

SPECIAL SURVEY ON VACANT FACULTY POSITIONS FOR ACADEMIC YEAR 2015-2016

Yan Li, MA, Research Coordinator

David C. Stauffer, Research Assistant

Di Fang, PhD, Director of Research and Data Services



2015-2016 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. This year, the survey was sent to 977 schools.

Survey Response Rate

Overall – 75.8%

Member – 82.6%

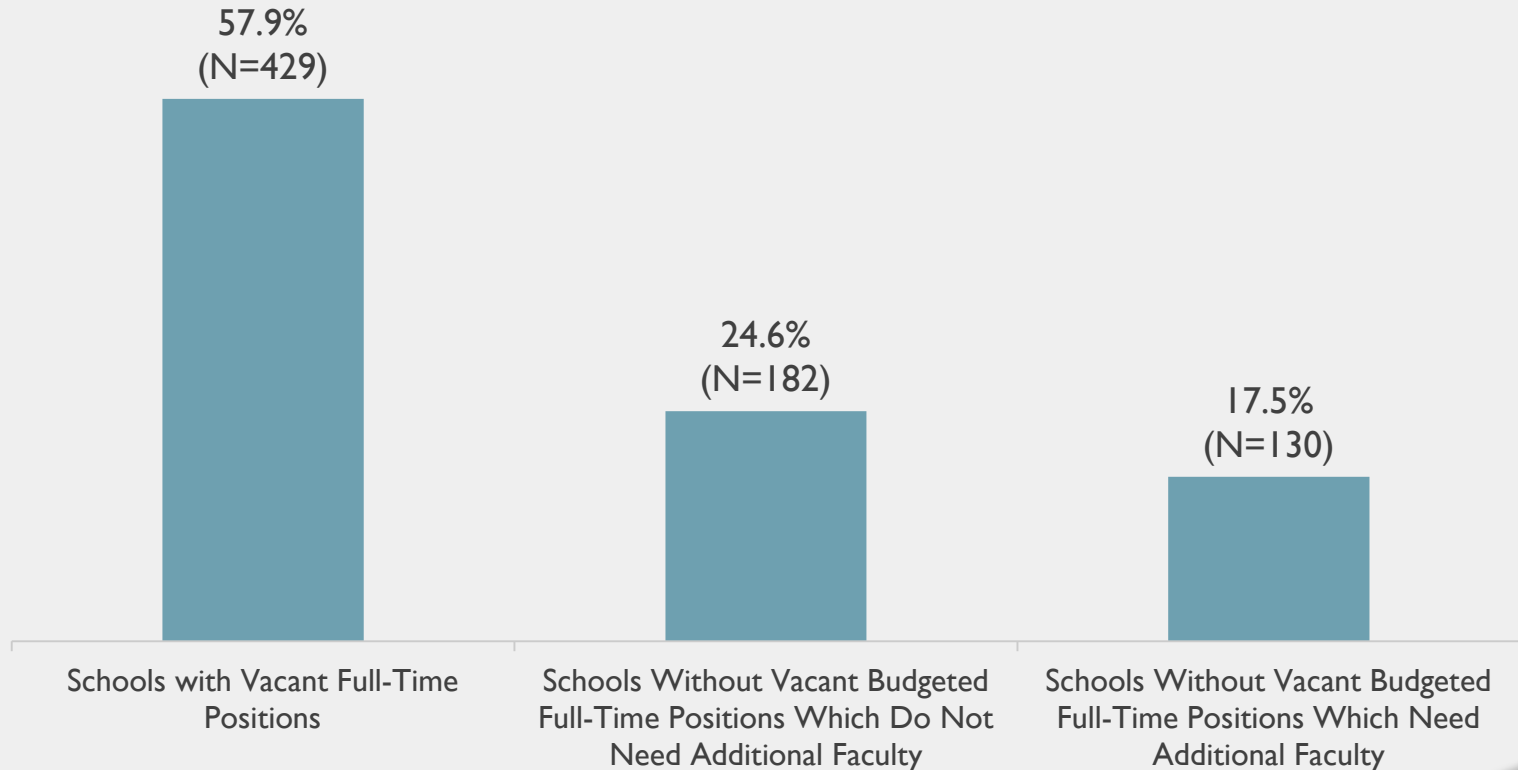
Non-Member – 47.6%

Number and Percent of Filled Full-Time Positions and Vacancies for Academic Year 2015-2016

Number of Schools Responding: 741
(651 or 82.6% of AACN Member Schools)

- Total Number of Full-Time Budgeted Positions: 18,511
- Total Number of Full-Time Vacancies: 1,328 (7.1%)
- Total Number of Filled Full-Time Positions: 17,183 (92.9%)
- Mean Number of Full-Time Vacancies: 3.1 per school
- Range of Number of Full-Time Vacancies: 1 to 26
- Number of Schools with No Full-Time Vacancies, But NEED Additional Faculty: 130
- Number of Schools with No Full-Time Vacancies, That Do NOT Need Additional Faculty: 182

Number and Percent of Schools With and Without Vacant Full-Time Positions for Academic Year 2015-2016

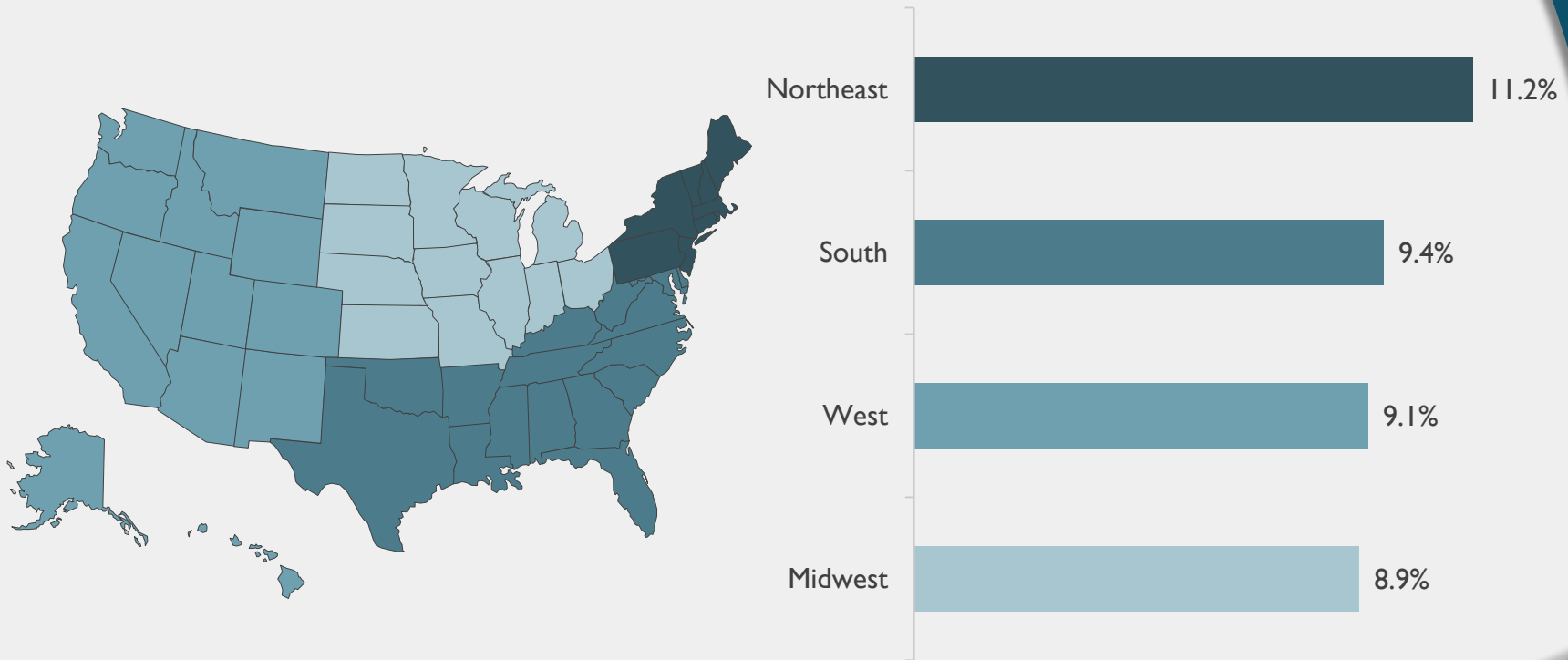


Number and Percent of Full-Time Vacancies for Academic Year 2015-2016

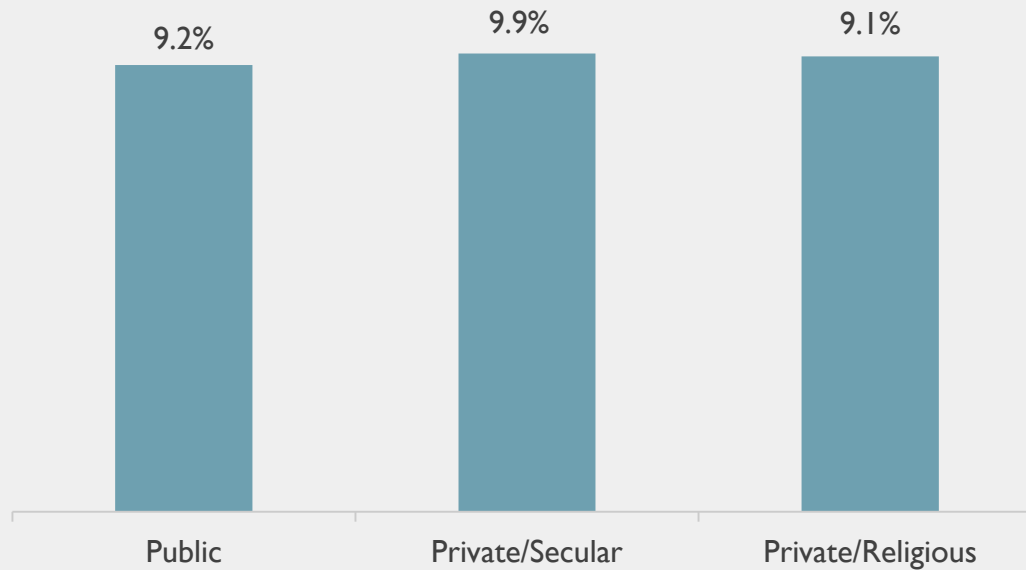
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- Schools with reported full-time vacancies: 429 (57.9%)
- Schools not reporting full-time vacancies: 312 (42.3%)
- Vacancy rate for schools which reported having full-time vacancies: 9.6%

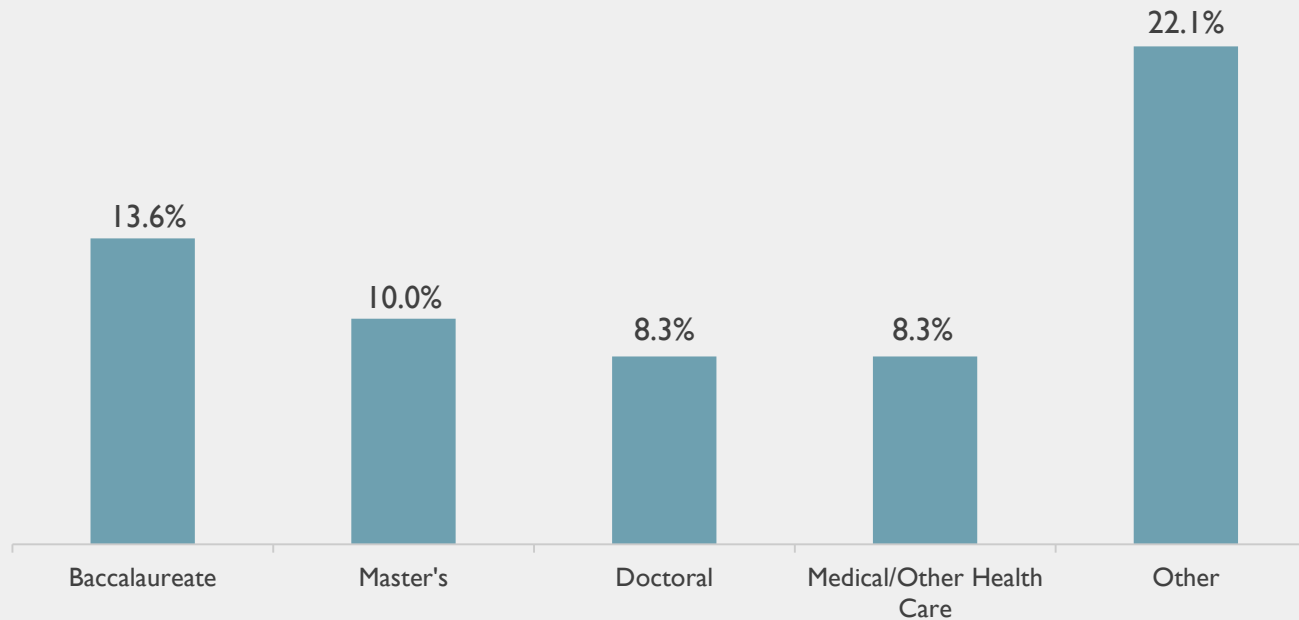
Full-Time Vacancy Rates by Region in Schools Reporting Vacancies for Academic Year 2015-2016



Full-Time Vacancy Rates by Institutional Type in Schools Reporting Vacancies for Academic Year 2015-2016

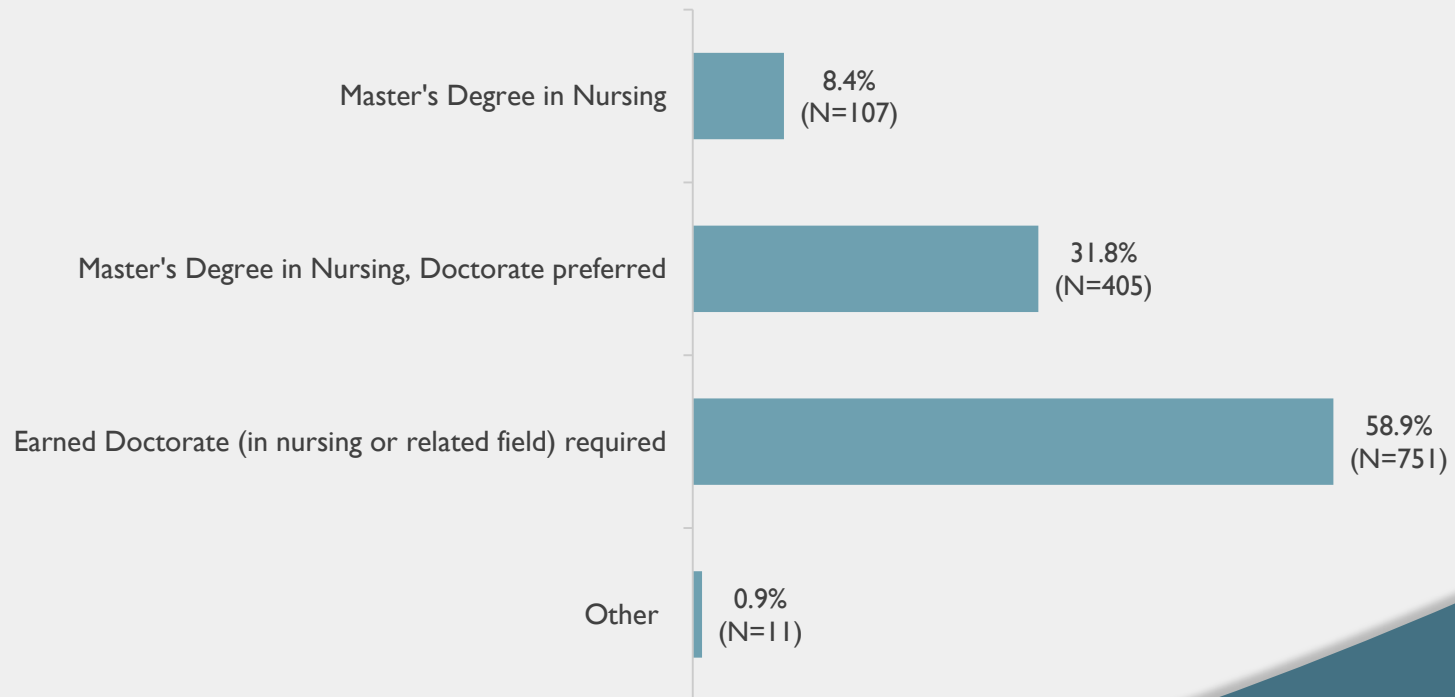


Full-Time Vacancy Rates by Carnegie Classifications in Schools Reporting Vacancies for Academic Year 2015-2016



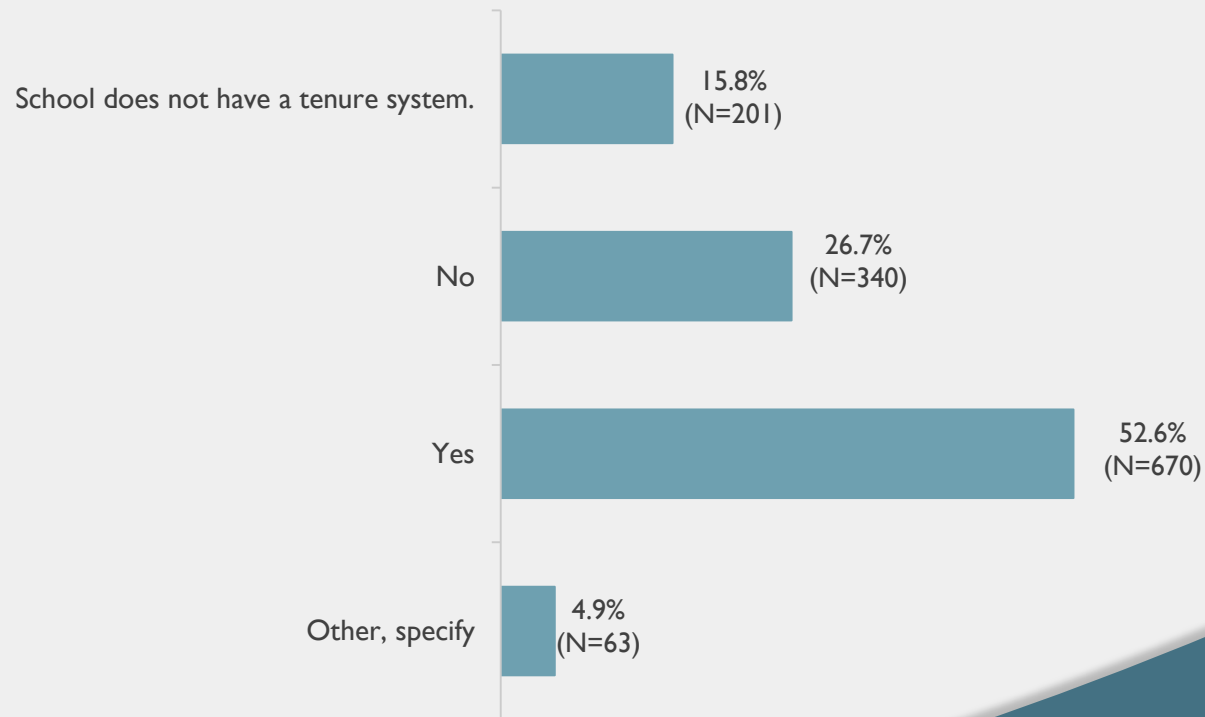
Selected Characteristics of Full-Time Vacant Faculty Positions for Academic Year 2015-2016

Degree Requirements (Valid N=1,274)



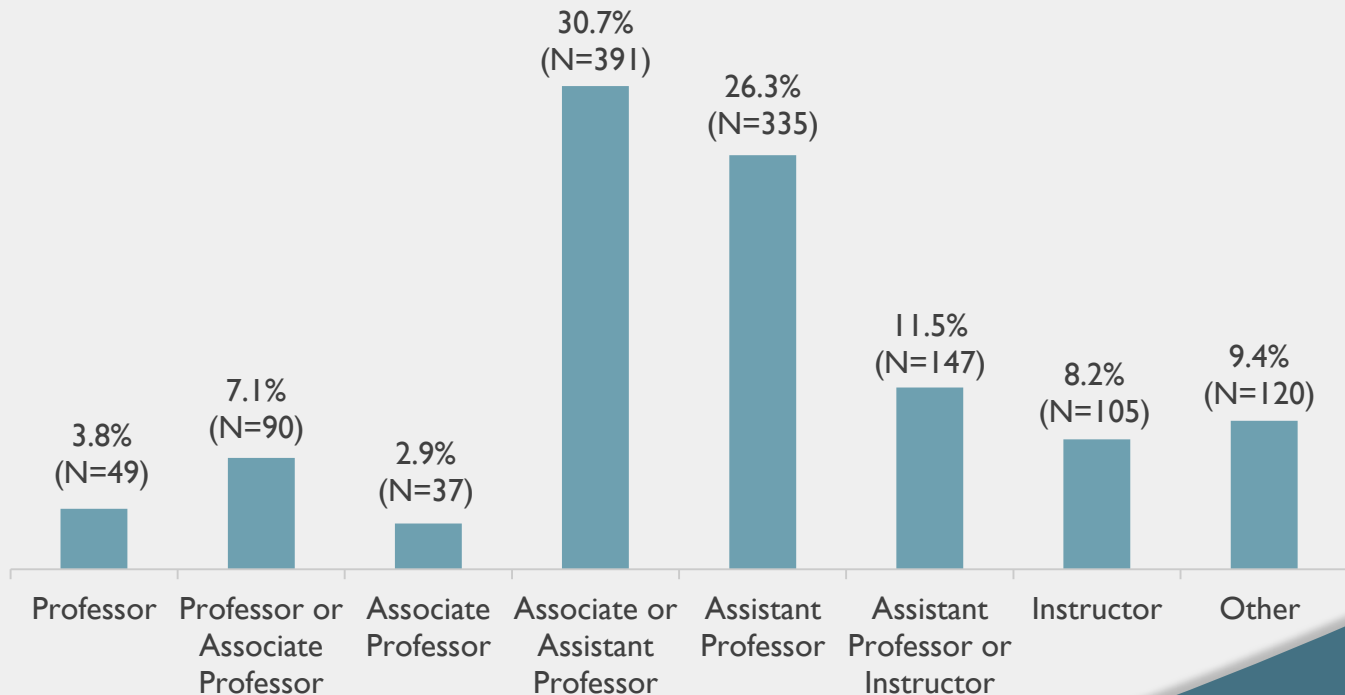
Selected Characteristics of Full-Time Vacant Faculty Positions for Academic Year 2015-2016

Tenure Track (Valid N=1,274)



Selected Characteristics of Full-Time Vacant Faculty Positions for Academic Year 2015-2016

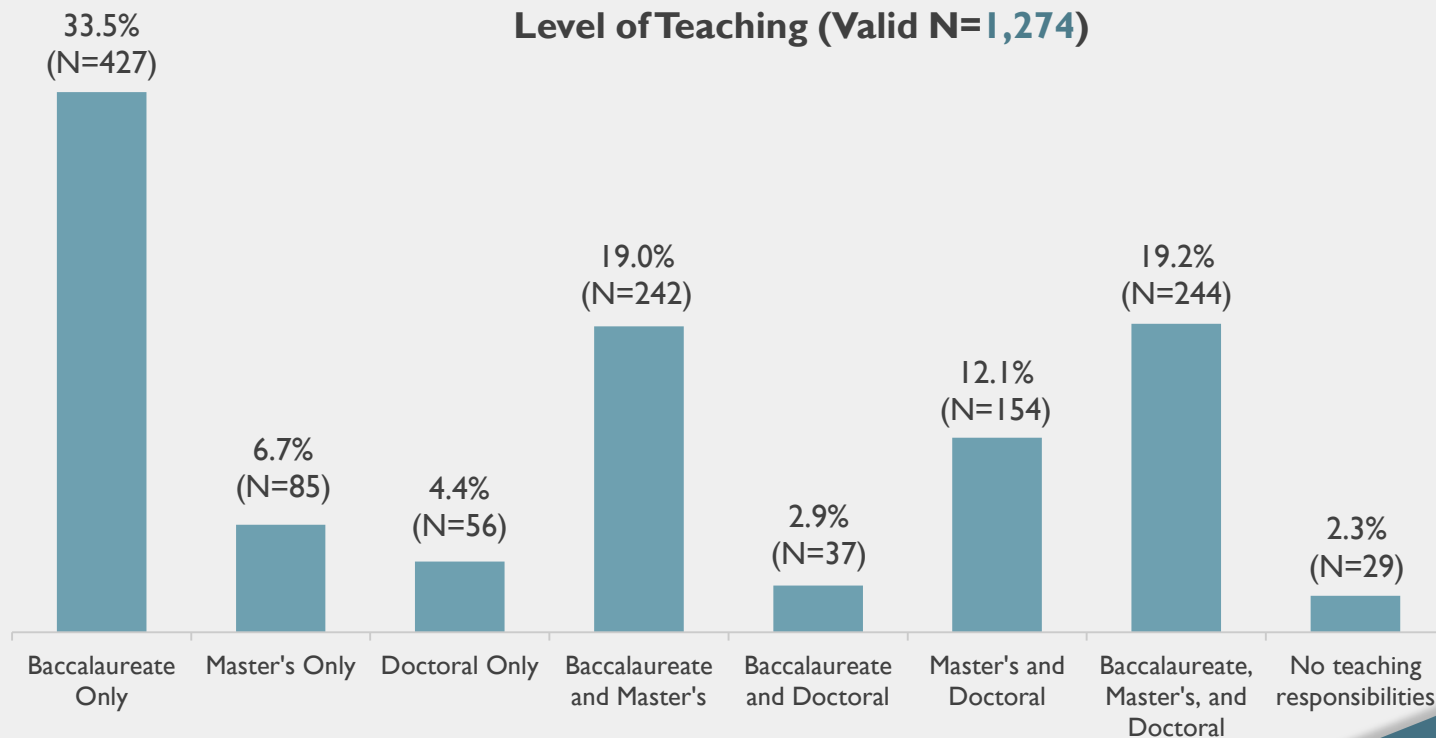
Incoming Level of Appointment (Valid N=1,274)



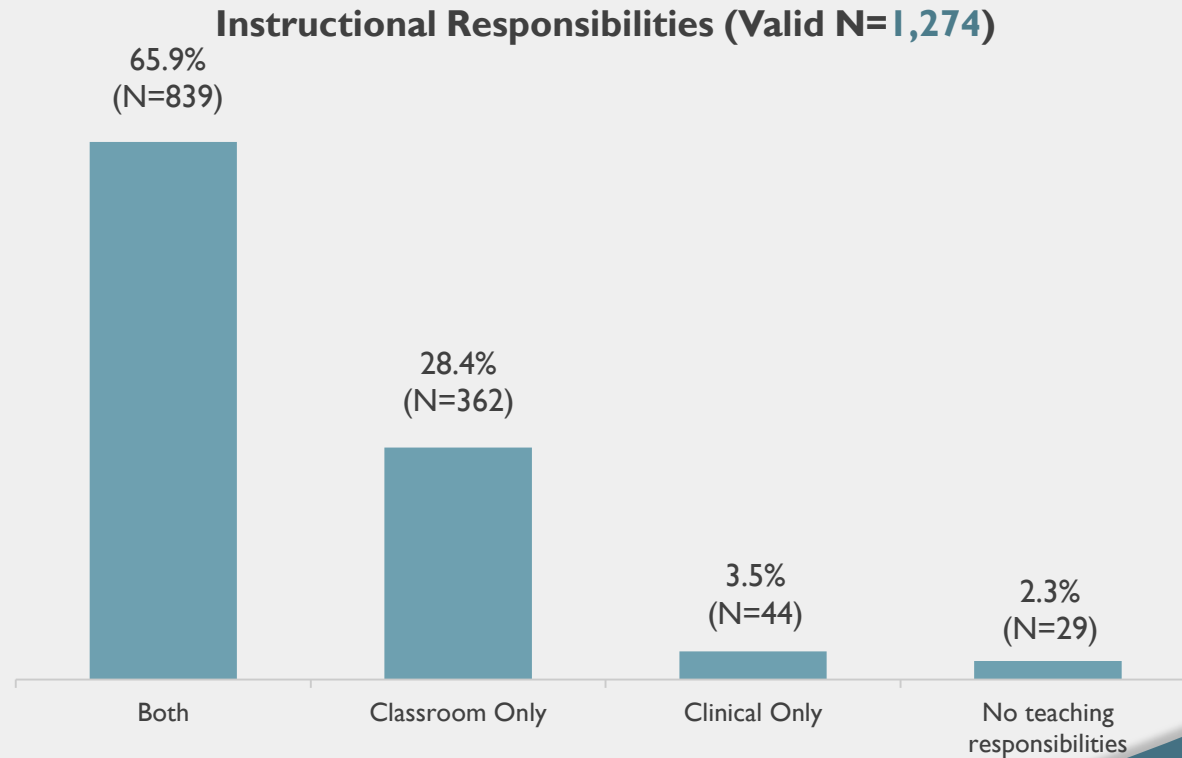
Only 12% of vacant full-time positions had 50 percent or more of one's effort devoted to administrative responsibilities.



Selected Characteristics of Full-Time Vacant Faculty Positions for Academic Year 2015-2016



Selected Characteristics of Full-Time Vacant Faculty Positions for Academic Year 2015-2016



Major Barriers to Hiring Additional Full-Time Faculty for Academic Year 2015-2016

For schools with no vacancies which need additional full-time faculty (Valid N=130)

- ⦿ Insufficient funds to hire new faculty (65.4%)
- ⦿ Unwillingness of administration to commit to additional full-time positions (53.1%)
- ⦿ Inability to recruit qualified faculty because of competition for jobs with other marketplaces (36.2%)
- ⦿ Qualified applicants for faculty positions are unavailable in our geographic area (22.3%)

Top Issues Related to Faculty Recruitment for Academic Year 2015-2016

- ⦿ Limited pool of doctorally prepared faculty (67.6%)
- ⦿ Finding faculty with the right specialty mix (63.8%)
- ⦿ Noncompetitive salaries (60.1%)
- ⦿ Finding faculty willing/able to teach clinical courses (27.8%)
- ⦿ High faculty workload (26.2%)
- ⦿ Finding faculty willing/able to conduct research (22.4%)

Most Critical Issue Schools Reported Related to Faculty Recruitment for Academic Year 2015-2016

- ⦿ Noncompetitive salaries (30.5%)
- ⦿ Limited pool of doctorally prepared faculty (29.6%)
- ⦿ Finding faculty with the right specialty mix (20.8%)
- ⦿ Finding faculty willing/able to conduct research (5.0%)
- ⦿ Finding faculty willing/able to teach clinical courses (3.9%)
- ⦿ High faculty workload (2.4%)

Other Critical Issues Noted by Nursing Schools Regarding Faculty Recruitment

- ⦿ Religious institutions have difficulty finding new staff members with the same religious affiliation as the institution
- ⦿ Schools in rural areas had difficulty finding faculty or providing sufficient incentives for staff to relocate
- ⦿ Several schools noted that, above and beyond general salary competitiveness, they had a particular difficulty hiring DNP/FNP into faculty roles due to high practitioner salaries