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## Innovative Methods to Recruit Minority Faculty in Healthcare (Is Tokenism Still Valuable?)

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# **Innovative Methods to Recruit Minority Faculty in Healthcare (Is Tokenism Still Valuable?)**

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**“The presenters will implement an interactive experience with the audience to explore new ways to attract undergraduate and graduate minority faculty.”**

Schools of nursing are faced with the challenging task of providing a culturally representative faculty/student ratio in anticipation of the emerging minority student population. Statistics report 526,222 graduate nursing faculty in American universities (American Colleges of Nursing, 1996; U.S. Department of Education, 1995-96). Non-Hispanic Whites represent the largest group with 86.8 percent of graduate faculty and minorities showing 13.2 percent of this same group. Among minority graduate faculty groups, Asian Americans represent the largest minority group, 5.3 percent; African Americans, second, 4.9 percent, followed by Hispanic Americans, 2.5 percent, and American Indians, .5 percent (American Association of Colleges of Nursing, 1996; U.S. Department of Education, 1995-1996). The student population also reveals an interesting disparity. The statistics seen in minority enrollment and graduation mirror the larger population in American education. The generic baccalaureate student, and graduate student statistics reveal that 84 percent of White non-Hispanic and eight to eleven percent of Hispanic and black students respectively represent student nursing populations in America (Washington, 1999).

Unique opportunities exist in education for minority nurses in undergraduate and graduate programs. Enrollment statistics reported by the American Colleges of Nursing (1996) showed that from 1991 to 1995 Minority nursing enrollment in baccalaureate and masters degree programs averaged 11 percent of total nursing enrollment, with a mean of 3,392 students, compared to an average of 83 percent non-Hispanic White masters in nursing degree graduate enrollees, with a mean of 24,941 students. When one compares these statistics to national averages, the disparity broadens. According to the U.S. Department of Education (1995-96), in 1993 there were 915,474 full and part-time professional faculty. Of this figure 545,706 were full-time. American Indians represented less than one percent (1,997); Asians 5 percent (25,658); Hispanics two percent (12,076); Whites 86 percent (468,770); non-resident aliens 2.5 percent (10,829); and race unknown less than one percent (1,107). Part-time faculty (369,768) demonstrated similar findings except, there was a greater reduction in the Asian (10,020) and nonresident alien (4,049) populations and an increase in unknown races (14,268) (Chronicles of Higher Education, 1997).

This presentation will explore traditional and alternative methods to recruit and retain minority faculty in schools of nursing. Diversity among faculty should mirror the

growing minority student population in schools of nursing. The presenters will implement an interactive experience with the audience to explore new ways to attract undergraduate and graduate minority faculty. The primary teaching-learning strategies used to accomplish this aim will be discussion, role play and reality-based case studies. Although the presenters will share their recruitment and retention challenges and strategies, the major focus will be the development of reaching this faculty pool. The goal of the program is to promote successful integration of traditional and alternative recruitment strategies for undergraduate and graduate nursing faculty.

The participants will be paired in small groups to develop a recruitment and retention plan for specific ethnic minority groups and specify common programs they have encountered while trying to recruit and retain minority faculty in a variety of university work settings. The group facilitators will promote the development of innovative techniques that encompass the concepts of personal empowerment, institutional changes, and cultural competence. The participants will be guided to develop strategies that not only include these concepts but also those that are apropos to the specific mission and philosophy of their home institutions. Additionally, participants are strongly encouraged to discuss specific dilemmas and successes they have experienced and to develop a practical and concrete plan that is critiqued within the workshop forum.

#### **PRESENTERS:**

**L. Joyce Washington** is a native Miamian. She received her Ph.D. and M.S.N. from the University of Miami School of Nursing; B.S.N. and A.R.N.P. certification from Florida International School of Nursing; and the A.D.N. from Miami Dade Community College. She is presently an associate professor in Nursing at Barry University School of Nursing. Most recent publication includes "Expanding Opportunities in Graduate Education for Minority Nurses" (1999), Journal of Nursing Black Nurses Association.

**Sandra Gibson** is an associate professor of Nursing and the Director of the Barry University School of Nursing Primary Care Nursing Center (PCNC). The center provides health promotion and primary prevention for over 3,000 elementary school children of varying ethnicities from kindergarten to eighth grade along with a domestic violence center for women and children. Dr. Gibson has over 20 years experience in pediatric and family nursing care and is also one of 15 members in the inaugural group of the Robert Wood Johnson Nurse Executive Fellowship.