Session Number : T256
Strategies For Targeted Recruitment: Diversifying Applicants to Meet Workforce Demands

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Objectives

At the conclusion of this session, participants will be able to:

1) Discuss the different institutional definitions of diversity.

2) Define the underrepresented minorities and medically underserved populations served by individual programs.

3) Analyze the demographics of the PA profession in conjunction with current workforce demands.

4) Identify specific targeted recruitment strategies to be used in PA Programs.

5) Advocate for targeted recruitment to be incorporated into the existing schema of their respective programs.
Why Targeted Recruitment?

➢ It “shows good faith efforts to help the campus achieve its affirmative action objectives through outreach to underutilized groups... to ensure their representation in the applicant pool.”

➢ The cultural competence and makeup of the future workforce will either reduce or perpetuate health disparities...

➢ “…It is critical that schools include LGBT students...who bring enriching experiences and perspectives” that enhance the overall educational experience.

➢ Racial/ethnic minorities entering health professions provide a disproportionate quantity of health services to minorities, the underserved and poor and are more likely to practice in federally designated MUA’s or HPSA’s.
Can Workforce Demands Be Met Through Targeted Recruitment?

**PROBLEM:**

WORKFORCE DEMANDS

➢ CHANGING
➢ INCREASING

**OPPORTUNITY:**

MEET DEMAND BY STRATEGIC, TARGETED RECRUITMENT
Targeting Diversity –

Diversity defined…

All the ways in which people differ, including innate characteristics (such as age, race, gender, national origin, mental or physical abilities and sexual orientation)

AND

Acquired characteristics (such as education, socioeconomic status, religion, work experience, language skills, cultural values, geographic location, family status, organizational level, work style, philosophical and intellectual perspectives, etc.)
Diversity defined – The Controversy

 ➢ Watering down definition
   ➢ *If it means everything, it actually means nothing*
 ➢ Words do matter
 ➢ Intersectionality
   ➢ *Why is everything about race vs. minimizing race/ethnicity*
 ➢ Generational changes with diversity
 ➢ Normative presumptions of privilege
Why Diversity In The Workforce Is Valued.\textsuperscript{11-15}

➢ “Today’s workforce and the workforce of the future will be enriched...”\textsuperscript{11}

➢ Programs become innovative, problem solving is more effective... errors are avoided...new perspectives are offered for success.\textsuperscript{12}

➢ ...To improve quality and accessibility of health care.\textsuperscript{13}

➢ Populations disproportionately suffer, lack access and utilization of preventative health services when the healthcare workforce is smaller,\textsuperscript{14} such as seen in rural and economically disadvantaged communities.

➢ URM\textsuperscript{s} are significantly more likely to practice in primary care and...areas federally designated as medically underserved.\textsuperscript{15}
## US Population Demographics 16-23

<table>
<thead>
<tr>
<th></th>
<th>PA’s</th>
<th>Physicians</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>93,098</td>
<td>767,100</td>
<td>321,500,441</td>
</tr>
<tr>
<td><strong>African American/Black</strong></td>
<td>2.9%</td>
<td>4.1%</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>5.1%</td>
<td>4.4%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>0.5%</td>
<td>0.4%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Mature (Age 35-64)</strong></td>
<td>56.6%</td>
<td>66.67%</td>
<td>39.7%</td>
</tr>
<tr>
<td><strong>LGBT</strong></td>
<td>unknown</td>
<td>unknown</td>
<td>2.3%</td>
</tr>
<tr>
<td><strong>Rural Practice Setting</strong></td>
<td>15.6%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Category</td>
<td>2013-14</td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Total Applicants</td>
<td>21730</td>
<td>22997</td>
<td></td>
</tr>
<tr>
<td>URM (Racial/Ethnic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>6.15%</td>
<td>6.06%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9.54%</td>
<td>9.66%</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>0.33%</td>
<td>0.21%</td>
<td></td>
</tr>
<tr>
<td>Mature (Age 35-64)</td>
<td>8.52%</td>
<td>7.91%</td>
<td></td>
</tr>
<tr>
<td>LGBT</td>
<td>No data</td>
<td>No data</td>
<td></td>
</tr>
<tr>
<td>Environmentally Disadvantaged * (family lives in HSA)</td>
<td>No data</td>
<td>10.22%</td>
<td></td>
</tr>
</tbody>
</table>
### Ethnicity and Race

**Race:** Applicants may report more than one race.

<table>
<thead>
<tr>
<th></th>
<th>Applicant</th>
<th>Matriculant</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian, Alaskan</td>
<td>.33%</td>
<td>.21%</td>
</tr>
<tr>
<td>Asian</td>
<td>11.78%</td>
<td>8.23%</td>
</tr>
<tr>
<td>Black, African American</td>
<td>6.15%</td>
<td>2.83%</td>
</tr>
<tr>
<td>Native Hawaiian, Other Pac Islander</td>
<td>.09%</td>
<td>.08%</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>3.15%</td>
<td>2.78%</td>
</tr>
<tr>
<td>Hispanic, Latino</td>
<td>9.54%</td>
<td>7.35%</td>
</tr>
<tr>
<td>White</td>
<td>65.64%</td>
<td>75.17%</td>
</tr>
</tbody>
</table>

**Percent White**

- Applicant: 77.8%, 77.2%, 76.4%, 73.4%, 74.8%
- Matriculant: 69.1%, 64.9%, 65.5%, 66.5%, 66.1%

*Data for 2010 and beyond reflects applicants/matriculants that selected "White" only.*
Targeted Recruitment Goals Should Include:

- Strategic Planning - link to your Institutional Mission
- Setting specific, quantifiable goals
- Identifying specific population(s)
- Presenting a relevant message to the applicant
- Establishing partnerships with those who influence your targeted applicant
- An Evaluation plan
<table>
<thead>
<tr>
<th><strong>Who are the targeted groups underrepresented in your program?</strong></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>How does targeted recruitment help meet the mission of your program/institution?</strong></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Who are the key stakeholders and allies needed to support targeted recruitment?</strong></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>What targeted recruitment strategies will you use in your program?</strong></th>
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</thead>
<tbody>
<tr>
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<td>2.</td>
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<td>3.</td>
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<table>
<thead>
<tr>
<th><strong>What challenges do you anticipate?</strong></th>
<th><strong>How will you address the challenges?</strong></th>
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<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
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Barriers To Targeted Recruitment

➢ Institutional
  ➢ Predominately White Institution vs. Minority Serving Institutions
  ➢ Diversity of faculty to serve as mentors, models, and recruiters
  ➢ Academic climate/culture
  ➢ Institutional Resources

➢ Legal/Policy
  ➢ Affirmative Action
  ➢ Admissions process
Barriers To Targeted Recruitment 27-32

- **Community**
  - Meaningful partnerships

- **Individual**
  - Educational preparation (standardized tests, GPA, science scores)
  - Indivisibility/Identity
  - Accessibility
  - Competing priorities
Strategies For Targeted Recruitment

➢ Using URM recruiters & former students with backgrounds comparable to targeted potential candidate

➢ Supplement existing entrance exams with:  
  ➢ Use of Situational judgement tests  
  ➢ Assessments of personal qualities and interpersonal skills  
  ➢ Assessments of executive functioning - cognitive tasks in simulated scenarios

➢ Forging state collaborations
Strategies For Targeted Recruitment

➢ **Education Pipeline programs** 35
   ➢ Enrichment programs in math and science
   ➢ Pre-health career prep / Pre-matriculation interventions
   ➢ Summer research programs
   ➢ School partnerships and faculty enrichment
   ➢ Health disparity course 36

➢ Provide support groups for students other than URM (based on sexual orientation, etc.) 37

➢ Offer financial aid support (grants/scholarships/loans/URM awards) 37
References


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