

Mentoring and Departmental Support to Improve Recruitment and Retention of Minority Faculty

Bimbola F. Akintade PhD, MBA, MHA, ACNP-BC, NEA-BC, FAANP



Problem/Question

- A highly skilled, compassionate and diverse workforce requires nurse educators to play a significant role. **However, in nursing education, minorities are significantly underrepresented.**
- Does the University of Maryland School of Nursing (UMSON) have an intentional and innovative program in place to mentor and support minority faculty to improve recruitment and retention?

Background

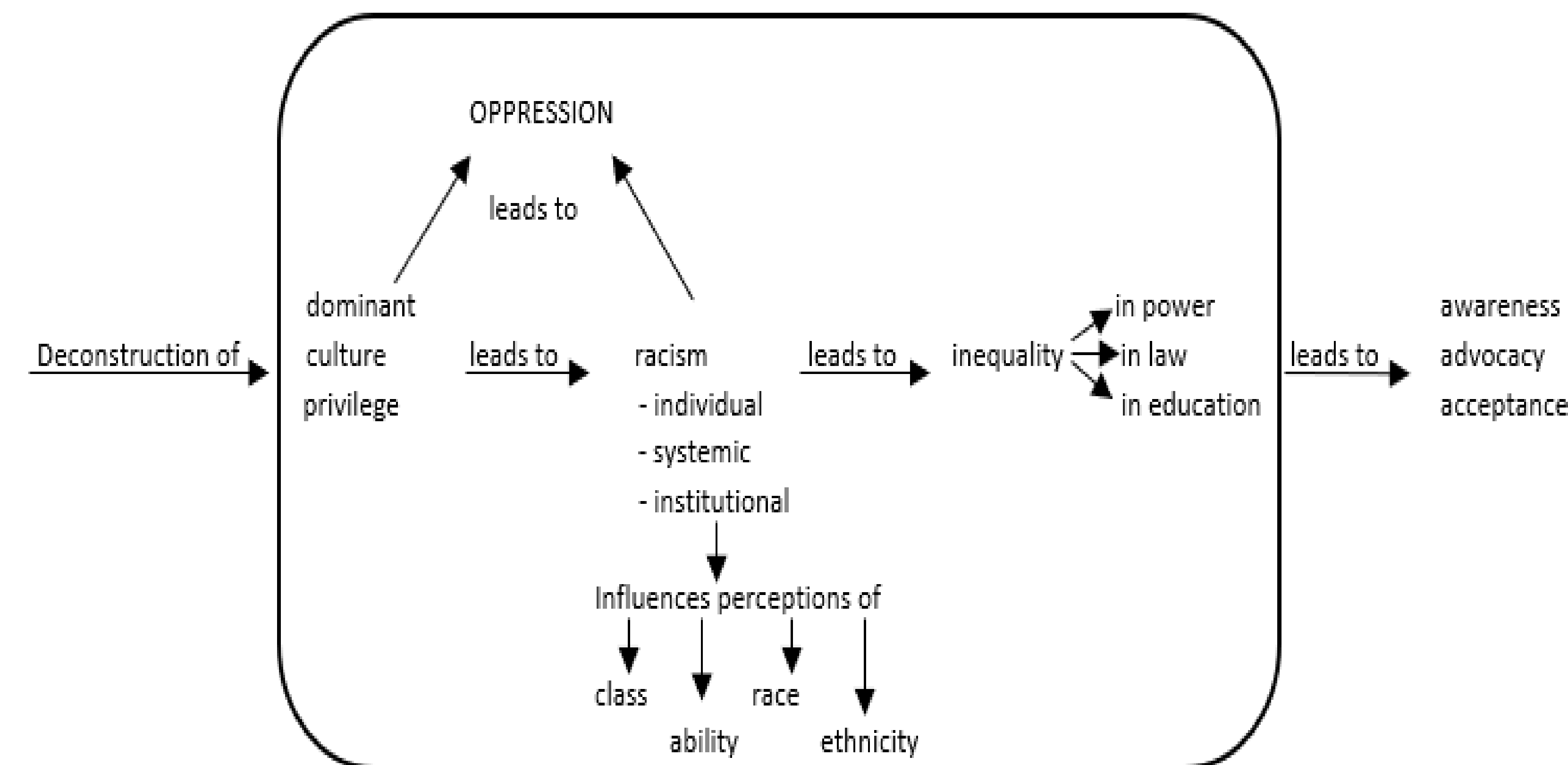
- The US population is becoming older and more racially/ethnically diverse and will likely become a majority-minority nation in 2043.
- To improve the likelihood that healthcare systems provide culturally competent care, the demographics of the nursing workforce would mirror the patient population it serves.
- Some reasons for a decrease in minority educators in nursing include an aging population, nurse retirements, lack of support, mentorship and advancement/promotion, higher compensation in clinical practice, racism, etc.
- The literature supports several strategies for minority nursing faculty recruitment and retention including double loop approach, mentoring, and school and/or departmental support.

Project Goal

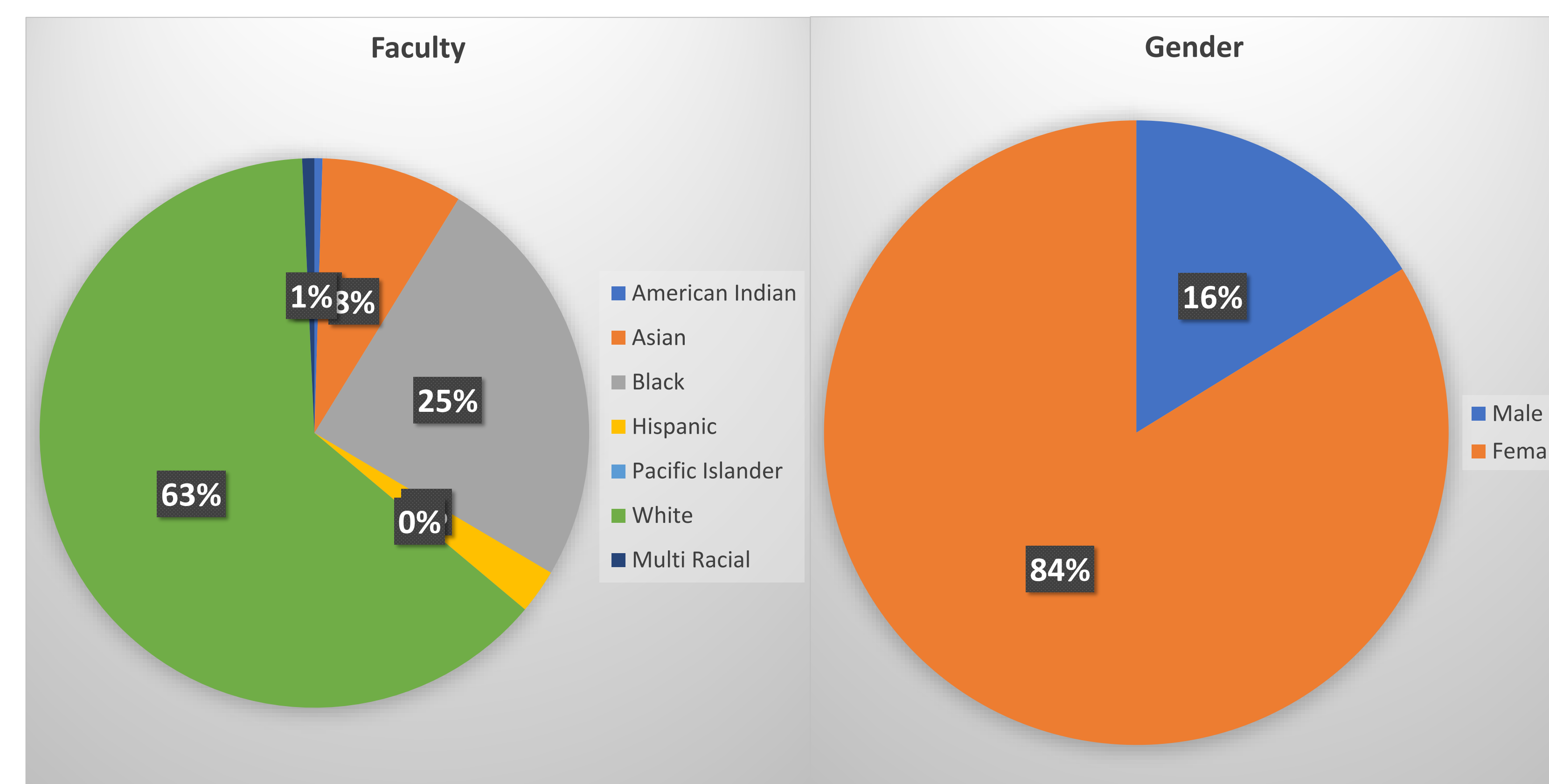
Develop a collaborative mentorship and departmental support program to increase recruitment and retention of minority faculty at UMSON by 10% over the next year, to adequately prepare nurses to manage a diverse patient population

Framework: Model of Critical Race Theory

Figure 1
Model of Critical Race Theory



School Data: Faculty Hires (Fall 2019)



- In 2020 at the UMSON, minority faculty accounted for 38% of all faculty, 37% in 2019, 34% in 2018, 29% in 2017 and 28% in 2016.
- In 2020, male employees accounted for 15% of all employees, 16% in 2019, 17% in 2018, 15% in 2017 and 16% in 2016.

Next Steps

- Establish collaborative buy-in between UMSON Dean and Chairs
- Develop and Implement a faculty mentorship workshop.
- Establish positive mentoring relationships between dyads of junior and senior minority nurse faculty.
- Develop a toolkit to assist and augment the mentorship relationship.
- Provide continuous departmental support and evaluate the mentoring relationship with feedback at regular intervals.
- Revise and improve the process in preparation for the next cohort of mentorship dyads.

Anticipated Outcomes

- This process may provide minority faculty with a setting where they are able to thrive, including an increase in confidence, job satisfaction, reduced isolation and an enhanced career path.
- Increasing the number of minority faculty may also help nursing programs with recruiting, educating, mentoring and the successful graduation of more minority students to care for the changing face of America.

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Notes

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Biography

Bimbola Akintade PhD is an Associate Professor and Associate Dean for the Master's Specialties at the University of Maryland School of Nursing. He is a Fellow of the American Association of Nurse Practitioners and currently practices as an Acute Care Nurse Practitioner. He is a commissioner serving with the Maryland Healthcare Commission and a pioneer Board Member of the Doctors of Nursing Practice of Color.

A well-rounded clinician with leadership experience in a variety of settings including universities and tertiary care hospitals. His professional contributions have been recognized through several professional awards and acknowledgements.



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