



Report from Like Schools 2016 Spring Annual Meeting

Group: *Private Colleges/Universities without an AHC*

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Agenda: Discussion centering on three questions regarding diversity and inclusion.

1. What should AACN's priorities be related to promoting diversity and inclusion within academic nursing?
 - a. Sharing diversity and inclusion statement with practice partners and patients.
 - b. Schools define for themselves what attributes they want related to the mission statement of the college/university.
 - c. AACN should continue to provide data.
 - d. Attention should be paid to faculty and dean diversity.
 - e. AACN share outcomes from holistic admissions meetings.
2. What barriers exist to creating a more inclusive community?
 - a. NCLEX pass rate: insistence on first-time pass rates.
 - b. Resources to support students.
3. What information and resources do you need to support diversity and inclusion efforts at your school?
 - a. Faculty development: modules online for faculty development.
 - b. Share resources with practice partners as well.

Additional Notes

1. Faculty Shortage
 - a. Request for AACN to provide expectations of faculty document.
 - b. How to engage online faculty:
 - Place section on AACN web site for new faculty resources, videos, resources, culture; orientation is now available electronically.
 - Clinician to academic role transition, salary differentials, 50/50 faculty practice example.
 - Team teaching in courses helps.
 - Add associate dean for academic nursing; teaching tips
 - Mentor program to show them the ropes

- Temporary positions to try it out.
- All university and college meetings broadcast live, virtual attendance, lack of day-to-day engagement.
- Challenge of being a business in multiple states, workman's comp, taxes in states, HR staff limited.
- Must meet accreditation criteria for full time faculty.
- Allow practice personnel to keep their salary.
- Set up meetings on same day of week; create structure.

2. Faculty Scholarship

- a. Rigorous mid-tenure review process to review individuals.
- b. Make faculty requirements more clear; match practice salaries.
- c. "Round peg in square hole" – nursing, college of arts and sciences; contract lines not supported by policies; want to dialog about nursing scholarship by performing in ways not previously codified. Tenured faculty have weight, others do not; system does not work, let's think differently.
- d. Look at medical community to see what they are doing.
- e. Each school defines scholarship for itself; used each year to evaluate faculty.

3. Manatt Report

- a. Academic Practice Partnership definitions: does this apply to those not affiliated with AHC?
- b. Strategies that help everyone.
- c. Board members explained how the work was commissioned; face same issues; exemplar in report of small schools.