Background
Recruitment and retention of racial and ethnic minority (REM) nursing faculty members is critical to educating an increasingly diversified health care workforce. Strategies for the success of minorities within nursing faculty must be identified and explored.

Purpose
This descriptive survey examined desired and received support experienced by REM nursing faculty in the US. Strategies are identified to enhance recruitment, retention and overall satisfaction of minority faculty members in US nursing schools.

Methods
An 18-item online survey using mixed Likert-scale and open-ended questions was distributed. Inclusion criteria included REM faculty members in U.S. schools of nursing. Questions explored perceived levels of support, barriers to success and successful strategies experienced.

Results (118 respondents)
Respondents described a high level of institutional support (72%), but less than ½ of REM felt treated fairly and many described an atmosphere where REM had to work harder to be perceived as equals. Open ended comments and recommendations were explored for themes.

Desired Support
- “There is a perceived lack of willingness to learn about racial issues”
- “The administrative leaders are all white...there isn’t a great understanding of our experiences.”
- “There isn’t an established mentorship program for racial/ethnic minority faculty.”
- “Acknowledgement that faculty of color experience far different than white counterparts.”

Discussion
Thematic concerns included lack of REM faculty, lack of REM representation within administration, and need for REM-specific mentoring. Specific recommendations were gathered from study responses.

Recommendations
- Develop a transparent strategic plan and advisory committee to monitor progress of the diversity efforts.
- Examine practices to decrease implicit bias in hiring by Faculty Search committees.
- Support effective decision-making in promotion of diverse racial/ethnic minority faculty.
- Establish robust REM mentoring programs.