

Barriers and Facilitators to Recruiting and Retaining Faculty of Color

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Problem

Faculty of Color (FOC) are significantly underrepresented in nursing

Minority Distributions in Total Populations & in Full-Time Nursing Educators

Population group	Total Minorities	Minority Nurse Educators
US	39%	19%
WI	42%	7%

Background, Significance

- Nursing profession is predominantly white, with a historic underrepresentation of minority groups
- Marquette University College of Nursing (MUCN) strategic goal is to increase # and % underrepresented faculty
- Increasing FOC will contribute to a more culturally inclusive learning environment & create social equity for students & improved FOC retention

Objectives

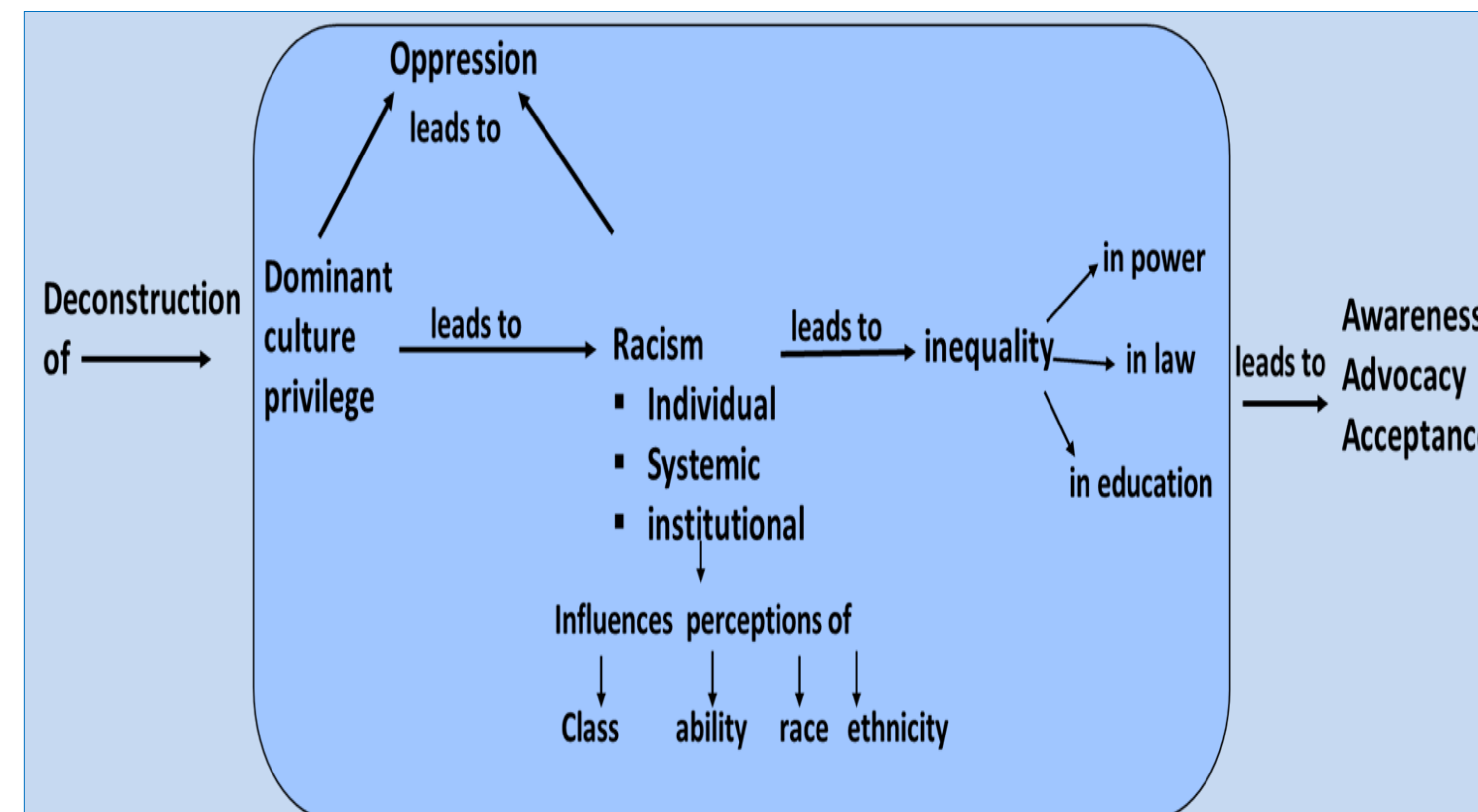
- Learn directly from MUCN FOC about their experiences as nurse educators
- Expand to learn perceptions of minority nursing associations about faculty role

Review of the Literature

Significant Challenges Faced by FOC

lack of acceptance	prove legitimacy
marginalization/ isolation	Isolation
microaggressions; biases	higher workloads
lack of skilled mentors	slower promotions
extra cultural 'tax'	pay disparities
lack of community	cultural climate
token hire; spokesperson for race/ethnicity	institutionalized racism, discrimination

Framework: Model of Critical Race Theory



Proposed Steps

- Receive IRB approval & begin study
- Gather & analyze rich data to elucidate MUCN FOC barriers & facilitators
- Prepare presentation of findings to MUCN administrators, executive team, & Faculty Recruitment Committee
- Consider publication of suggestions received from participants

Anticipated Outcomes

- Provide new insights to identify, develop, and implement new strategies to increase number of FOC
- Implement what is learned to recruit, increase, & retain total number of all FOC at MUCN from current 12%, to reach or exceed overall national average by 2026.

Methodology

Qualitative

- Narrative Inquiry
- Written individual nurse FOC reflections, including perceptions, barriers, facilitators, contributions, & skills developed in role
- Focus groups of FOC about experiences

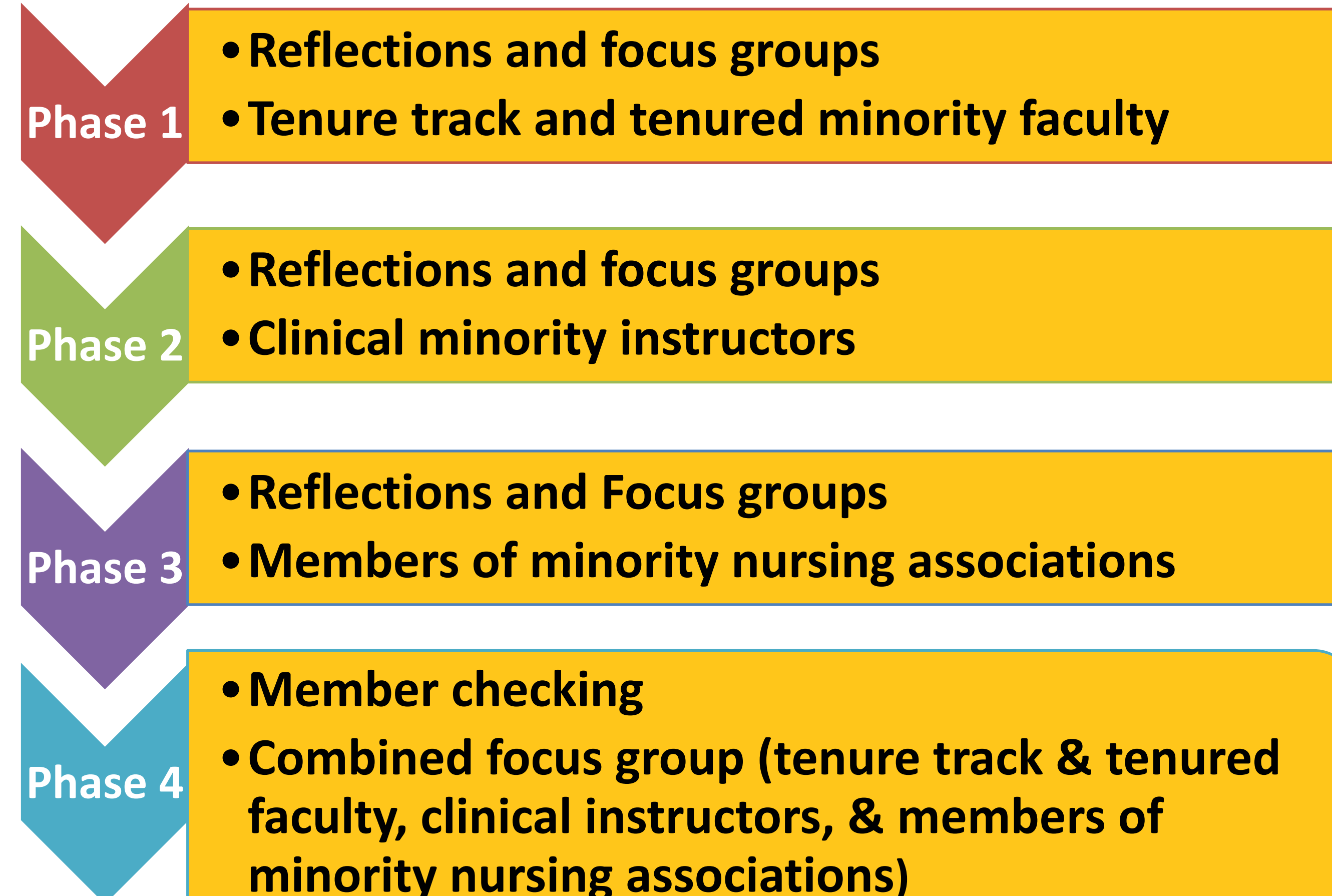
Sample

- Tenure track & tenured FOC at MUCN
- Clinical track FOC at MUCN
- Members of local chapters of national minority nursing associations

Demographics

- Race/Ethnicity
- Age
- Education
- Support Systems

Four Phase Process



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diversity, equity, and inclusion*

Biography

Dr. Terrie Garcia earned a bachelor's degree from Southern Illinois University-Carbondale, a master's degree from Carroll University, and PhD in nursing from Marquette University. She has been involved in promoting diversity initiatives at the local, state, and national level.

She is the Project Coordinator and Director for three federally funded programs focused on recruiting, retaining, and graduating nursing students from underrepresented and disadvantaged backgrounds.

Her research interests include preventing disparities among Latina women by addressing health from a generational, sub-group viewpoint and is invested in systematically studying approaches to advocating for diversity and inclusion to address disparities in our nation.



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