



**National League
for Nursing The Voice for Nursing Education**

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DIVERSITY TOOLKIT

Given the persistence of health care disparities, cultural competence inadequacies, and extraordinary demographic changes in our student and patient populations, the case for increasing diversity in the nurse educator workforce in schools of nursing has never been stronger. Diversity stands as one of the National League for Nursing's (NLN) four [core values](#). The NLN (2006) defined diversity as “affirming the uniqueness of and differences among persons, ideas, values and ethnicities.”

Diversity has most commonly been described as recognizing individual differences in the context of ethnicity and gender. Yet, within its mission, goals, and core values, the NLN has expanded this definition to include the development of a culture where individuals and institutions move beyond simple tolerance to embrace and celebrate the richness of our differences. Working toward an inclusive environment and greater diversity in all types of nursing programs is also consistent with the mission and values of many schools of nursing.

To help the NLN conceptualize expansion of diversity in the nurse educator workforce, the NLN Board of Governors assembled a Diversity Think Tank, consisting of a group of thought leaders charged with developing a variety of initiatives to be implemented over the next 10 years. In concert with think tank outcomes, the NLN's Nursing Education Workforce Development Advisory Council (NEWDAC) then created a task group to operationalize mechanisms for nursing education's expansion of diversity efforts. The 2008-2009 Task Group on Expanding Diversity in the Nurse Educator Workforce researched current efforts aimed at building diversity in the nurse educator workforce and began to compile resources that would inform the academic community.

The following set of assumptions, as outlined in the [NLN's *Reflection & Dialogue, “A Commitment to Diversity in Nursing and Nursing Education”*](#) (NLN, 2009), has provided guidance to the work of the task group.

- The higher education community must commit to diverse environments. It will take tremendous effort and a candid examination and assessment of decades of practice and tradition that favored some and excluded others.
- Injustices flourish where the implicit is not made explicit. **Micro-inequities*** need to be exposed as a pattern of flaws that may (unintentionally) exist in our schools and within colleagues and students. We must commit to exposing subtle gestures, looks, or comments that may create bias or misunderstanding.
- Quality, safety, and diversity are intertwined. We must acknowledge that quality and safety are adversely affected by a lack of diversity and address the consequent disparities in access to health care services that preclude quality care for all.
- It is imperative that colleagues — faculty, staff, and students — maintain and refine their cultural humility. We must understand that none of us can be culturally competent with every culture. But we should focus on the culture or cultures with which we are primarily involved, learning their histories, communication styles, territorial and space needs, timing

issues, social organizations, community concerns, and even food patterns and biological variations (Giger & Davidhizar, 2008).

NEWDAC charged the task group to conduct a comprehensive review of the literature regarding diversity in nursing education. The review provided foundational knowledge for the development of a Diversity Toolkit, a rich resource of information and activities for NLN members to utilize for expansion of diversity within their schools of nursing. This toolkit provides evidence-based, exemplary practices to inform diversity initiatives at schools of nursing. It consists of resources that can be used by nursing education administrators and faculty to promote a sustainable culture of inclusion within the nurse educator workforce.

The resources in the Diversity Toolkit come from many disciplines, as well as from higher education, nursing education, and other health care professional groups. The NLN Board of Governors agreed to focus the diversity dialogue on three dimensions: race, ethnicity, and gender. Therefore, the resources in the toolkit reflect these three dimensions.

The task group encourages nursing educators and administrators in schools of nursing to utilize the resources for beginning and maintaining diversity work. These publications that provide the framework for the development of this tool kit can be accessed through the included links:

Giger, J. & Davidhizar, R. (2008). *Transcultural Nursing: Assessment and Intervention* (5th ed.) Elsevier. www.elsevierhealth.com/product.jsp?isbn=9780323048118

Institute of Medicine (2004). *In the nation's compelling interest: Ensuring diversity in the health care workforce*. www.nap.edu/catalog/10855.html

Missing persons: Minorities in the health professions. A Report of the Sullivan Commission on Diversity in the Healthcare Workforce. www.aacn.nche.edu/Media/pdf/SullivanReport.pdf

National League for Nursing (2009). *A commitment to diversity in nursing and nursing education*. [Reflection and Dialogue]. www.nln.org/aboutnln/reflection_dialogue/refl_dial_3.htm

National League for Nursing (2006). www.nln.org/aboutnln/corevalues.htm
Office of Minority Health Culturally and Linguistically Appropriate Services in Health Care
www.omhrc.gov/assets/pdf/checked/finalreport.pdf

As the voice for nursing education, the NLN calls for the development of a **culture of inclusion** and supports educators in all types of programs in achieving the goals outlined in the above documents. Consequently, the toolkit is divided into two sections: Administrators and Faculty. In the *Administrator* section, the framework provides a meaningful mission statement complete with questions that help to evaluate its usefulness. Citations of various mission statements from selected institutions are highlighted, and resources are provided for developing leaders, recruiting faculty, and building relationships reflective of a culture of community. The *Faculty* section deals with faculty efforts to build a diverse student body and devise a curriculum that incorporates cultural competency. Questions in this document may be used to analyze faculty perceptions on the work environment.

I. ADMINISTRATORS

A. Developing a Mission Statement

The institution's positive view of diversity issues influences the campus climate. Guidelines should be developed that form the foundation for creating a school environment that respects the

participation of the entire campus population, irrespective of cultural backgrounds, characteristics, and differences. This would include the creation of an office to assist in developing and providing oversight regarding strategies, programs, and activities on campus-wide diversity initiatives; and the dedication of resources for the support of diversity initiatives.

It is important for educational institutions to support interactive strategies that acknowledge the needs of diverse populations and value their unique contributions to society. Research supports the use of **cooperative learning environments*** to enhance diversity experiences (Smedley, Butler, & Bristow, 2004).

Questions

- >Does the mission explicitly identify diversity as an educational priority?
- >How is the mission carried forward into goals and action plans?
- > How many underrepresented/diverse voices are at the decision-making table?
- >How does the administrative leadership demonstrate support for diversity initiatives?
- >How does the administration positively assess and monitor climate issues?
- >What approaches have been developed to create a positive campus climate?
- >How are the outcomes measured?
- >What types of assessments or strategies are still needed?
- >How does the campus population define diversity? How is this understanding reflected in the mission statement and goals of the institution?
- >Does the institution have a dedicated office or center that coordinates diversity initiatives on campus?
- >If so, how does the **diversity center/office or diversity committee*** communicate information about diversity initiatives? Is there a formal strategy for conducting the diversity discussion with the students and faculty?
- > What is the function of the diversity center/office or diversity committee and its composition?
- > Are there specific processes and procedures in place to measure the outcome of success in reaching the institutional diversity mission, goals, and objectives?
- >Are resources allocated to support diversity initiatives?

Selected Resources Regarding Mission

Alexander, G.R. (2009). Diversity officers in schools of nursing: Champions for change. *Dean's Notes*, 30, 3, 1-2. Retrieved August 25, 2009 from www.ajj.com/services/publishing/deansnotes/janfeb09.pdf

Association of American Colleges and Universities Diversity Web
http://diversityweb.org/diversity_innovations/institutional_leadership/index.cfm

Association of American Colleges and Universities Inclusion
www.aacu.org/inclusive_excellence/index.cfm

Bensimon, E.M. (2004). The diversity scorecard: A learning approach to institutional change. *Change*, 36(1), 44-52.

Bosher, S.D., & Pharris, M.D. (Eds.) (2009). *Transforming nursing education: The culturally inclusive environment*. New York: Springer.

Campinha-Bacote, J. et al. (2005). *Transforming the face of health professions through cultural and linguistic competence education: The Role of the HRSA Centers of Excellence*. Washington, DC: US Department of Health and Human Services, Health Resources and Services Administration.

Center for Urban Education, USC Rossier School of Education. (2007). *The equity scorecard: Equity in educational outcomes*. Retrieved July 12, 2009 from
www.usc.edu/dept/education/CUE/projects/equityscorecard.htm

Cross Cultural Health Care Program (2009). *Resource Guide*. Retrieved July 15, 2009 from
www.xculture.org/Recommendedlinks.php

Flinders University Cultural Diversity and Inclusive Practice
www.flinders.edu.au/cdip/cdip_toolkit/cdip_toolkit_home.cfm

Minority Nurse
www.minoritynurse.com/nursing-school-diversity-directors
www.flinders.edu.au/CDIP

National Association of Diversity Officers in Higher Education (NADOHE)
<http://usfweb2.usf.edu/coa/nadohe.asp>

Smedley, Butler, Bristow, (2004) Institute of Medicine (US) Committee on Institutional and Policy-Level Strategies for Increasing the Diversity of the US Health Care Workforce

University of Southern California Equity Scorecard
www.usc.edu/dept/education/CUE/projects/equityscorecard.htm
<http://diversityweb.org/DiversityDemocracy/vol12no1/dey.cfm>

Williams, Berger, & McClendon. (2005). Making excellence inclusive: Preparing students and campuses for an era of greater expectations. *Association of American Colleges and Universities*.

Sample Mission Statements

Roxbury Community College
www.rcc.mass.edu/about/mission.asp

University of California
www.universityofcalifornia.edu/diversity/diversity.html

University of North Carolina Wilmington
www.uncw.edu/diversity/

University of Pennsylvania
www.nursing.upenn.edu/diversity/Pages/Mission_Statement.aspx

Virginia Tech
www.vt.edu/diversity/

B. Creating a Diversified Administrative Leadership

It is essential for the institution to commit to the objective of establishing **diversity leadership*** in order to project a broader range of perspectives, insights, and approaches to better serve the diverse population of faculty and students. One of the many outstanding approaches to developing diverse leaders that has proven successful throughout the country is the development of minority nursing leadership institutes. Research suggests that attaining organizational goals for diversity requires vision, leadership, and resources from the top leadership of the university (Bensimon, 2004).

Questions

- >What percentage of the institution's administrative leaders is represented by nurse educators from underrepresented racial/ethnic groups?
- >What strategies are employed to identify underrepresented groups with leadership potential and the necessary qualifications to achieve leadership positions?
- >What strategies have been most successful in identifying and developing diversity leadership? What have been least successful?
- >What strategies are used for assessing outcomes of diversity leadership?
- > What are the strategies in place to retain diverse leaders?
- > What leadership training and mentor programs are available for diverse faculty?

Selected Resources for Diversified Leadership

Bensimon, E.M. (2004). The diversity scorecard: A learning approach to institutional change. *Change*, 36(1), 44-52.

Coulam, R.F. & DiSimone, J. D. (2006). *Building diversity in the leadership of healthcare organizations: Summary and implications*. Forum presented at Simmons School for Health Studies, August 2006.

Miller, P.M. (2007). "Getting on the balcony to see patterns on the dance floor below": Considering organizational culture in a university-school-community collaboration. *Journal of School Leadership*, 17(2), 222-245.

Minority Nurse Leadership Skills

www.minoritynurse.com/minority-nurse-leaders/leadership-skills-minority-nurses

New York University Leadership Institute for Black Nurses

www.nyu.edu/public.affairs/releases/detail/1291

Savage, C.M. (2003). Nursing leadership: Oxymoron or powerful force. *American Academy of Ambulatory Care Nursing Viewpoint*. Retrieved July 15, 2009 from

http://findarticles.com/p/articles/mi_qa4022/is_200307/ai_n9259744/?tag=content;col1

Spinks, N., & Moore, C. (2007). The changing workforce, workplace, and nature of work: Implications for health human resource management. *Nursing Leadership*, 20(3), 26-41.

www.longwoods.com/product.php?productid=19286&cat=511

University of North Carolina Chapel Hill School of Nursing

<http://nursing.unc.edu/departments/oma/index.html>

University of Washington Diversity Policies

www.washington.edu/diversity/resources.html

University of Washington Leadership

www.depts.washington.edu/divinit/divappraisal_report_3.php

West Virginia Nursing Leadership Institute

<http://wvnli.org/>

C. Community Partnerships Innovative community partnerships* are being developed as a new frontier in diversity learning (Irizarry, 2007). Multicultural communities serve as the real-life laboratory for students and faculty alike, and the potential for building mutually supportive relationships that enhance student skills and competence becomes evident (Stolder, Rosemeyer, & Zorn, 2008).

Questions

>Is there an established relationship with local diverse community organizations to support student learning experiences?

>What strategies are employed to maintain relationships with community organizations?

>How are the outcomes of partnerships with the community organizations evaluated?

Selected Resources for Partnerships

Aari, R., Elomaa, L., Ylonen, M., & Saarikoski, M. (2008). Problem-based learning in clinical practice: Employment and education as development partners. *Nurse Education in Practice*, 8(6), 420-427.

American Organization of Nurse Executives
www.aone.org/aone/advocacy/npec.html

Chaloon, S.S., & Cain, R.E. (2006). Community colleges: Vital partners on the road to diversity. *ASHA Leader*, 11(5), 14-15.

Christman, J.J. (2007). Extending cultural competence through systems change: Academic, hospital, and community partnerships. *Journal of Transcultural Nursing*, 18(1), 68S-76S.

Clusky, M., Jackson, J.E., Brubaker, C.L., Cann, E.M., & PateAvel, C. (2006). Summer residential program: A university model for recruiting high school students into nursing. *Nursing Education Perspectives*, 27(6), 324-326.

Diversity Web Community Partnerships
http://diversityweb.org/diversity_innovations/campus_and_community/handbooks_guides_organizations/index.cfm

Irizarry, J.G. (2007). "Home growing" teachers of color: Lessons learned from a town-grown partnership. *Teacher Education Quarterly*, 34(4), 87-102.

None, J., Carmichael, J., Carmichael, R.W., & Chiba, S. (2007). Educational innovation: An organized pre-entry pathway to prepare a diverse nursing workforce. *Journal of Nursing Education*. 46(6), 287-291.

PRISM diversity
www.prismdiversity.com

Small, S.A., Tiwari, G., & Huser. (2006). The cultural education of academic evaluators: Lessons from a university-Hmong community partnership. *American Journal of Community Psychology*, 37(3-4). 357-364.

Sportsman, S., Bolton, C., Bradshaw, P., Close, D., Lee, M., Townley, N., & Watson, M.N. (2009). A regional simulation center partnership: Collaboration to improve staff and student competency. *Journal of Continuing Education in Nursing*, 40(2), 67-73.

Stolder, M.E., Rosemeyer, A.K., & Zorn, C.R. (2008). In the shelter of each other: Respite care for students as a partnership model. *Nursing Education Perspectives*, 29(5), 295-299.

Thacker, K. (2005). Academic-community partnerships: Opening the doors to a nursing career. *Journal of Transcultural Nursing*, 16(1), 57-63.

D. Recruitment and Retention of a Diverse Educational Workforce

The recruitment and retention of a diverse educational workforce is key to increasing the population of underrepresented nursing students. This requires nursing programs to utilize creative and innovative strategies that will attract underrepresented faculty to their institutions. Included in recruitment and retention efforts are structures that support new faculty in navigating an unfamiliar academic system and, most importantly, provide guidance through the tenure process. One strategy, supported in the literature as effective in retaining qualified faculty, is mentoring (Billings & Kowalski, 2008; Garbee & Killacky, 2008). Equally important to retention and success is the appropriate evaluation of diverse scholarship within the tenure and promotion process.

Questions

- >What are the marketing and advertising strategies employed in the recruitment of faculty from the underrepresented groups?
- >What strategies are used to improve the assessment of credentials for the purposes of hiring and promotion of faculty and staff from underrepresented groups?
- >What retention strategies have been implemented to retain and promote the success of faculty and staff from underrepresented groups?
- >Which recruitment and retention strategies have been most successful? Which have been least successful?
- >Is there an assessment procedure in place to gauge the outcomes of the recruitment and retention process?
- >Is there a formal mentoring program for diverse faculty?

Selected Resources for Diverse Faculty Recruitment and Retention

AACU Diversity Web

http://diversityweb.org/diversity_innovations/faculty_staff_development/index.cfm

Allnurses Minority Faculty Scholarships

<http://allnurses.com/nursing-faculty-nursing/2007-2008-minority-198144.html>

Bessent, H (2009) *Minority nurses in the new century*. New York: National League for Nursing

Bosher, S.D., & Pharris, M.D. (Eds.) (2009). *Transforming nursing education: The culturally inclusive environment*. New York: Springer.

Brendtro, M., & Hegge, M. (2000). Nursing faculty: One generation away from extinction? *Journal of Professional Nursing*, 16(2), 97-103.

Carnegie, M.E. (2005). Educational preparation of black nurses: A historical perspective. *ABNF Journal*, 16(1), 6-7.

Christman, J.J. (2007). Extending cultural competence through systems change: Academic, hospital, and community partnerships. *Journal of Transcultural Nursing*, 18(1), 68S-76S.

Diversity Digest

www.diversityweb.org/digest/F00/resources.html

Giger, J., Johnson, J., Davidhizer, R., & Fishman, D. (1993). Strategies for building a representative nursing faculty. *Nursing & Health Care*, 14(3), 144-150.

Godfrey (2005). African American faculty: Where are they? *ABNF Journal*, 16(1), 11-13.

Hammond, P. *African American Voices* 2009, NY: National League for Nursing

HRSA/Division of Nursing
www.hrsa.gov

Minority Nurse Mentoring Office of Minority Health
www.minoritynurse.com/faculty-opportunities/recruiting-and-retaining-minority-nursing-faculty

National Coalition of Ethnic Minority Nurse Associations
www.ncemna.org

National League for Nursing Position Statement, Mentoring of Nurse Faculty
http://www.nln.org/aboutnln/PositionStatements/mentoring_3_21_06.pdf

Office of Minority Health
www.omhrc.gov/

Southern Regional Education Board, Diversity
www.sreb.org/programs/Nursing/publications/Diversity_in_Nursing.pdf

Stanley, J.M., Capers, C.F., & Berlin, L.E. (2007). Changing the face of minority nursing faculty: Minority faculty recruitment and retention. *Journal of Professional Nursing, 23*(5), 253-261.

Thomas Edison State College
<http://tesc.caxy.com/news/5771.php>

University of Southern California San Francisco, Mentoring
<http://strategy.ucsf.edu/stories/developing-ucsfs-next-generation-of-faculty-mentors>

University of Southern Maine Diversity Plan
www.usm.maine.edu/eo/diversity/nursing.html

Zhan, L. (2009) *Asian American Voices: Engaging, empowering, enabling*, NY: National League for Nursing

II. FACULTY

A. Recruitment and Retention of a Diverse Student Population

Despite reports that increased acceptability of services by minority populations, with accompanying language and cultural compatibilities, occurs with greater numbers of minority nurses, a lingering underrepresentation of practicing nurses from diverse backgrounds remains and contributes to the nation's persistent racial and ethnic health disparities (National Advisory Council on Nurse Education and Practice-NACNEP, 2000). Recent NLN data also show no significant movement in the percentage of racial-ethnic minorities graduating from prelicensure RN programs between 2006 and 2007. The rationale for increasing diversity in the nursing student population and health care workforce is clear: increased diversity can improve the overall health of the nation (Sullivan Commission, 2004). Recruiting and retaining nursing students from diverse backgrounds is, therefore, paramount.

Unfortunately, qualified youth who successfully complete high school and motivated adults from varied backgrounds who desire a nursing education often encounter multiple barriers accessing programs. Moreover, significant obstructions exist upon school entry. Retention and program completion rates for students of diverse backgrounds remain disproportionately low (Fletcher et al 2003; Martin-Holland, Bello-Jones, Shuman, Rutledge, & Sechrist, 2003; Villaruel, Canales, & Torres, 2001). Findings suggest that nursing education has also failed to provide a welcoming environment for recruiting and retaining male students for future roles as nurses (O'Lynn, 2004). Between 2000 and 2004, for example, the proportion of male RNs only grew from 5.4 to 5.7 percent (NACNEP, 2008).

Initiatives to strengthen recruitment and retention include summer and bridge programs that focus on academic enrichment and adjustment to college. The development of partnerships for mentoring, leadership development, and public awareness promotion among schools of nursing, professional organizations, community stakeholders, and high schools serving underrepresented populations should be encouraged. Schools of nursing can also consider the following questions for enhancing diverse student achievement and successful graduate entry into the health care workforce.

Questions

>What specific initiatives have been created for recruiting or retaining students from the underrepresented groups?

>What student recruitment and retention initiatives have been most and least successful?

>Does the program assure that standardized tests used with students are developed to be psychometrically sound, including measures to control for cultural and linguistic bias and control for differences between the statistical minority and the statistical majority?

>What strategies do we have in place to assure broad and ongoing assessment of teaching and learning in classrooms and clinical environments?

>What strategies do we have in place to promote more holistic admission processes?

>What strategies do we have in place to reduce disparities in documented admission, retention, and graduation rates?

>What strategies for collaboration with funding and scholarship organizations have been established?

>What are our priority outcomes and how are outcomes measured in relation to institutional diversity goals and objectives?

>What evaluative processes and incentives have been developed to measure success in achieving diversity?

>Do nursing programs preparing students for initial RN licensure and RN-BSN programs encourage nursing students to be active members of the National Student Nurses' Association (NSNA), and engage in the NSNA Breakthrough to Nursing program?

Selected Resources for Recruitment and Retention of Diverse Student Population

American Association of Colleges of Nursing Diversity Resources
www.aacn.nche.edu/Diversity/index.htm

American Association of Colleges and Universities Diversity (AACU)
<http://diversityweb.org>

AACU Student Development
http://diversityweb.org/diversity_innovations/student_development/index.cfm

Andes, R.L., Edmonds, V.M., Monreal, H., & Gabon, M.R. (2007). Degrees of success: Recruiting and retaining Hispanic nursing students. *Minority Nurse*, 4, 56-60.

Anonson, J.M., Desjarlais, J., Nixon, J., Whiteman, L., & Bird, A. Strategies to support recruitment and retention of First nations youth in baccalaureate nursing programs in Saskatchewan, Canada. *Journal of Transcultural Nursing*, 19(3), 274-283.

Beskine, D. (2009). Mentoring students: Establishing effective working relationships. *Nursing Standard*, 23(3), 35-40.

Bond, M.L., Gray, J.R., Baxley, S., Cason, C.L., Dende, L., & Moon, M. (2008). Voices of Hispanic students in baccalaureate nursing programs: Are we listening? *Nursing Education Perspectives*, 29(3), 136-142.

Cason, C.L., Bond, M.L., Geason-Wynn, P., Coggin, C., Trevino, E., & Lopez, M. (2008). Perceived barriers and needed supports for today's Hispanic students in the health professions: Voices of seasoned Hispanic health care professionals. *Hispanic Health Care International*. 6(1), 41-50.

Condon, V.M. (1996). Factors related to academic success of culturally diverse nursing students.
www.nursinglibrary.org/Portal

Davis-Dick, L.R. (2009). Degrees of success. Mentoring African American nursing students: A holistic approach. *Minority Nurse*, 46, 9.

Diversity Web
<http://diversityweb.org>

Dou, E. (2009). Diversity survey targets student opinions. *The Maneater*.
www.themaneater.com/stories/2009/3/2/diversity-survey-targets-students-opinions/

Evans, B.C. (2007). Student perceptions: The influence of a nursing workforce diversity grant on retention. *Journal of Nursing Education*, 46(8), 354-359.

Fletcher, A, Williams, P.R., Beacham, T., Elliott, R. W., Northington, L., Calvin, R., et al. (2003). Recruitment, retention, and matriculation of ethnic minority nursing students: A University of Mississippi School of Nursing approach. *Journal of Cultural Diversity*, 10 (4), 128-133.

Flinders University making the transition
www.flinders.edu.au/getconnected

Loke, A.J.T., & Chow, F.L.W. (2007). Learning partnership-the experience of peer tutoring among nursing students: A qualitative study. *International Journal of Nursing Studies*, 44(2), 237-244.

Martin-Holland, J., Bello-Jones, T., Shuman, A., Rutledge, D. N., & Sechrist, K. R. (2003). Ensuring cultural diversity among California nurses. *Journal of Nursing Education*, 42 (6), 245-248.

Minority Nurse Associations.

www.minoritynurse.com/associations-organizations

National Advisory Council on Nurse Education and Practice. (2000). *A national agenda for nursing workforce racial/ethnic diversity: Report to the Secretary of Health and Human Services and the congress*. U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Professions, Division of Nursing, Rockville, Maryland. Retrieved May 4, 2004, from <http://bhpr.hrsa.gov/nursing/nacnep.htm>

National Advisory Council on Nurse Education and Practice. (2008). Meeting the challenges of a new millennium: Challenges facing the nursing workforce in a changing healthcare environment. Sixth Annual Report to the Secretary of the U.S. Department of Health and Human Services and the U.S. Congress. Retrieved July 18, 2009 from <http://bhpr.hrsa.gov/medicine-dentistry/actpcmd/reports/sixth/default.htm>

National Institutes of Health Recruitment & Retention Initiatives

www.nigms.nih.gov/Training/Diversity

National League for Nursing. (2009). A Commitment to Diversity in Nursing and Nursing Education. *Reflection & Dialogue*
www.nln.org/aboutnln/reflection_dialogue/refl_dial_3.htm

National League for Nursing (2009). *NLN Annual Nursing Data Review (2006-2007)* documents application, admission, enrollment, and graduation Rates for all types of pre-licensure nursing programs. Retrieved July 18, 2009 from www.nln.org/newsreleases/annual_survey_031609.htm

National Student Nurses' Association. Breakthrough to Nursing Program, established in 1965. Retrieved August 11, 2009, from <http://www.nсна.org>.

O'Lynn, C. E. (2004). Gender-based barriers for male students in nursing education programs: Prevalence and perceived importance. *Journal of Nursing Education*, 43(5), 229-235.

Shelton, T. (2008). Degrees of success. Putting Native American nursing students on the path to success. *Minority Nurse*, 52, 6.

Stickney, M.C. (2008). Factors affecting practical nursing student attrition. *Journal of Nursing Education*, 47(9), 422-425.

Sullivan Commission. (2004). Missing persons: Minorities in the health professions: A report of the Sullivan Commission on diversity in the healthcare workforce. Retrieved October 10, 2004, from www.jointcenter.org/healthpolicy/docs/SullivanExecutiveSummary.pdf

Swinney, J.E., & Dobal, M.T. (2008). Embracing the challenge: Increasing workforce diversity in nursing. *Hispanic Health Care International*, 6(4), 200-204.

Villaruel, A. M., Canales, M., & Torres, S. (2001). Bridges and barriers: Educational mobility of Hispanic nurses. *Journal of Nursing Education*, 40(6), 245-251.

Worth, C.C. (1990). Retention of SL students in California's 21 generic, baccalaureate nursing programs. Virginia Henderson International Nursing Library.

www.nursinglibrary.org/Portal/main.aspx?pageid=4024&sid=364

Yates, S.H., Blin, K., Bird, C., Bresnahan, E., Couper-Noles, R., Cutler, S., et al. (2003). Start out: Building healthcare careers for minority teenagers. *Journal of Continuing Education in Nursing*, 34(3), 116-121.

B. Practicing Inclusive Pedagogies

Greater attention has been paid in recent years to student engagement and **student-centered pedagogies**. As nursing students in the 21st century hail from increasingly diverse backgrounds, the demand for pedagogical approaches that are theoretically appropriate, equitable, inclusive, and responsive to diverse perspectives has grown. Transformative learning **theory**, for example, recognizes the importance and use of personal experience and reflective discussions as critical in transforming learning about issues by both faculty and students (Warren, 2009). Accordingly, transformative pedagogies emphasize wholeness, multiculturalism, and contemplative practices (Rendón, 2009). Alternatively, **antiracist pedagogies** in nursing education explore systems of oppression that marginalize some and privilege others (Hassounch, 2006). Enhancing faculty awareness for the need to incorporate diverse student experiences into new pedagogical approaches is an initial step. Consequently, many college and universities have developed centers and websites for inclusive teaching to address the diversity of cultures, academic skills, language backgrounds, learning styles, and academic preparation levels among students today.

Effective strategies for teaching nursing were identified as nursing's signature pedagogies. These include case studies, simulation, coaching, role-modeling, and integrative teaching practices, linking our knowledge base to intellectual, ethical, and clinical judgment development (Carnegie Foundation, 2007). In addition, the first nursing pedagogy, narrative pedagogy, has emerged from 20 years of scholarship listening to the shared stories of students, teachers, and clinicians (Diekelmann & Diekelmann, 2009). Narrative pedagogy and other **interpretive pedagogies**, critical, feminist, and postmodern, are transforming teaching and learning practices by addressing the most salient concerns in contemporary nursing education and practice, including teaching for diversity and inclusion. The following questions can be helpful in eliciting these **courageous conversations**:

Questions

>What knowledge, skills, and attitudes are desirable for redesigning and creating new responsive and inclusive pedagogy and curricula?

>What strategies are currently employed at your school of nursing to create and support an inclusive and responsive instructional environment?

>Which strategies have been most successful? Which have been least successful?

>What role do faculty play in accountability for inclusive pedagogy and curricula?

>In what new ways can students, faculty, and our partners in health care interact with one another to co-create inclusive pedagogies?

>How does the administrative structure provide assistance to support new teaching?

>What procedures have been designed to evaluate the practice of inclusive and responsive pedagogies?

Selected Resources for Inclusive Pedagogy

Carnegie Foundation for the Advancement of Teaching (2007). Preparation for the Professions Program: Study of Nursing Education. Retrieved July 18, 2009 from www.carnegiefoundation.org/programs/index.asp?key=1829

Diekelmann, N. & Diekelmann, J. (2009). *Schooling learning teaching: Toward narrative pedagogy*. Bloomington, IN: iUniverse.

Hassouneh, D. (2006). Anti-racist pedagogy: Challenges faced by faculty of color in predominantly white schools of nursing. *Journal of Nursing Education* 45 (7), 255-263.

National Center for Culturally Responsive Education
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