SPECIAL SURVEY ON VACANT FACULTY POSITIONS FOR ACADEMIC YEAR 2021-2022

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EXECUTIVE SUMMARY

» 2021 Response Rate: **88.3% (935 schools)**

» Vacancy Rate increased from 2020 to 2021
  - 2021 Overall Vacancy Rate: **8%**
    - 2020 rate: **6.5%**
  - 2021 Vacancy Rate for schools reporting vacancies **10.2%**
    - 2020 rate: **9.1%**

» **84.4%** of vacancies required or preferred a doctoral degree

» Most common issues schools reported related to faculty recruitment were noncompetitive salaries (586 schools, **62.7%**) and finding faculty with the right specialty mix (580 schools, **62%**)
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 1,059 schools.

Survey Response Rate
Overall Respondents: 935 (88.3%)
Member: 778 (93.7%)
Non-Member: 157 (72.4%)
NUMBER AND PERCENT OF FILLED FULL-TIME POSITIONS AND VACANCIES FOR ACADEMIC YEAR 2021-2022

Number of Schools Responding: 935
(778 or 83.2% are AACN Member Schools)

» Total Number of Full-Time Budgeted Positions: 24,539
» Total Number of Full-Time Vacancies: 1,965 (8%)
» Total Number of Filled Full-Time Positions: 22,574 (92%)
» Mean Number of Full-Time Vacancies: 2.10 per school, 3.41 per school reporting vacancies
» Range of Number of Full-Time Vacancies: 1 to 31
» Number of Schools with No Full-Time Vacancies, but NEED Additional Faculty: 118
» Number of Schools with No Full-Time Vacancies that Do NOT Need Additional Faculty: 241
NUMBER AND PERCENT OF SCHOOLS WITH AND WITHOUT VACANT FULL-TIME POSITIONS FOR ACADEMIC YEAR 2021-2022

- Schools with Vacant Full-Time Positions: 61.6% (N=576)
- Schools without Vacant Full-Time Positions That Do Not Need Additional Faculty: 25.8% (N=241)
- Schools without Vacant Full-Time Positions That Need Additional Faculty: 12.6% (N=118)
NUMBER AND PERCENT OF FULL-TIME VACANCIES FOR ACADEMIC YEAR 2021-2022

Number of Schools Responding: 935
(778 or 83.2% are of AACN Member Schools)

» Schools with reported full-time vacancies: 576 (61.6%)
» Schools not reporting full-time vacancies: 359 (38.4%)
» Vacancy rate for schools which reported having full-time vacancies: 10.2%
FULL-TIME VACANCY RATES BY REGION IN SCHOOLS REPORTING VACANCIES FOR ACADEMIC YEAR 2021-2022

- West: 9.0%
- North Atlantic: 8.3%
- South: 8.1%
- Midwest: 7.0%
FULL-TIME VACANCY RATES BY INSTITUTIONAL TYPE IN SCHOOLS REPORTING VACANCIES FOR ACADEMIC YEAR 2021-2022

- Public: 8.32%
- Private/Secular: 8.26%
- Private/Religious: 7.07%
FULL-TIME VACANCY RATES BY CARNEGIE CLASSIFICATION IN SCHOOLS REPORTING VACANCIES FOR ACADEMIC YEAR 2021-2022

- Baccalaureate: 7.3%
- Master's: 7.6%
- Doctoral: 7.9%
- Medical/Other Health Care: 9.0%
- Other: 11.9%
SELECTED CHARACTERISTICS OF FULL-TIME VACANT FACULTY POSITIONS FOR ACADEMIC YEAR 2021-2022

Degree Requirements (Valid N=1,965)

- Earned Doctoral Degree (in nursing or related field) required: 49.6% (N=975)
- Master's Degree in Nursing Required, Doctoral preferred: 34.8% (N=684)
- Master's Degree in Nursing: 13.4% (N=263)
- Other: 2.2% (N=43)
SELECTED CHARACTERISTICS OF FULL-TIME VACANT FACULTY POSITIONS FOR ACADEMIC YEAR 2021-2022

Tenure Track (Valid N=1,965)

- Yes: 37.4% (N=734)
- No: 37.3% (N=733)
- School Does Not Have Tenure System: 22.6% (N=445)
- Other: 2.7% (N=53)
17.5% 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 2021-2022

Level of Teaching (Valid N=1,965)

- Baccalaureate Only: 34.3% (N=674)
- Master's Only: 9.5% (N=186)
- Doctoral Only: 6.9% (N=136)
- Baccalaureate and Master's: 14.7% (N=288)
- Baccalaureate and Doctoral: 3.9% (N=77)
- Master's and Doctoral: 9.8% (N=193)
- Baccalaureate, Master's, and Doctoral: 16.9% (N=333)
- No Teaching Responsibilities: 1.4% (N=27)
- Other: 2.6% (N=51)
SELECTED CHARACTERISTICS OF FULL-TIME VACANT FACULTY POSITIONS FOR ACADEMIC YEAR 2021-2022

Instructional Responsibilities (Valid N=1,965)

- Classroom Only: 21.9% (N=430)
- Clinical Only: 4.7% (N=92)
- Classroom and Clinical: 71.5% (N=1,404)
- No Teaching Responsibilities: 1.4% (N=27)
- Other: 0.6% (N=12)
MAJOR BARRIERS TO HIRING ADDITIONAL FULL-TIME FACULTY FOR ACADEMIC YEAR 2021-2022

For schools which need additional full-time faculty but have no vacancies (Valid N=118)

<table>
<thead>
<tr>
<th>Reason for Having No Budgeted Faculty Vacancies</th>
<th>Percent/Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient funds to hire new faculty</td>
<td>64.4% (N=76)</td>
</tr>
<tr>
<td>Unwillingness of administration to commit to additional full-time positions</td>
<td>47.5% (N=56)</td>
</tr>
<tr>
<td>Inability to recruit qualified faculty because of competition for jobs with other marketplaces</td>
<td>34.8% (N=41)</td>
</tr>
<tr>
<td>Qualified applicants for faculty positions are unavailable in our geographic area</td>
<td>16.9% (N=20)</td>
</tr>
<tr>
<td>Other</td>
<td>24.6% (N=29)</td>
</tr>
</tbody>
</table>
## TOP ISSUES RELATED TO FACULTY RECRUITMENT FOR ACADEMIC YEAR 2021-2022

<table>
<thead>
<tr>
<th>Issue Related to Faculty Recruitment</th>
<th>Percent/Number</th>
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<tbody>
<tr>
<td>Noncompetitive salaries</td>
<td>62.7% (N=586)</td>
</tr>
<tr>
<td>Finding faculty with the right specialty mix</td>
<td>62.0% (N=580)</td>
</tr>
<tr>
<td>Limited pool of doctorally-prepared faculty</td>
<td>49.5% (N=463)</td>
</tr>
<tr>
<td>Finding faculty willing/able to teach clinical courses</td>
<td>33.4% (N=312)</td>
</tr>
<tr>
<td>High faculty workload</td>
<td>24.5% (N=229)</td>
</tr>
<tr>
<td>Other</td>
<td>16.8% (N=157)</td>
</tr>
<tr>
<td>Finding faculty willing/able to conduct research</td>
<td>16.5% (N=154)</td>
</tr>
</tbody>
</table>
### MOST CRITICAL ISSUES SCHOOLS REPORTED RELATED TO FACULTY RECRUITMENT FOR ACADEMIC YEAR 2021-2022

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<th>Most Critical Issue Related to Faculty Recruitment</th>
<th>Percent/Number</th>
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<tr>
<td>Noncompetitive salaries</td>
<td>36.0% (N=337)</td>
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<tr>
<td>Finding faculty with the right specialty mix</td>
<td>22.4% (N=209)</td>
</tr>
<tr>
<td>Limited pool of doctorally-prepared faculty</td>
<td>17.2% (N=161)</td>
</tr>
<tr>
<td>Other</td>
<td>9.8% (N=92)</td>
</tr>
<tr>
<td>Finding faculty willing/able to teach clinical courses</td>
<td>7.3% (N=68)</td>
</tr>
<tr>
<td>Finding faculty willing/able to conduct research</td>
<td>3.7% (N=35)</td>
</tr>
<tr>
<td>High faculty workload</td>
<td>3.5% (N=33)</td>
</tr>
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</table>
OTHER CRITICAL ISSUES NOTED BY NURSING SCHOOLS REGARDING FACULTY RECRUITMENT

» Challenging geographic area (e.g., rural area, area with high cost of living)
» Non-competitive salaries compared to nursing practice
» Institutional budget cuts/restrictions
» Finding faculty who fit school’s culture
» Recruiting candidates from historically underrepresented populations