaries; and
(5) a one-page diversity statement that addresses how you can contribute to a culture of diversity, equity and inclusion through teaching, research/scholarship and/or service.
Case Study#2: BSN Help Wanted (cont.)

- 18 applicants: 17 met system requirements (one who didn’t was not a nurse)
  - 11 candidates invited for preliminary interviews (6 White, 4 Black/AfAm, 1 Asian)
  - 1 candidate (Black/AfAm), who was otherwise qualified, not invited to interview because she could not provide course evaluations
Creating Pathways

- A Good Dilemma: Faculty of color who were qualified to teach and who wanted to be a part of GW Nursing
  - Hired novice faculty into short-term lab position
    - Faculty gains paid professional teaching experience
    - Position can be renewed
    - Will have evaluations where she is listed as instructor of record
  - Used available line to hire faculty for a Visiting Professorship in PMHNP
    - Shortage of mental health providers of colors
    - Lack of these providers is a barrier to students of color seeking help
    - Visiting professorship available for up to 2 years, allows faculty to gain needed teaching experience
Creating Pathways (cont.)

- Ensure our position descriptions attract the broadest pool of qualified candidates. Some examples of changes in language in a tenure track post:
  - Old: Track record of external funding
    - New: Develop and/or maintain a funded program of research
  - Old: Successful track record of peer-reviewed publications.
    - New: Maintain an ongoing record of scholarly productivity including publications in nationally recognized journal
  - Old: Evidence of teaching excellence as demonstrated by course evaluation summaries.
    - New: Teach academic courses as assigned
Creating Pathways (cont.)

- Some examples of changes in language in an APRN posting:
  - **Old:** 3 years online teaching experience
  - **New:** Prior experience teaching at the college or university level
  - **Old:** Recent clinical or leadership experience in the specialty area
  - **New:** Relevant clinical experience in the specialty area

- Eliminated requirements:
  - Experience with simulation based learning
  - Evidence of teaching excellence as demonstrated by course evaluation summaries.
The Problem With Hiring For “Fit”
“Value Added” Hiring Framework

Look for faculty candidates who can add value by:

✓ Making unique contributions to the student experience in and outside of the classroom
✓ Actively engaging in behaviors that support a healthy, respectful working environment for faculty and staff colleagues
✓ Enhancing and/or expanding the school’s teaching, service and scholarship missions
✓ Advancing and thriving professionally within your institution
Our Findings

- Baccalaureate level teaching positions represent an immediate opportunity to recruit more diverse faculty
- Partnerships with HBCUs are an untapped opportunity
- Position descriptions should be examined to insure minimum requirements are not creating barriers to recruiting diverse faculty
- Holistic review of all applicants should be routinely conducted to identify alternative opportunities for creating pathways for promising faculty of color
- Move from ethos of hiring for “fit” to hiring for “value added”
References

• American Association of Colleges of Nursing Special Survey on Vacant Faculty Positions for Academic Year 2020-2021, 2020.
• American Association of Colleges of Nursing Student Diversity Data for HBCUs, 2021.
• American Association of Colleges of Nursing Data Spotlight: Trends in Black/African American Nursing Graduates and Faculty, 2021.
thank you!