THE PERSPECTIVES OF CHINESE AMERICAN NURSES ON BECOMING NURSE FACULTY

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INTRODUCTION

- Robust research findings support the hiring of more minority nurse educators to promote academic success for minority nursing students
- The Washington Center for Nursing (WCN) strives to build a diverse nursing workforce and to promote the recruitment and retention of minority nurse faculty in Washington
- The Chinese American community is the fastest-growing ethnic minority population in WA. The WCN hoped to examine the Chinese American nurses' intention to teach

OBJECTIVES

1. To identify factors that influence Chinese American registered nurses' decisions to become nurse educators
2. To examine Chinese American nurse educators' decision to pursue academia and their perception of supports and barriers

BACKGROUND

- Ethnic minorities make up 30% of the Washington population but only 14.5% of the nursing profession
- Ethnic minority nursing students have a higher attrition rate compared to their White peers
- Faculty ethnic and racial diversity (18%) lags behind student diversity (25%) in Washington
- Nationally, only 2% of all nurse educators identified as Asian
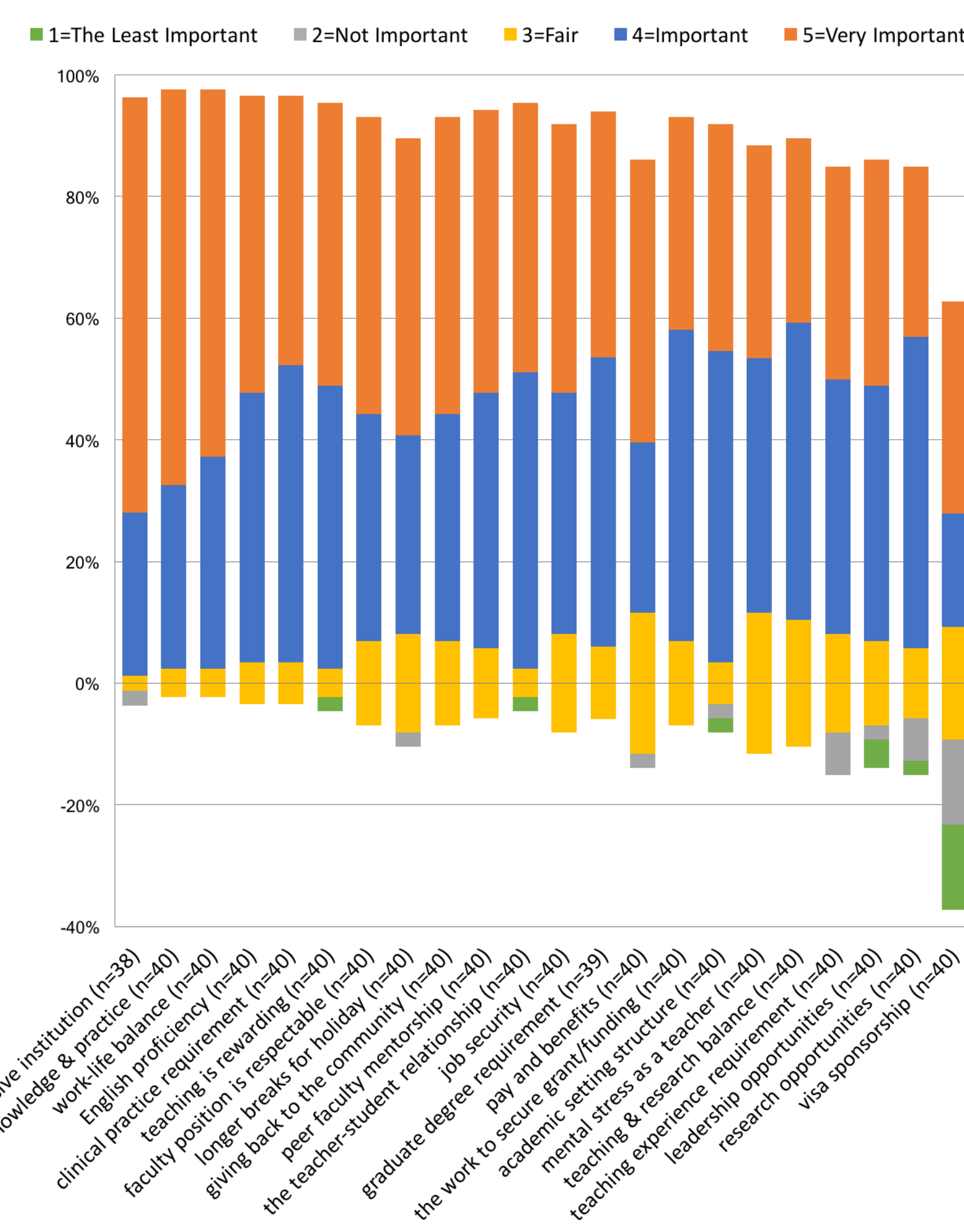

IMPLEMENTATION

The Ottawa Model
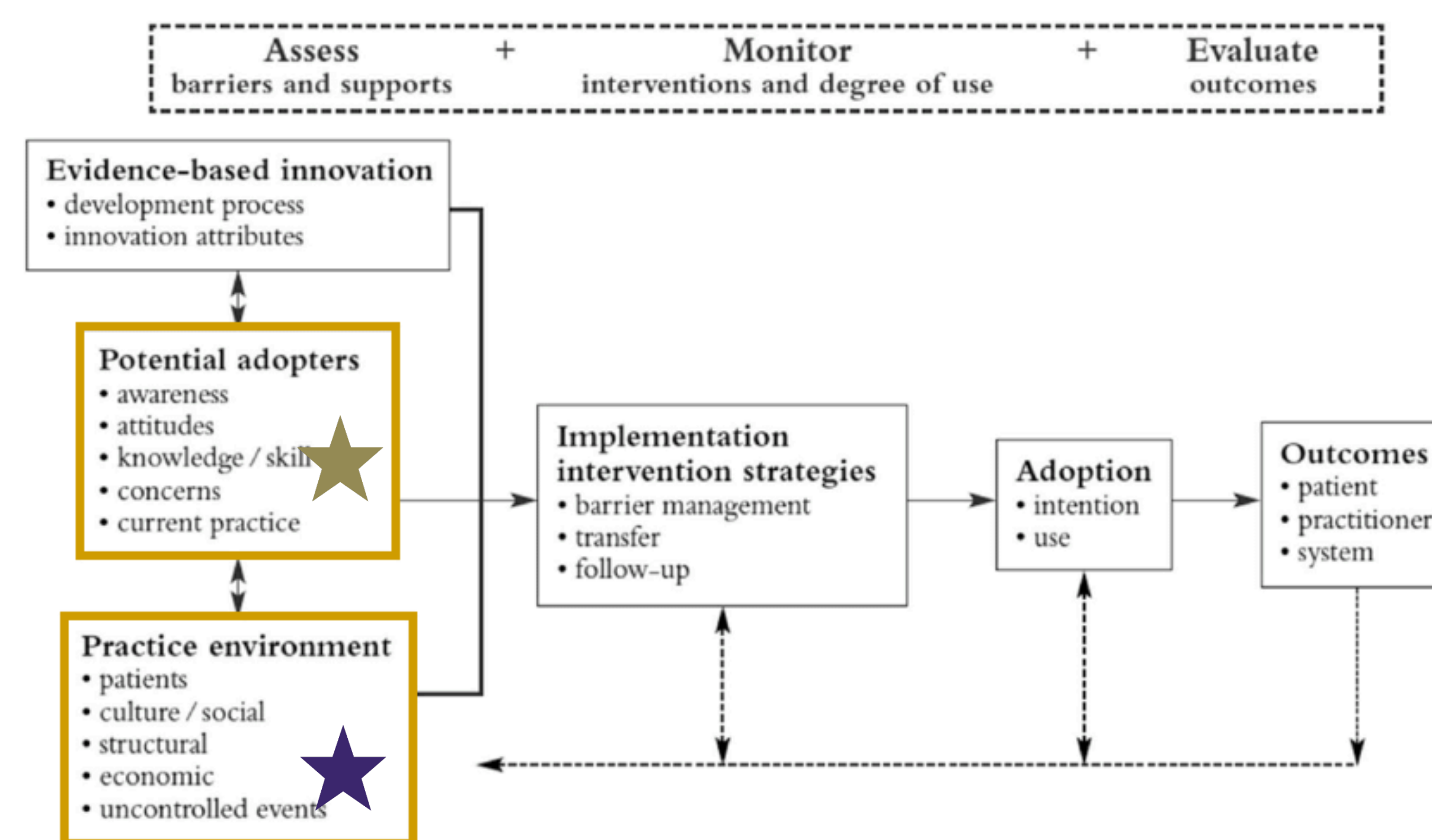
An online survey was developed to assess:

⭐ Chinese American RNs = "potential adopters" of a teaching role.

- To learn about their awareness, attitudes, resources, knowledge of, and concerns about becoming nurse educators

⭐ Academia = "practice environment" of the nurse educators

- To examine their perceptions of academia's culture, structure, level of support, inclusion, and pay and benefits

OUTCOMES

Objective 1 (n=40)

Significance of Factors Affecting Chinese American RNs to Become a Nurse Faculty

Top 3 factors:

1. working at a diverse and inclusive institution
2. passion for nursing knowledge & practice
3. work-life balance

Quantitative data:

- 22 factors ranked from the highest (left) to the lowest (right) mean, range 3.45-4.63

Qualitative data:

- Role model was a strong influencer on 4 RNs' decision to teach

Demographics (N=43)

- All female
- 68% (n=29): 18-40 years
- 56% (n=24): BSN as their highest degree
- 46% (n=20): <5 years of clinical experience
- 7% (n=3): >5 years of teaching experience

Objective 2 (n=3)

- All 3 faculty agreed on the need to hire more Asian American nurse educators
- All reported their institutions offered the support/resources they needed
- 1 person reported her institution had actively recruited minority faculty
- All agreed nurse educator salary had not kept up with the nursing salaries in clinical practice settings
- All were satisfied with their jobs and could envision themselves remaining in academia for the next 10 years

CONCLUSIONS

- The Chinese American nurse respondents largely believed that faculty diversity should match with student diversity
- A large number of RN respondents expressed interest to teach but did not know the guidance and resources to become nurse educators
- The 3 surveyed nurse educators generally perceived academia as an inclusive and supportive practice environment for minority nurse educators.
- Obj #1 was fully met; Obj #2 met but data cannot draw conclusive claims given the small sample size
- Potential impact: to better understand on how to attract more racial minority nurses to teach

RECOMMENDATIONS

The WCN is recommended to:

- Reach out to the local Chinese American nursing community to introduce its mission and available services
- Further investigate Asian American nurse educators' perception of supports and barriers in their teaching roles
- Work with local ethnic minority nurses associations and groups to recruit students for its annual workshop "So You Want to Be a Professor"
- Facilitate mentorship between Chinese American nurse educators and RNs who are interested in teaching

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