The Lived Experience of Black Nurse Faculty in Predominately White Schools of Nursing

Lisa Whitfield-Harris

Follow this and additional works at: https://dsc.duq.edu/etd

Recommended Citation
THE LIVED EXPERIENCE OF BLACK NURSE FACULTY IN PREDOMINATELY
WHITE SCHOOLS OF NURSING

A Dissertation
Submitted to the School of Nursing

Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Philosophy

By
Lisa Whitfield-Harris

August 2016
THE LIVED EXPERIENCE OF BLACK NURSE FACULTY IN PREDOMINATELY WHITE SCHOOLS OF NURSING

By

Lisa Whitfield-Harris

Approved June 28, 2016

Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, ANEF, FAAN
Clinical Professor & MSN Nursing Education Track Coordinator Committee Chair

Richard Zoucha, PhD, PMHCNC-BC, CTN-A, FAAN
Chair of Advanced Role and PhD Programs The Joseph A. Lauritis, C.S.Sp. Endowed Chair for Teaching and Technology Committee Member

G. Rumay Alexander, EdD, RN, FAAN
Special Assistant to the Chancellor Professor & Director-Office of Inclusive Excellence President Elect-National League for Nursing Committee Member

Alison Colbert, PhD, PHCNS-BC
Associate Professor & Associate Dean for Academic Affairs
ABSTRACT

THE LIVED EXPERIENCE OF BLACK NURSE FACULTY IN PREDOMINATELY WHITE SCHOOLS OF NURSING

By

Lisa Whitfield-Harris

August 2016

Dissertation supervised by Dr. Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, ANEF, FAAN

Diversity in the United States (US) has been increasing at a rapid rate. Concerns regarding the healthcare outcomes of minority patients and the success rates of minority students have been documented during the past decade. In addition, recruitment and attrition rates of minority nurse faculty increased over this same period. While discrimination, little opportunity for tenure and promotion, and isolation have been issues noted in previous literature regarding Black faculty, research on these topics is lacking. Therefore, a hermeneutic phenomenology study was conducted to explore the meaning of the lived experience of Black nurse faculty employed in predominately White schools of nursing (PWSON) throughout the US. Open-ended and in-depth telephone interviews were completed with 15 participants. Data were analyzed using the methodological approach described by Cohen, Kahn, and Steeves (2000) and revealed
four major themes including: cultural norms of the workplace, coping with improper assets, life as a ‘Lone Ranger’, and surviving the workplace environment. Findings from this study provided insight in understanding the meaning that Black nurse faculty give to their experiences of working in PWSON and indicate that this group continues to face negative experiences similar to past literature. Results from this study suggest that better communication and proper respect from students, colleagues, and administrators are necessary. Current findings enable nurse leaders to assess the barriers that limit the success of Black faculty, evaluate curricula to improve cultural competence, develop mentoring programs, and revise departmental policies and procedures. Future research should replicate this study to focus more extensively on possible regional and gender differences, Black faculty employed in historically Black colleges and universities, and the experiences of White and other minority faculty in PWSON.
DEDICATION

First, this study is dedicated to the nurse faculty who participated in this study. I was surprised by the amount of information that they shared about their experiences in their workplaces. They were very open with me and stated that they were happy that they were able to share their voices on this topic.

I would also like to dedicate this study to my husband, Joe and my son, Jonathan, on their continuous support throughout this academic journey. They were both understanding in regard to my focus on this dissertation, which were not without sacrifice on some lost family time during the past five years. My husband always had excellent advice on how to be successful during this path.
ACKNOWLEDGEMENT

First, I would like to acknowledge my dissertation chair, Dr. Joan Lockhart. Without her guidance on how to balance my time between work, family, and school, and the doctoral research process, I would have not been successful in completing this study. Dr. Lockhart was always readily available to provide answers to my questions and concerns, much encouragement to trust my knowledge on the topic and analyze the research findings, proper guidance on each step of the dissertation process, and thoughtful and productive feedback throughout this journey.

I would also like to acknowledge my dissertation committee members, Dr. Rick Zoucha and Dr. Rumay Alexander, for supporting me on this topic, providing thoughtful feedback, and always offering extensive knowledge on diversity issues and the culture of Black nurse faculty.

I would like to acknowledge the National League for Nurses and the Association for Black Nurse Faculty for their financial support of this dissertation. I would also like to thank Thomas Edison State University School of Nursing for their provision of research time as I completed this dissertation and for allowing me to utilize their minority database to recruit potential participants for the study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>Dedication</td>
<td>vi</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>vii</td>
</tr>
<tr>
<td>CHAPTER 1: Background Information</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Purpose</td>
<td>7</td>
</tr>
<tr>
<td>1.3 Personal Biography of Researcher</td>
<td>7</td>
</tr>
<tr>
<td>1.4 Research Question</td>
<td>8</td>
</tr>
<tr>
<td>1.5 Operational Definitions</td>
<td>8</td>
</tr>
<tr>
<td>1.6 Assumptions</td>
<td>9</td>
</tr>
<tr>
<td>1.7 Limitations</td>
<td>10</td>
</tr>
<tr>
<td>1.8 Significance to Nursing</td>
<td>10</td>
</tr>
<tr>
<td>1.9 Summary</td>
<td>12</td>
</tr>
<tr>
<td>CHAPTER 2: Review of the Literature</td>
<td>15</td>
</tr>
<tr>
<td>Manuscript #1: The Workplace Environment of African-American Nurse Faculty Members in Predominately White Institutions</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 3: Research Methodology</td>
<td>16</td>
</tr>
<tr>
<td>3.1 Philosophical Underpinnings</td>
<td>16</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>17</td>
</tr>
<tr>
<td>3.3 Sample</td>
<td>18</td>
</tr>
<tr>
<td>3.4 Setting</td>
<td>20</td>
</tr>
<tr>
<td>3.5 Recruitment Strategies</td>
<td>21</td>
</tr>
<tr>
<td>3.6 Data Collection Resources</td>
<td>21</td>
</tr>
<tr>
<td>3.7 Data Collection Procedure</td>
<td>23</td>
</tr>
<tr>
<td>3.8 Data Analysis</td>
<td>25</td>
</tr>
<tr>
<td>3.9 Protection of Human Participants</td>
<td>27</td>
</tr>
<tr>
<td>3.10 Trustworthiness of Data</td>
<td>29</td>
</tr>
<tr>
<td>3.11 Methodological Limitations</td>
<td>32</td>
</tr>
<tr>
<td>3.12 Summary</td>
<td>33</td>
</tr>
</tbody>
</table>
Manuscript #2: The Lived Experience of Black Nurse Faculty in Predominately White Schools of Nursing

REFERENCES

APPENDICES

Appendix A: Demographic Questionnaire
Appendix B: IRB Approval Forms for Dissertation
Appendix C: Approval Letter from Dean for Database
Appendix D: Recruitment Email
Appendix E: Interview Guide
Appendix F: Confirmation Letter
Appendix G: Informed Consent Form
Appendix H: Confidentiality Statement
CHAPTER 1
INTRODUCTION

1.1 Background

Diversity in the United States (US) continues to grow at a rapid pace. Much of the change can be attributed to the growth of the Hispanic population, which increased by 15.2 million between 2000 and 2010 and has accounted for 15% of the total US population since 2000 (US Census Bureau, 2010). The total minority population in the US is currently 27.6% (US Census Bureau, 2010). Other racial and ethnic groups are included in this growing diversity, with Asian Americans representing 5% of the US population in 2010, and the Black population representing 9% of the US population in 2010. According to current projections, the Hispanic and Asian American populations will triple in size by 2020, while the Black population will double in size by 2020 (US Census Bureau, 2010).

By 2050, the total minority population in the US is predicted to increase to 50% of the population (US Census Bureau, 2010). Currently, the ethnic composition of the nursing profession does not reflect this shift in the population (American Association of Colleges of Nursing, [AACN], 2013). The US Department of Health and Human Services (DHHS) has reported that minority nurses tend to work within their own communities and with underserved populations (2010). Therefore, successfully meeting the health care needs of the ethnic minority patient population is contingent upon increasing the minority nurse population available to effectively meet their needs.

In light of current US demographics, minority nurses are underrepresented in the nursing profession. Although minorities comprise 27.6% of the US population, minority nurses represent 12.3% of the nursing workforce (AACN, 2013). According to DHHS (2010), approximately 5.4% of ethnic minority nurses self-identify as Black or African American (non-Hispanic); 5.5%
as Asian (non-Hispanic); 0.3% as Native Hawaiian or Pacific Islander (non-Hispanic); 3.6% as Hispanic or Latino; 0.3% as American Indian or Alaskan Native (non-Hispanic); and 1.7% as two or more races and non-Hispanic.

Two goals of Healthy People 2020 (DHHS, 2010) include for all Americans to have access to culturally diverse health care providers, thereby reducing health disparities for minority groups and increasing the number of minority nurses who are available to care for patients as the diversity increases in the US (DHHS, 2010). A culturally diverse nursing profession that is responsive to our changing demographics could improve access to quality healthcare, quality of care, and the overall health of culturally diverse patients (Health Resources and Services Administration, [HRSA], 2006). Thus, for the future of nursing, it is vital that we continue to increase the number of ethnic minority nurses available for patient care.

Professional nursing organizations, including the AACN and the National League for Nursing (NLN), recognize that greater diversity within the nursing profession is necessary (AACN, 2013; NLN, 2009). Other professional organizations outside of nursing, such as the American Public Health Association (APHA) and the Robert Wood Johnson Foundation (RWJF), also share the professional nursing organizations’ views on this issue (APHA, 2013; RWJF, 2013). Although key stakeholders have expressed concerns about the future of the nursing workforce, higher educational institutions lack minority nurse faculty members and have consistently maintained a lack of diversity over the past 20 years (The Sullivan Commission, 2004).

Another issue noted in the nursing profession is the lack of diversity of nursing faculty in higher education institutions. Currently, schools of nursing (SON) remain predominantly White female work environments. The AACN (2013) reported that people from ethnic minority groups
represent 10% of nursing faculty. This number represents a 3% decrease since 2008. Within the nurse faculty population segment, the Black population represents 5.6%; Hispanic American, 2.4%; Asian American, 1.9%; and American Indian/Alaskan Native, less than 1%. Thus, it is vital that SONs embrace diversity by successfully recruiting and retaining ethnic minority nurse faculty members, who will assist in educating ethnic minority nursing students on the culturally competent care they need to provide to ethnic minority patients in the future. For example, Fairlee, Hoffmann, and Oreopoulos (2011) conducted a study with minority students who were instructed by minority faculty in a community college setting. They concluded that minority students performed better academically and successfully graduated from school due to race concordance with minority faculty compared to minority students who were not instructed by minority nurse faculty in the same setting.

Another concern on the future of the nursing workforce is the impending retirement of qualified minority nurse faculty members and the expected increase in enrollment of diverse students in the US higher educational institutions. Thus, the nursing profession needs to recognize that there is a greater need to increase the number of ethnic minority nurses in both the academic and hospital settings.

This research study will explore the lived experience of Black nurse faculty members who work in predominantly White schools of nursing (PWSON). Using a sample of Black nurse faculty members, the researcher will explore the African American nurse faculty members’ perceptions of their experiences in PWSON. The following section entails a brief historical overview of the Black population in the nursing profession, followed by a discussion on the purpose of the study, the researcher’s past experience in the nursing profession, the research question, the methodological limitations, and the significance of the study.
1.1.1 Historical Overview of the Black Population Entering Higher Education.

Historically, many minority persons in the US have not achieved the same successful educational outcomes as White individuals. Before 1830, minority students were not admitted to institutions of higher education. By the early 20th century, education for minority students was limited to the elementary school level (Anderson, 2002). After World War II, religious groups opened historically Black colleges and universities (HBCU) that offered opportunities for minority students to complete a college education (Anderson, 2002; Tidwell & Berry, 1997).

Despite the efforts of HBCU and like-minded institutions, the basic pattern of racial discrimination in the higher education system continued until the civil rights movement during the 1960s. As that movement grew, minority groups demanded social justice. Thus, the pressure they applied, coupled with federal action, forced higher education institutions to open their enrollment to students of color. By the end of the 1960s, the majority of the country’s higher education institutions initiated policies and public programs to increase the number of minority students enrolled in undergraduate and graduate professional education (Anderson, 2002). From 1960 to 1995, through the development of new policies, the number of Black college graduates increased by 10%. Between 1995 and 2001, the number of Black college graduates increased by 35% (Anderson, 2002). In spite of these advances in college enrollment, Black populations continue to lag behind White and Asian American populations in enrollment and graduation rates.

1.1.2 Students of Color and the Nursing Profession. Throughout US history, minority students seeking admission to schools of nursing have faced many challenges to become nurses, including racism, discrimination, limited access to quality education, and the high cost of pursuing education (Mosley, 1994). Before 1878, Black female slaves served as nurses, although
they did not have professional training (Schmieding, 2000). During that time hospitals had a quota system that permitted only one Black person and one Jewish person to enroll into each nursing class (Mosely, 1994). In 1878, the first Black nurse gained admittance into a nursing school and successfully graduated the following year.

Black nursing students have faced, and continue to face, lower enrollment and graduation rates than White nursing students. For example, in 2012, the rate of Black student enrollment into nursing programs was 13% compared with 73% for White nursing students (AACN, 2013). During the same year only 12% of Black students were enrolled into Bachelor of Science in Nursing (BSN) degree programs compared to 67% of White nursing students. Associate Degree in Nursing (ADN) programs also lacked enrollment of ethnic minority nursing students in 2012; African American students represented 9% of enrollment in the ADN programs compared to 73% of White nursing students (NLN, 2013). Similarly, in 2012, low numbers were recorded among African American nurses employed in the hospital and higher educational institution settings.

A current goal of PWSON is to improve diversity in the nursing workforce for the future of healthcare (AACN, 2013; NLN, 2013). From 2002 to 2011, the enrollment rate of minority nursing students in BSN programs increased from 16.2% to 28%. For the Black population, enrollment increased from 8% to 10.3%; for Hispanic students, from 4% to 7%; and for Asian students, from 3.8% to 8.8% (AACN, 2013). Results from these data indicate that the increase in enrollment was due to improved efforts by PWSON across the country to recruit minority nursing students. Although the number of minority nursing students increased overall during that time, today the nursing profession continues to face challenges to retain minority nurse faculty members (AACN, 2013).
Overall, the nursing profession is expecting a future nursing shortage. Buerhaus, Auerbach, and Staiger, (2009) predicted that the supply of full-time nurses will peak and then decline by 20% by 2020. A similar shift is predicted in the supply of nurse faculty by 2020. In the past five years the number of minority nurse faculty members has decreased from 15% to 13% (RWJF, 2013). In a recent study of nurses, it was reported that the decrease in the percentage of nurse faculty occurred due to low salary, high workload, and the aging population (Budden, Zhong, Moulton, & Cimiotti, 2013; HRSA, 2006). Compared to the total nursing profession, the number of minority nurse faculty is much lower in number than their white counterparts. Thus, it is important that PWSON understand the experiences of Black nurse faculty in their workplaces, and allow these professionals to express their views on current working conditions within PWSON with the purpose of improving their workplace environment and, hopefully, their retention levels.

1.2 Purpose of the Study

The purpose of this study is to explore the meaning of the lived experience of Black nurse faculty in PWSON. The aims of the study are to: (a) gain an understanding of the lived experience of Black nurse faculty in the workplace and (b) understand how they perceive their work environment.

1.3 Personal Biography of the Researcher

The researcher is a female African American registered nurse (RN) who has worked in various hospital, education, and public health settings over the past 21 years. She currently works as a diversity coordinator and undergraduate nursing advisor in a PWSON and is the only ethnic minority person in her department. Throughout her nursing career she has been the only minority person in the hospital settings where she worked and in the school where she completed her BSN
and her Master of Science (MSN) in Nursing. Also, throughout her BSN and MSN programs, she did not have a minority nurse faculty member as a mentor or instructor in her courses.

Her interest in the topic has evolved over that past five years while coordinating a program funded by HRSA to educate minority nurse educators in online instruction. Through her review of available literature and her work through the HRSA program, she found that minority nurse faculty members have reported different workplace experiences than White nurse faculty members reported, especially if they were the only minority person in their institutions. The researcher’s future goal is to understand the experiences of Black nursing faculty members with the aim of comparing their experiences with White nursing faculty members’ experiences, to determine if differences exist between the two groups. Another goal is to understand the experiences of other minority groups in PWIs to compare their experiences to the Black nurse faculty. Also is to understand the experiences of Black nurse faculty employed in HBCU to compare their experiences to Black nurse faculty in PWIs. Two long-term goals of this study are to work with the nursing administration to change policies of the schools of nursing to manage cultural differences in the department as well as create diversity education programs for staff of the school of nursing to educate them on the different experiences of their colleagues.

1.4 Research Question

Guiding this study is the research question, “What is the lived experience of Black nurse faculty who are employed in PWSON?”

1.5 Operational Definitions

To better understand the terms that are used throughout the research study. The following definitions are provided below:
Black Nurse Faculty. Black nurse faculty members who are employed in PWSON. In this study, the nurse faculty members must be RNs who self-identify as Black or African American on the study’s demographic questionnaire (Appendix A). Both terms will be used interchangeably throughout this study.

Nurse Faculty. Nurse faculty will be employed on a full time and part time basis in US schools of nursing that offer Diploma, Associate, Bachelor, Master’s, and Doctoral Degrees in Nursing as stated on the demographic questionnaire.

Predominantly White Schools of Nursing (PWSON). Schools of Nursing in which Black nurse faculty members are fewer in number than White nurse faculty members, as reported by each participant on the demographic questionnaire.

Workplace Environment. The primary location and place of employment of Black nurse faculty members in PWSON and houses the faculty members’ desk or office space, clinical and lab settings, and the SON department, as perceived and described by each participant during in the initial interview.

The answers to the above definitions will be collected through the demographic questionnaire in Survey Monkey, Inc. These responses will be measured and evaluated using descriptive statistics and reported in Appendix A. Interview responses will be reported in Chapter 4.

1.6 Assumptions

The researcher identified the following assumptions:

- The lived experience of Black nurse faculty can be recalled through conscious recollection.
• There is no difference in experiences in between the full-time and part-time nurse faculty.

• Participants will freely express their thoughts on their experiences of working in PWSON.

• Participants will be honest in their reflections of their experiences.

• The researcher will gain insight into the experiences of Black nurse faculty members.

• Data from the interviews will reflect the meaning of the participants’ experiences.

1.7 Limitations

The study may have limitations that may affect the transferability of the findings. This study will focus solely on one ethnic minority nurse faculty group, and thus its findings will be only relevant to that group. Although only one group will be focused on in the study, it will improve the transferability of the findings to other members of this group.

Snowball sampling will be used, which can limit the diversity of the findings because the participants from snowball sampling may be friends or colleagues of the participants. Although they may share the same values and beliefs, this similarity may result in false positive results. To minimize bias from this type of snowball sampling, the researcher did not invite recommended participants employed in the same PWSON to maximize variation in the responses.

1.8 Significance to Nursing

Given the lack of research on the topic of Black nurse faculty in PWSON, it is evident that the academic community needs to place greater focus on understanding the workplace environment of Black nurse faculty members at PWSON. During the past decade, three challenges experienced by minority faculty employed in higher education institutions have been
published: discrimination, unsuccessful tenure and promotion opportunities, and low retention rates (Gardner, 2005; Hassouneh-Phillips & Beckett, 2003; Mills-Wisneski, 2005; Roper, 2009). These challenges have impacted this group’s retention rates, which will be described below.

1.8.1 Tenure and Promotion Opportunities. In past research Black faculty members have faced significant challenges related to tenure and job promotion opportunities. To gain tenure, nurse faculty must publish and conduct research to meet the criteria of the tenure process. Reports of the high workload of Black nurse faculty members indicate that their opportunities to achieve tenure and promotion are reduced due to their lack of time to commit to conducting research and writing publications (Chambers, 2012; Constantine, Smith, Redington, & Owens, 2008; Henry & Tator, 2012; Perina, Fries-Britt, Gerald, Rowan-Kenyon, & Milen, 2008). Among all ethnic groups in the nursing profession, Black faculty members have had the lowest rates in progression and tenure in higher education institutions (Turner, Gonzalez, & Wood, 2008).

1.8.2 Attrition and Retention Rates. During the past seven years, the attrition rates of African American nurse faculty members have increased by 10%, and that rate is expected to increase in the next 10 years (Cropsey, et al., 2008; Stanley, Capers, & Berlin, 2007). According to Stanley et al. (2007), this increase in attrition may be due to challenges in finding respect and gaining colleagues’ acceptance. Other contributors to high rates of attrition include lack of recognition from colleagues, salary level disparities between African American nurse faculty and White colleagues, and racial tokenism to serve as minority representatives on institutional committees (Cropsey et al., 2008; Hassouneh-Phillips & Beckett, 2003; Henry & Tator, 2012; Mills-Wisneski, 2005). These problems have negatively affected the workplace environment of minority nurse faculty. Despite these challenges, Black nurse faculty members remain employed in PWSON.
Research is lacking on the retention of Black nurse faculty members. To ensure that Black nurse faculty members have successful retention rates, faculty must play a vital role in implementing activities that empower African American nurse faculty members to increase their autonomy, build a more trusting relationship with administration and colleagues in PWSON, and improve their opportunities in achieving tenure and promotion (Chambers, 2012; Griffin, Pifer, Humphrey, & Hazelwood, 2011; Henry & Tator, 2012; Perna et al., 2008). Future research studies will need to evaluate the effectiveness of these activities.

Little research has been conducted on the experiences of Black nurse faculty members as employees of PWSON. Therefore, it is important to describe the workplace experiences of this population in order to understand the factors that may affect their workplace environment. It is also important to begin a dialogue in PWSON to address the problems that Black nurse faculty face.

This study represents a personalized approach towards understanding the experiences of the Black nurse faculty in PWSON, based on pertinent and current information. Exploring the lived experience of Black nurse faculty will uncover significant insights about the differing experiences of Black and other nurse faculty, thereby laying a foundation for building a better faculty community and improving workforce diversity in the nursing profession.

This proposed study will produce qualitative data that could be helpful in understanding the underrepresentation of Black nurse faculty in academia and the reality of their professional and academic lives. Should the current trend of underrepresentation in Black and other minority groups continue, minority nursing students in PWSON may not successfully graduate and replace the minority nurse faculty members who have retired (Stanley et al., 2007). Without initiating changes in PWSON, we may never overcome this phenomenon.
Research indicates that minority nursing students perceive that PWSON with a low minority faculty member presence do not value diversity in the workplace (de Leon Siantz, 2011). According to de Leon Siantz (2011), “the growing multicultural world that all student nurses require exposure to diverse faculty (members) who bring varying research perspectives, pedagogy, and life experiences to the classroom, the laboratory, health systems, and the surrounding community” (para. 4). Many researchers suggest that, as minority nurse faculty members continue to work in PWSON, they could serve as role models by affirming the presence of minority students and providing them with a positive outlook on school (Dauphin, 2001; Mills-Wisneski, 2005; Nnedu, 2009). Therefore, a lack of mentors representing the minority nursing population may decrease opportunities for minority nursing students in PWSON to have role models who support and enhance their school experience.

Researchers and leaders in the nursing profession need to understand the current and past experiences of Black nurse faculty and develop strategies to alleviate low retention rates in the future. The findings of the proposed study will not only enhance our understanding of this group’s experience, but may also shed light on the current gaps in the nursing workforce stemming from the low retention rates of Black nurse faculty. It will also shed light on possible ways to improve the diversity levels of the nursing workforce.

1.9 Summary

By 2020 it is estimated that the Hispanic and Asian American populations will triple in size, while the Black population is expected to double in size (US Census Bureau, 2010). By 2050, the total minority population in the US is predicted to increase to 50% of the population. Currently, the total number of minority nurses in the US does not reflect the shift in the population, and similarly, without taking appropriate action, it is possible that the future number
of minority nurses may not align with projected demographic changes. To address this issue, *Healthy People 2020* (DHHS, 2010) introduced benchmarks to ensure that the US workforce reflects the future diversity of the general population by 2020.

As the country anticipates a future in which minority citizens constitute the majority of the population, it is necessary to reverse the historical trend of minority group underrepresentation in the nursing field and build a more diverse workforce through the recruitment of minority nursing faculty students. This issue is cyclical—without minority students enrolled in SONs, we will never replace or increase the number of minority nurse faculty members. Thus, without increases in the number of minority nurse faculty members, minority nursing students will likely not enroll in larger numbers. Researchers have predicted that the presence of minority nurse faculty members on campus can improve the recruitment of minority nursing students, and those students can be retained throughout their BSN program to successfully graduate from school (Stanley et al., 2007). As the minority population increases, additional minority nurses will be necessary. Thus, for the future of nursing, it is imperative that the number of minority students who graduate from SONs increase to align with predicted future demographic changes, thereby building a more diverse nursing workforce.

The purpose of this study is to understand the experience of one minority group, Black nurse faculty who work in PWSON. This study will help to understand the current underrepresentation of Black nurse faculty by employing a qualitative approach to answer the following research question: “What is the lived experience of Black nurse faulty who are employed in PWSON?” Understanding the answers to this question will enable Black nurse faculty to share their voice on current nursing workforce issues, thus advancing the goal of
understanding their workplace environment and developing future strategies to improve the recruitment and retention rates of this group.
Chapter 2 content has been published in a peer-reviewed journal; readers should refer to the following reference to obtain further information:

CHAPTER 3
METHODOLOGY

This chapter will describe the phenomenological philosophy and methodology the purpose and design, the sample and sampling method, setting, and the data collection and data analysis methods for this study. The chapter will also describe the procedure for the protection of human subjects and the criteria for establishing trustworthiness.

3.1 Philosophical Underpinnings

The research method used in this study was founded on the phenomenological philosophy, which can determine “what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it (the experience)” (Moustakas, 1994, p. 13). This type of research was used to capture the essence of the experience by “defining the essence (and) the essence of perception...” (Merleau-Ponty, 1962, p. 59).

Phenomenology has been a proven method in the early stages of knowledge development about a certain population (Cohen, Kahn, & Steeves, 2000). This approach has been valued by nursing researchers, particularly for those who are interested in exploring the experiences of certain populations, including nurses and patients. This approach was appropriate to address the purpose of the study and the research question.

Among the different approaches with origins in the phenomenological movement, the hermeneutic phenomenological approach was the best fit for this research study. Developed by Martin Heidegger (1889–1917), and based on the philosophical underpinnings of the Utrecht School of phenomenology, this approach was designed for individuals to describe their experience and understand the meaning that they attribute to that experience.
As the literature review revealed, current research was limited regarding the experience of Black nurse faculty in predominantly White schools of nursing (PWSON). This study sought to fill this gap in the research by employing an approach that could lay a foundation upon which Black nurse faculty expressed, and perhaps better understood, their experiences through a process facilitated by the researcher. According to Cohen et al. (2000), individuals reached this understanding through narratives of their own experiences.

3.2 Research Design

The research design for this study was qualitative in nature and based on the hermeneutic phenomenological approach as described by Cohen et al. (2000). The researcher attempted to elicit the voices of Black nurse faculty about their experiences through their retrospective reflection. This design also allowed the participants to reflect on the meaning of their experiences through their own personal cultural lens. According to Heidegger (1962), during the hermeneutic phenomenological process the researcher will uncover the meaning of the participants’ statements in relation to the larger unit of data and context of experiences by employing the hermeneutic circle. The hermeneutic circle, developed by Heidegger, was used to interpret text for knowledge development by understanding, interpreting, and appropriating text. According to Heidegger (1962), interpretation is an active process of the mind to help clarify personal experiences. The circle involved “circling” through experiencing an event, or situation, and adding meaning to it, and repeating the process until interpretation was achieved. During data analysis, the hermeneutic circle guided the process of inquiry to understand the parts of the text, versus the whole text, of the participants’ responses. This step was useful to decrease the probability of omitting information from the participants’ stories.
3.3 Sample

Permission to conduct the research study was obtained from the Institutional Review Boards (IRBs) of Duquesne University and Thomas Edison State University (TESU) (Appendix B). Upon approval by the IRBs, the researcher recruited potential study participants from a database owned by TESU School of Nursing (SON). The TESU dean developed the database through a Health Resources and Services Administration (HRSA) grant. The purpose of the database was to increase the number of minority nurse faculty who could teach courses online and to build a community of minority nurse faculty. The researcher served as the Diversity Coordinator on the grant for three years. Written permission to use the database for this study was obtained from the dean of the SON at TESU (Appendix C).

3.3.1 Inclusion & Exclusion Criteria. Inclusion criteria for the participants were Black nurse faculty members who: (a) self-identified as a Black or African American nurse faculty member; (b) were currently employed as full time and part time faculty in PWSON (c) spoke and read English; (d) could verbally provide informed consent to participate in the study; (e) were 21 years or older; (f) agreed to share their experiences and fully participate in the study; and, (g) were available for two interviews over a three-month period. Exclusion criteria included participants who: (a) stated that they could not reflect on their past experience of working in PWSON; (b) could not meet the above inclusion criteria; and c) were retired nurses.

3.3.2 Sample Description. Ninety-six minority nurse faculty completed the HRSA program, including 77 participants who self-identified as being Black or African American nurse faculty members, which established them as potential participants for this study. These potential participants reported employment in PWSON, could speak and read English, and were 21 years of age or over. Approximately 60 percent of the eligible participants previously met the
researcher; thus, these prior connections increased their willingness to participate in this current study. The researcher also met other colleagues at diversity conferences and served as potential study participants.

3.3.3 Sampling Methods. The researcher used purposive sampling, combined with snowball sampling, as recommended by the hermeneutic phenomenological method by Cohen et al. (2000). Purposive sampling is a non-probability sampling method in which the researcher selects participants who are representative of the phenomenon in the study (Polit & Beck, 2012). Therefore, only study participants who had knowledge of the phenomenon, and were willing to share their knowledge, were recruited for the study. Effort was made to obtain a heterogeneous sample through the use of maximum variation sampling (Cohen & Crabtree, 2006). With maximum variation sampling, the researcher selected a small sample of participants to maximize the diverse range of experiences relevant to research question. This step helped the researcher understand how the phenomenon was understood among various people, in different settings, and at different times (Cohen & Crabtree, 2006).

Snowball sampling, a non-probability sampling method in which current participants recruit other participants into the study, was also used in the recruitment process (Creswell, 2009). The purpose of this method was to increase the number of participants, if data saturation was not achieved through purposive sampling. Given (2008) defined data saturation as the point in the study where no new or relevant information emerged with respect to the newly constructed theory. To complete this phase of the study, the researcher requested if the participants could recommend other participants to interview for the research study.

3.3.4 Sample size. According to Polit & Beck (2012), data saturation in qualitative studies could occur with 15–20 participants. Previous phenomenological studies, which focused
on similar phenomenon and obtained meaningful results with similar sample sizes, included the studies of Gazza (2009, N=8) and Mingo (2008, N=18). The researcher determined that data saturation was reached when duplicate themes were extracted in subsequent interviews from 15 participants.

3.4 Setting

According to Speziale & Carpenter (2007), participants can provide information more readily where they are most comfortable to freely express themselves. Participants were recruited from across the US and were interviewed via telephone conferencing. One concern for telephone conferencing was the inability to view the participant’s facial expressions during the interview. To overcome this limitation, the researcher listened carefully to the participant’s verbal expression, including tone, pace, and volume of voice. Consent was obtained through verbally recording the participant’s response at the beginning of the interview without identifying their name or place of employment. According to University of Texas Office of Research Support (2014), participant confidentiality can be achieved by not coding the participant’s identifiable information, placing the recorded data in a secure place, assuring that only the researcher and the dissertation committee had access to the audiotaped recording, and erasing all transcribed or coded data after all activities were completed. The above steps were explained to the participants before the study began and were described in the informed consent forms.

All second follow-up interviews were conducted using the same technique as the first interview. The participants completed the second interview at a location where the participants were comfortable to discuss the topic. To maintain confidentiality, the researcher conducted the interviews in her private office with a closed door.
3.5 Recruitment Strategies

After obtaining IRB approval, the researcher contacted the dean of TESU via email to inform her that she would begin to invite the participants for the study. The researcher contacted the eligible participants via email to request their participation in the study (Appendix D). In the email, the researcher introduced herself as a doctoral student in nursing and discussed her interest in understanding the meaning of their experiences in PWSON. She also stated that the findings from this research study would contribute to current knowledge in this area. The researcher requested that participants interested in partaking in the study should contact her via email or telephone to schedule an interview time and date. If the researcher obtained no responses from the potential participants after two weeks, a second round of invitations was forwarded to the Black nurse faculty in the database. Throughout the recruitment process the researcher also contacted Black nurse faculty not listed in the database to request their participation in the study. Most faculty members had prior contact with the researcher from informal discussions at diversity conferences. Other participants joined the study by word of mouth through the participants and requested to participate in the study.

3.6 Data Collection Resources

According to Creswell (2009), collecting data through primary phenomenological resources is one form of triangulation to establish trustworthiness. The primary resources used in this study included a researcher-designed questionnaire to collect the participants’ demographic information (Appendix A), and an informal interview guide (Appendix E) with probes, and memos. The primary resources are described below:

3.6.1 Demographic Questionnaire. A demographic questionnaire used to describe the participant group was developed by the researcher and included 10 multiple-choice and short
answer items such as: the participants’ age, gender, marital status, ethnicity, educational background, geographic area of residence, and current employment status. Items were selected based on past studies gleaned from the literature review. After the initial contact, the researcher sent the participants a link to access the online demographic questionnaire in an electronic survey software system, Survey Monkey (Survey Monkey, Inc., 2014), which was provided via email. Survey Monkey, Inc. (2014) ensured that all online responses and personal information were secured through password protection. According to the participants, the questionnaire took three to five minutes to complete.

3.6.2 Informal Interview Guide. The interview guide consisted of one lead open-ended question designed to elicit an in-depth discussion about the experiences of Black nurse faculty in PWSON. The interviews remained casual and interactive to obtain greater breadth and richness of the data, and encourage the participants to narrate their own experiences (Ajawii & Higgs, 2007). A retrospective approach was used throughout the interviews to assist the participants in recalling their experiences. Probes (Appendix E), such as “Tell me more about the experience” and requests for examples, were used to facilitate the discussion and to obtain the richest data from the participant’s experience until the experiences were fully described. The probes clarified the information obtained from the participants and provided additional richness to the data.

3.6.3 Memos. Memos were useful sources of data to validate important points made by the participants and provided emphasis on developing themes. The researcher maintained memos during and immediately after each interview. These documents included tone and volume of voice, distractions, and hesitations/pauses. A transcriptionist transcribed the audio recordings from with a digital recorder. The researcher transcribed the written notes into typed text, which served as the context of the findings to view detailed descriptions of the lived experiences. This
step also served as one of the components of an audit trail to reduce bias in the study (Cohen et al., 2000).

### 3.7 Data Collection Procedure

Data collection consisted of multiple stages to obtain the richest data from the participants. Data collection was conducted concurrently with data analysis. Each stage is described below:

#### 3.7.1 Initial Contact

During the first stage of the study, participants were requested to contact the researcher via telephone if they were interested in participating in the study. During the verbal exchange, the researcher described the study, informed the participants that the results from this study would be disseminated at conferences and publications, assessed that the participants met the inclusion criteria, reviewed the study protocols, confirmed their participation in the study, validated contact information (email, phone, etc.), and scheduled the initial interviews. The researcher also answered the participants’ questions and addressed their concerns.

After completing this stage, the participants received a copy of the confirmation letter via email (Appendix F) that included the date and time of the interview and the consent form (Appendix G), which explained the study in more detail. The consent form included: (a) the purpose of the study, (b) type of data collected, (c) the procedures to collect the data, (d) the nature of the participants’ commitment to the study, (e) a statement that the participants could withdraw from the study at will, and (f) the participants’ consent to allow the researcher to record the audio portion of the interview. Two days prior to the scheduled initial interview, the researcher sent a reminder of the scheduled interview via email and voicemail to each participant.
3.7.2 Interviews. One interview per day was planned in order to allow enough time for the researcher to reflect on the interview and organize the data for the analysis. The researcher conducted all interviews via telephone conferencing to eliminate variation in the interview technique. During the interviews, the researcher was limited to the spoken conversation. The benefit of conducting a telephone interview was to increase the participant’s anonymity, confidentiality, and comfort when discussing the study’s phenomenon.

During each interview, the researcher encouraged the participants to discuss their experiences at length. To ensure the richness of the data, the initial and the follow-up interviews had no time limits. The interviews were completed in 60–90 minutes, which was similar to previous phenomenological research studies. To maintain consistency, the research question followed the same format with each participant. The researcher used empathetic listening without interruption throughout the interviews to allow the participants to lead the direction of the interview.

Two interviews were scheduled with each participant. During the first interview, the researcher asked the participants if they had questions about the study and reviewed the consent form. If the participants did not complete the demographic questionnaire prior to the interview, then they completed it before the interview began. The researcher reminded the participants that a digital recorder would be used during the interview, which was turned on before the lead question was asked. The interview began with the researcher asking the interview question. Throughout the interview, the researcher clarified the terms and restated the research question as necessary for the participants.

At the end of the initial interviews, follow-up interviews were scheduled approximately three to four weeks after the initial interviews. According to Cohen et al. (2000), participants
could reflect on their experiences after the first interview and offer richer data during the follow-up interview. The purpose of the follow-up interview was to verify and clarify the data from the initial interview, gather additional information if needed, answer any follow-up questions to enhance the trustworthiness of the data, and confirm the existence of new and emergent data. All participants received a $25 Amazon gift card electronically after the two interviews and the demographic questionnaires were completed.

3.8 Data Analysis

Data analysis began after the first interview was completed and continued concurrently throughout the data collection phase. The data was analyzed using the phenomenological method described by Cohen et al. (2000) and was managed using NVivo (Version 10) [Computer software] (QSR International, 2013). The goal of the data analysis was to obtain a detailed description that accurately captured the meaning of the participants’ lived experience, which included interpretations of the phenomena that defined mutual experiences of the participants (Cohen et al., 2000). The aim of the phenomenological data analysis was to understand the lived experiences of the participants instead of solely relying on another person’s interpretation of the experience.

The researcher began the data analysis by bracketing her experiences as a Black nurse faculty member at PWSON to avoid interference of the true data results. This step was completed by writing down her thoughts on the topic in a personal journal. Through this method, the researcher delineated her own biases and preexisting opinions about her experiences. Writing down these biases allowed the researcher to be more aware of personal beliefs or judgments about what she heard from the participants. She remained open to data as they were revealed.
throughout the interviews. The researcher also minimized her personal influence on the data by using a neutral setting for the interviews and by soliciting voluntary participants for the study.

After the interviews were completed, a certified transcriptionist transcribed the audio portion of the interview verbatim from the digital recorder after she signed the confidentiality form (Appendix H). Each transcript was formatted with one-inch margins and left justification. Line numbering was utilized to identify the participant’s responses. After receiving the transcribed data, the researcher compared the data with each transcript to ensure accuracy.

The following data analysis procedure was used throughout the study as reflected by the methods of Cohen et al. (2000):

1. The researcher thoroughly read each transcript in one sitting and reflected on the significance of the participants’ experiences. The goal of this step was to read the narratives to identify common themes, which the researcher manually highlighted in NVivo (Version10) [Computer software]. The researcher actively listened to the recorded transcripts and interpreted the participants’ statements by reading and re-reading the text to become immersed in the data.

2. After interpreting the text, the researcher categorized the content into themes. A thematic analysis and a line-by-line examination of the data was conducted to identify key phrases. The participants’ experiences were grouped into tentative theme labels and common themes were identified and grouped. Exemplars from the transcripts was identified to capture the essential meaning of the themes. Phrases not relevant to the topic were extracted. The researcher coded the themes, highlighted key phrases, and created memos. Throughout this step, the researcher followed a continual process of analyzing the text and creating statements to identify unique and shared themes.
3. To validate the data, the researcher extracted the themes derived from the participants’ responses during the follow-up interviews. The elements of the first interview were compared to those of the follow-up interview to identify any shared and unique themes. Once the elements were analyzed, they were compared and contrasted with those of the other participants to identify common and unique themes and statements across the interviews.

4. If, during the interviews, participants mentioned specific literature, such as fiction, poetry, and autobiographies, that affected the participants’ experiences, the researcher obtained and read the same literature to clarify the descriptions of the lived experiences. This step provided additional information on the participants’ lived experiences.

3.8.1 Demographic Questionnaire. Data from the demographic questionnaires was analyzed using descriptive statistics to describe the sample regarding gender, educational backgrounds, and professional experiences. The demographic questionnaire was completed prior to the interview through Survey Monkey.

3.8.2 Non-verbal Cues. The researcher took notes of non-verbal cues throughout the interviews, including the participants’ behaviors, actions, and voice tones, to add depth to the data. The notes also included reflective information, including the researcher’s ideas, questions, and concerns during the interviews.

3.9 Protection of Human Participants

Although no known physical, social, or legal risks were inherent in this proposed study, several risks could have threatened the participants’ psychological welfare. Participating in the interviews took time for each participant, which may have been inconvenient for them. During
the interviews, reflections on their experiences may have evoked many feelings that could cause discomfort and some level of distress.

3.9.1 Ethical Considerations. During the initial contact with the participants, the researcher mentioned to the participants that they had the option to decline participation in the study, which would not affect their relationship with the researcher. Prior to the interview, the participants were reminded of their rights to refuse participation in the study by ending the interview at any time during the study. They were also reminded that the interviews would be audiotaped, transcribed, and analyzed. After verbally expressing that they understood their rights pertaining to participation in the study, the interview begun. After completing two interviews, each participant received a $25 Amazon gift card comparable to their time participating in the study.

3.9.2 Confidentiality. To minimize the concern for privacy, the following measures were used to maintain confidentiality of the participants. The researcher requested that the participants provide a pseudonym to replace their names; the researcher also omitted the names of PWSON where the participants are employed. Pseudonyms were used to identify each participant on the demographic questionnaires, the audiotaped recordings, and the transcribed documents. Throughout the study, the participants’ contact information, demographic questionnaires, and the digital recorder that included the audiotaped interview and the verbal informed consent were secured in the researcher’s home in a locked file cabinet. The transcribed data was saved onto a password-protected laptop at the researcher’s home.

The transcriptionist signed a confidentiality form before the researcher forwarded any documents to her (Appendix H). The researcher kept the written and audio recorded materials related to the study until all of the activities of the research study were completed and the results
of the study were presented at a conference and published in a peer-reviewed journal. Only the researcher and her dissertation committee, who are doctoral prepared nurse researchers experienced in qualitative research, had access to the interviews and the stored study materials.

3.9.3 Protection Against Risks. To minimize the psychological risks related to participating in the research study, the researcher informed the participants about the expected length of the interview and the potential risks at the beginning of the interview. If they became distressed while recalling their experiences during the interview, the researcher reminded them that they could end the interview at any time, continue the interview on a later date, refuse to answer any questions that make them feel uncomfortable, and/or refuse to have any portion audiotaped.

Throughout the interviews, the researcher continually assessed participants for fatigue and emotional distress by assessing the tone of their voice, volume, and the pace of their speech. The interviews did not continue if the researcher felt that the participants were too distressed or too fatigued to continue the interview. The researcher planned to forward the contact information of free mental health providers in the participants’ area of residence to the participant, if it was necessary.

3.10 Trustworthiness of the Data

The researcher demonstrated the study’s rigor through the accurate representation of the participants’ experiences. Describing and interpreting the lived experience from the participants’ perspective, rather than the researcher’s perspective, established trustworthiness through credibility, confirmability, dependability, and transferability (Lincoln & Guba, 1985). These elements were thoroughly monitored through the dissertation committee’s careful review of the research methodology and design. The following section describes each of these elements:
3.10.1 Credibility. Credibility refers to the validity in the interpretation of the data (Lincoln & Guba, 1985). To ensure that credibility was achieved, the researcher used two data triangulation methods, peer debriefing and member checking, throughout data collection, data analysis, and the final report of study findings. Peer debriefing was used to “explore aspects of the inquiry” (p. 308) and ensure that valid information was collected from the participants (Lincoln & Guba, 1985). This method was conducted with the researcher and her dissertation chair to clarify the interpretations and the emerging themes of the participants’ experiences.

During this step, the researcher strengthened the credibility of the findings by reviewing the preliminary findings, drawing conclusions, and obtaining a tentative analysis with an expert in phenomenology (Cohen et al., 2000). The researcher’s dissertation chair served as the peer debriefer at regular intervals throughout the study to verify the transcribed interviews by presenting questions to the researcher regarding the research method, the themes that were identified, and the interpretations of the findings. This step justified the researcher’s interpretation of the meanings of the experiences and the general structure of the descriptions.

According to Lincoln and Guba (1985) member checking is the most critical method to establish credibility. This technique assisted in verifying the accuracy of the interpretation of the analyzed data via an audit trail. During this stage the researcher and her dissertation chair verified that no new codes existed in the data and corrected any misinterpretations of the preliminary data analysis. The dissertation chair reviewed three transcripts before the follow-up interviews and discussed the data from the second interviews with the researcher.

To reduce bias, the researcher created a personal journal through the written data analysis to trace the interpretations back to the data. This step is known as reflexivity, which is a critical reflection that occurred through a personal reflective journal to enhance credibility (Cohen et al.,
Throughout data collection, the researcher continuously identified and bracketed any assumptions and biases about being a Black nurse faculty member in PWSON in a reflective journal. To ensure that the results were credible, data was collected from multiple sources by triangulating the findings from the audio portion of the telephone interview and the memos.

Prolonged engagement during the interview process allowed the researcher to spend sufficient time and build camaraderie with each participant to fully understand the culture of PWSON. During this stage, the researcher allowed the participant to become comfortable with her by having an open discussion on a topic of their choice before audiotaping the interview. This step built trust with the researcher to help the participant speak freely on their experiences during the interview.

3.10.2 Confirmability. Confirmability is objectivity of the data through an external audit to confirm the quality of the data (Lincoln & Guba, 1985). This step refers to the degree of neutrality through the participants’ responses were not biased by the researcher (Lincoln & Guba, 1985). To ensure confirmability, the researcher confirmed the audit through an audit trail (decision trial), used reflexivity and transcription rigor through the verbatim transcription of the interviews, checked the work of the transcriptionist to ensure congruency, and developed a codebook in NVivo. All participant identifiers were removed in the verbatim transcription of the interviews.

3.10.3 Transferability. Transferability is the degree to which the findings can apply to other contexts (Lincoln & Guba, 1985). To ensure transferability, the researcher analyzed the thick descriptions from the data during data collection and made decisions regarding the transferability of study results. This step generated evidence that can provide meaning to other populations in other contexts through accurate and rich descriptions of the findings (Streubert-
Speziale & Carpenter, 2007). Data generated from coding the responses produced rich evidence to develop proper themes for the study context to capture the essence of the phenomenon. The data collection methods were readily available upon request by the dissertation committee to improve the transferability of the findings to future research.

3.10.4 Dependability. Dependability is an assessment of the quality of the data collection process, data analysis, and theory generation (Lincoln & Guba, 1985). To achieve dependability, the researcher requested an evaluation of the audit trail including the original transcripts, data collection process, feedback from member checking, and dissertation text by her dissertation chair. The dissertation chair also assessed the level of the researcher’s influence during the audit by reviewing the transcribed interviews. At the end of the audit, the dissertation chair confirmed the trustworthiness of the findings.

After the final dissertation defense, the researcher made any necessary modifications based on the evaluation from the committee. Additionally, after the dissertation defense, the findings were published in accordance with the standards of Duquesne University in an electronic database of dissertations.

3.11 Methodological Limitations

Four methodological limitations were noted in this study. The first limitation was the risk of misrepresenting certain aspects of reality due to variance between the participants’ and the researcher’s perspectives, their lived experiences, and their interpretations of reality. To discourage this limitation, bias was reduced by bracketing prior knowledge and by remaining open to the data received from the participants.

The second limitation was not allowing self-selection into the study through purposeful sampling. This limitation was reduced by confirming the inclusion and exclusion criteria and
reviewing the demographic questionnaires with each potential participant before scheduling the interview.

A third limitation was the researcher did not have the ability to control socially inappropriate responses from the participant. This limitation could not be reduced because the researcher allowed the participants to freely express his/her experiences. Some Black nurse faculty had a more balanced workplace environment regarding ethnicity that could have masked their experiences in PWSON. This limitation hindered neutrality of the researcher’s bias, which could not be reduced.

3.12 Summary

The purpose of the study was to explore the experiences of Black nurse faculty in PWSON. The researcher used the hermeneutic phenomenological approach of Cohen et al. (2000) to collect, organize, and analyze the data. Eligible participants included nurse faculty members who self-identified as Black or African American and who currently work in PWSON. The participants were contacted via email and telephone communication throughout the study.

The researcher used purposive and snowball sampling techniques to recruit the participants. Each participant completed two interviews: the first interview helped the researcher understand the experiences of Black nurse faculty members working in PWSON; the second interview verified the researcher’s interpretation of the data collected from the first interview. Data collection and data analysis occurred simultaneously until data saturation was achieved.

Trustworthiness was established through practical steps, such as bracketing assumptions and biases prior to the interviews, maintaining a personal journal, and creating an audit trail. Ultimately, trustworthiness was achieved through critical reflection, the rigor of the transcription, and the process of opening up the inquiry, which consisted of peer debriefing and member
checking. Results from this study are expected to assist in understanding the experiences of Black nurse faculty members who work in PWSON. The researcher is confident that the findings from this study will inform other nurse faculty members and nurse administrators about this vital issue.
CHAPTERS 4 & 5

FINDINGS AND DISCUSSION

A “results” manuscript is currently under review at a peer-reviewed journal:

REFERENCES


APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE

Research Study: The Experience of Being a Black Nurse Faculty Member in Predominately White Schools of Nursing

Pseudonym Name: ___________________ Date: ____________

Instructions: The following 10 questions relate to your position as a Black nurse faculty member in a predominately White school of nursing. Please indicate your response by clicking the appropriate box or by writing a response in comment section. Please complete the survey online through Survey Monkey before your scheduled interview.

Link to survey on Survey Monkey: https://www.surveymonkey.com/s/LK8R96D

1. Are you currently employed in a predominately White school of nursing?
   - Yes
   - No

2. What is your gender?
   - Male
   - Female

3. Please indicate your age group:
   - 21-29 years
   - 30-49 years
   - 50-64 years
   - 65 years or over

4. What is your ethnicity (Check all that apply):
   - White
   - Black or African American
   - American Indian or Alaskan Native
• Asian
• Native Hawaiian or other Pacific Islander
• Other (Please specify)

5. State in which you reside: __________________________

6. Please indicate your highest earned credentials:

• Bachelor’s degree
  ○ Major: __________________________

• Master’s degree
  ○ Major: __________________________

• Doctoral degree
  ○ Major: __________________________

7. What is your current employment status?

• Full time
• Part time

8. What is your current professional rank?

• Clinical Instructor
• Assistant Professor
• Associate Professor
• Adjunct Professor
• Professor
• Dean
• Other (please indicate): ____________________________
• Other (please indicate): ____________________________

9. Please indicate the number of years of experience that you have had as a nurse faculty member in a predominately White school of nursing:
   _______ total years, including full time and part-time experience

10. Please indicate the number of years that you have been employed as a nurse faculty member at your current school of nursing:
    _______ years
APPENDIX B

IRB APPROVAL LETTER (DUQUESNE UNIVERSITY)

To: Lisa Whitfield-Harris
From: Linda Goodfellow, IRB Chair
Subject: Protocol #2014/09/14 - Approval Notification
Date: 10/13/2014

The protocol *The Lived Experience of African American Nurse Faculty in Predominately White Institutions* has been approved by the IRB Chair under the rules for expedited review on 10/13/2014.

The consent form and recruitment email are stamped with IRB approval and one year expiration date. You should use the stamped forms as originals for copies that you distribute or display.

The approval of your study is valid through 10/12/2016, by which time you must submit an annual report either closing the protocol or requesting permission to continue the protocol for another year. Please submit your report by 09/14/2016 so that the IRB has time to review and approve your report if you wish to continue it for another year.

If, prior to the annual review, you propose any changes in your procedure or consent process, you must complete an amendment form of those changes and submit it to the IRB Chair for approval. Please wait for the approval before implementing any changes to the original protocol. In addition, if any unanticipated problems or adverse effects on subjects are discovered before the annual review, you must immediately report them to the IRB Chair before proceeding with the study.

When the study is complete, please terminate the study via Mentor by completing the form under the Continual Renewal tab at the bottom of your protocol page and clicking on terminate. Please keep a copy of your research records, other than those you have agreed to destroy for confidentiality, over a period of five years after the study’s completion.

If you have any questions, feel free to contact me.

Linda Goodfellow, PhD, RN
IRB Chair
goodfellow@duq.edu
Research is a systematic investigation designed to develop or contribute to generalizable knowledge, through dissemination by publication or presentation. Human subjects are living people about or from whom an investigator conducting research obtains data through interaction or identifiable private information. The Principal Investigator is the person conducting the research who is responsible for assuring that all research procedures are followed correctly. The Principal Investigator is under the auspices of the College, such as a staff member at the College or State Library. When systematic data about human subjects are collected, especially for the purpose of dissemination, an IRB review and approval process must be followed according to federal regulation 45 CFR (http://ohsr.od.nih.gov/guidelines/45cfr46.html).

**TYPES OF IRB REVIEW**

1) Types of IRB Review: Depending on the level of risk of the research protocol and the participant population, IRBs may conduct either full board review or expedited review.

a) Expedited Review
   i) For certain kinds of research involving no more than minimal risk and for minor changes in previously approved research, the IRB Chair and a designated voting member or group of voting members review the proposed research rather than the entire IRB.
   ii) It cannot be assumed that research poses minimal risk because it involves only interview or survey data collection. Sensitive questions may lead to distress that exposes participants to greater than minimal risk. Loss of confidentiality can cause harm to participants, their relatives, and others. The IRB determines the designation of Expedited Review.
   iii) See the following web site for a list of procedures which may be approved through expedited review: http://www.hhs.gov/ohrp/policy/expedited98.html

b) Full Board Review
   i) When full board review is necessary, the research proposal is presented and discussed at a meeting at which a quorum of IRB members is present.
   ii) For the research to be approved, it must receive the approval of a majority of those voting members present.
   iii) IRB members may participate by means of electronic and/or telephonic communication and need not be present physically.

c) Research Exemptions from IRB Review
   i) Under Federal regulations [45 CFR 46.101 (b)], certain categories of activity are considered research but may be declared exempt from review by the IRB. This determination must be made by the IRB prior to the research being conducted.
   ii) Certain low-risk research is exempt from the requirements in the Federal regulations concerning IRB review and approval. If a study falls into one of the exempt categories, researchers still have ethical responsibilities to protect participants’ rights.

The researcher should not make the final determination of exemption from the applicable Federal regulations or the provisions of the institution.
Research Review & Approval Form

Part A: Decision Making Tool:

Does the project fall under the category of human subjects research?

Directions: Provide a project summary and complete the questionnaire, in order to help you determine if your research project requires an application submission to the IRB. When you have completed Part A submit this form to the appropriate IRB member. The IRB website has a list of IRB member, and the unit of the College and State Library that they service.

Summary of Project: Submit a one page summary (or abstract) of your project with the following form. Include the following information in the summary: who are the participants, what you will do, when the project will occur, where it will occur, and what you hope to determine by completing the research.

Questionnaire: Complete the following questionnaire to determine if the proposed project could be considered human subjects research. Human subjects are called participants in a research study.

Will the participants in the project be identifiable through records, responses, or personal information to anyone else but the researcher?  
☐ YES  ☐ NO

Could participant's reputations, financial standing, or legal standing be at risk if their responses were identified?  
☐ YES  ☐ NO

Does the project ask questions about or explore sensitive aspects of participant's lives, such as illegal conduct, drug and alcohol use, mental health issues, abuse, or sexual issues?  
☐ YES  ☐ NO

Does the research involve the taking of any images or audio of the participants, via any means, camera, audio, cell phone, etc.?  
☐ YES  ☐ NO

Are participants voluntarily participating, and are they free to withdraw at any time?  
☐ YES  ☐ NO

Does the project target any of the following types of participants, who are considered vulnerable populations?

☐ Children who are under the age of 18  ☐ Physically challenged  ☐ Economically disadvantaged
☐ Legally incompetent adults  ☐ Pregnant women  ☐ Terminally ill
☐ Cognitively or mentally impaired individuals  ☐ Traumatized or comatose  ☐ Prisoners

Does the project involve any of the following activities?

☐ Administration of drugs  ☐ Administration of alcohol  ☐ Administration of nutritional supplements
☐ Taking tissue samples  ☐ Use of medical devices  ☐ Invasive procedures
☐ Drawing blood  ☐ Giving injections

Is any of the data to be collected online with identifiable email addresses or electronic signatures?  
☐ YES  ☐ NO

Will any identifying information that may link the data to individual participants be included in your research records?  
☐ YES  ☐ NO

Does the research involve the study of existing databases where the individual participant data is identifiable?  
☐ YES  ☐ NO

A yes answer to any of the above questions places the project in the category of human subject research. A submission of the research proposal for IRB review is required. If a yes is answered to any of the above questions, proceed to Part B: Application for IRB Approval.

IRB Member submitted to:  Dr. H. van Zyl  Date Reviewed: Oct 29, 2014

The project is determined to be:  ☐ Research  ☐ Not research

IRB member signature:  Henry van Zyl

Communicated to Principal Investigator: Method of communication and date (IRB member to attach communication)

Email, via Dean Marshall, who submitted the request

IRB member to forward electronic copy to IRB when form is completed.
Research Review & Approval Form

Part B
Application for IRB Approval

DIRECTIONS

The following items must be supplied and submitted to the IRB member identified on the College web site. All information is to be included. Questions can be directed to the IRB member or IRB Chair; contact information is identified on the web site.

1. Project title
2. Contact Information for Principal Investigator
   a. Contact information for Additional Investigators/team members
   b. Report of Human Participant Protection Education for PI and Research Team members
3. Funding Status
4. Project Time Line (Estimates are acceptable)
   a. Start of data collection
   b. End of data collection
   c. Period of data analysis
   d. End of study
5. Participants in the study: Provide a description of the participants in the study; include age, sex, ethnicity, race, and other identifying characteristics. Provide rationale for the use of vulnerable populations. Describe any precautions that would be taken to minimize risk to participants. Describe procedures for obtaining consent/assent. If consent is not to be obtained, provide a rationale.
   a. Attach consent form if applicable
6. Location of the study:
   a. Name, address, description
   b. Attach letter of agreement from appropriate facility personnel
7. Research Proposal (attach): The proposal should include the following information, in the order indicated, from your research project.
   a. Specific Aims of the Study
   b. Sample characteristics:
      i. Statement regarding the processes that you will use to recruit participants
      ii. Describe sample demographics and sampling plan
   c. Methods of Data Collection and Analysis
      i. Be sure to include a description of any quantitative and/or qualitative techniques.
      ii. Attach any questionnaires, surveys, tests, tools or research instruments
   d. Statement of potential risks to participants that are inherent in this research protocol.
      i. For example, identify possible sources of breaches of confidentiality, treatment complications, psychological distress
      e. Statement regarding precautions and safeguards that are incorporated into the design to minimize potential risks.
      f. Statement of potential benefits to the participants.
      g. Statement regarding precautions and safeguards that are incorporated into the design to maximize potential benefits.
      h. A step-by-step description of the procedures that will be used in this project.

Signature of the Principal Investigator:
The undersigned accepts responsibility for this study, including adherence to DHHS, FDA (http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html) and Thomas Edison State College policies regarding the rights and welfare of individuals who serve as participants in this study.

Lisa Whitfield-Harris

Date:

47
Research Review & Approval Form  
Part B  
Application for IRB Approval

<table>
<thead>
<tr>
<th>IRB USE ONLY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IRB Use Only: for Approvals</strong></td>
<td></td>
</tr>
<tr>
<td>Type of Research (<a href="http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html">http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html</a>)</td>
<td></td>
</tr>
<tr>
<td>☐ Exempt ☐ Expedited ☐ Full board review</td>
<td></td>
</tr>
<tr>
<td>IRB member signature approval for exempt or expedited research: Henry van Zyl</td>
<td></td>
</tr>
<tr>
<td>IRB chair signature for research for full board approval:</td>
<td></td>
</tr>
</tbody>
</table>

| IRB USE ONLY: for Approvals with Modifications |  |
| Date of Review form submitted: | Date of Application submitted: |
| Type of Research ([http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html](http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html)) |  |
| ☐ Exempt ☐ Expedited ☐ Full board review |  |
| IRB member signature approval for exempt or expedited research with following modifications: |  |
| Modifications to be listed here: |  |
| IRB chair signature for research for full board approval: |  |

| IRB USE ONLY: for Denial of Application |  |
| Date of Review form submitted: | Date of Application submitted: |
| IRB member signature for denial of Application: |  |
| Rationale: |  |
| Denials go to full board review: |  |
| Date of full board review: |  |
| Disposition: |  |
May 21, 2014

To Whom It May Concern:

I have extended an invitation to Lisa Whitfield-Harris, Doctoral Student, to have full use of the minority nursing faculty database for her dissertation project titled "The Lived Experience of African American Nurse Faculty in Predominantly White Schools of Nursing." The database is housed at W. Cary Edwards School of Nursing at Thomas Edison State College, which was developed through a grant from the Health Resources and Services Association (HRSA).

The database contains demographic information on 96 minority nurse faculty who have been trained in online learning. It includes 77 nurse faculty members who self-identified as African American on the demographic questionnaire. Each faculty member received 20-32 weeks of training at no charge through the HRSA grant. The database was developed to share limited resources of minority nurse faculty for schools of nursing across the nation in order to hire them for online learning.

I am delighted that the database will be used for a dissertation project and that the data would be disseminated for upcoming presentations and future research projects.

Please contact me if you have questions or concerns regarding the database.

Sincerely,

[Signature]

Filomena Marshall, PhD, RN, CNP
Dean, W. Cary Edwards School of Nursing
APPENDIX D

RECRUITMENT EMAIL

To: Email will be address to the participants in the Thomas Edison State College database

Subject: Invitation to participate in a research study about Black nurse faculty employed in predominately white schools of nursing.

Dear Nurse Faculty Member:

I am a doctoral student in the PhD program at Duquesne University School of Nursing and am recruiting participants for my dissertation aimed to understand the lived experiences of Black nurse faculty members in predominately White schools of nursing. Findings from this study will add to the current knowledge about these experiences with the ultimate goal to understand the workplace environment for minority nurse faculty members.

To be eligible for this study you must be currently employed as a full or part time nurse faculty member in a predominately White school of nursing. Participants will be requested to be interviewed twice and to be audiotaped for both interviews. One $25 Amazon gift card will be provided to all participants as compensation for their time after the two interviews are completed. All interviews will be conducted via videoconference through Skype or FaceTime or via telephone.

Your name will not be used in the study and you will choose a pseudonym to discourage identifying you as a participant in this research study. Any questions regarding your participation should be directed to Dr. Joan Lockhart, Advisor, at 412-396-6540 and Dr. Linda Goodfellow, Chair, Duquesne University Institutional Review Board, at 412-396-6548.

If you are interested in participating in this study, please contact me by email or telephone:

Lisa Whitfield-Harris, MSN, MBA, RN
PhD Candidate
Duquesne University School of Nursing
APPENDIX E

INTERVIEW GUIDE

The Experience of Being a Black Nurse Faculty Member in Predominately White Schools of Nursing

Interview Guide

Participant Initials: ___________________________ Date: ______________

- Tell me what it is like to be a Black nurse faculty member in a predominately White school of nursing?

Example probes that will be used to elicit an in-depth discussion of the experience of being a Black nurse faculty member:

- Tell me more about your experience. What was it like for you?
- Could you share an example of ...(the experience)?
- Could you say more about ... (the topic, the response, etc.)?
- Could you expand on what you said about ...(the experience)?
- How did you know that (the person/action) was fair/unfair, etc.?
- What does it mean to you to have experienced... (add in the experience)?
- What does the experience mean to you?
APPENDIX F

CONFIRMATION LETTER

Dear Nurse Faculty Member:

Thank you for expressing interest in participating in a research study, “The Lived Experience of Black Nurse Faculty Members in a Predominately White School of Nursing” that is partially funded by the National League of Nursing and the Association for Black Nursing Faculty. Results from this study will aid in understanding the phenomenon of being a Black nurse faculty member in a predominately White school of nursing and offering information for future research focused on improving retention strategies to retain Black nurse faculty members in predominately White schools of nursing.

Invited participants who are currently working as a nurse faculty member, have worked in predominately White schools of nursing during the past six months, and are willing to share their experiences, are invited to participate in the study.

I look forward to learning about your experience as a Black nurse faculty member. As per our telephone conversation, your interview is scheduled for (Day of Week/Month), (Date), 2013 at (Hour) AM/PM at (Time).

You will receive an email reminder two days prior to the scheduled interview. Please review the enclosed consent form for details about the study. You will be asked to verbally consent to participate in the study prior to the start of the initial interview. Please also complete the demographic questionnaire prior to the interview via the following link: https://www.surveymonkey.com/s/LK8R96D

If you have questions about the consent form or the study prior to the scheduled interview, or if you need to change or cancel the interview appointment, please contact me via email at xlisarn@verizon.net or via telephone at 215-870-8793.

Sincerely,

Lisa Whitfield-Harris, MSN, MBA, RN
PhD Candidate
Duquesne University School of Nursing
CONSENT TO PARTICIPATE IN A RESEARCH STUDY

TITLE: The Lived Experience of Black Nurse Faculty Members in Predominately White Schools of Nursing

INVESTIGATOR: Lisa Whitfield-Harris, MSN, MBA, RN

ADVISOR: Joan Such Lockhart, PhD, RN, CORLN, AOCN, CNE, ANEF, FAAN
600 Forbes Avenue, 312Fisher Hall
Duquesne University School of Nursing
Pittsburgh, PA 15282
412-396-6540

SOURCE OF SUPPORT: This study is being conducted as partial fulfillment of the requirements of the doctoral degree in nursing at Duquesne University. The study is partially funded by the National League of Nursing and the Association of Black Nursing Faculty.

PURPOSE: The purpose of this study is to understand the experiences of Black nurse faculty who are employed at predominately White schools of nursing.

YOUR PARTICIPATION: You are being asked to participate in a research project that seeks to understand the experiences of such faculty. You will be asked to allow me to interview you. The interviews will be held via telephone, Skype, or FaceTime on a date that is agreed upon by the participant and the investigator, and will last 1-1.5 hours. The interviews will be audio recorded and transcribed. A 30-60 minute follow-up interview will be conducted 3-4 weeks after the initial interview to confirm the data from the first interview and to allow you to edit or add information. You will be requested to complete a demographic questionnaire via Survey Monkey prior to the interview. The above requests are the only requests that will be made of you.
RISKS AND BENEFITS: No risks are associated with this study greater than everyday life experiences. While there are no benefits for participating in the study, but you will have the knowledge that your participation could help other Black nurse faculty members by understanding their experiences while working in a predominately White school of nursing.

COMPENSATION: There is no cost required to participate in this study. A $25 Amazon gift card will be forwarded to you after you complete both interviews in this study.

CONFIDENTIALITY: Your name will not appear on the recorded tape or in the written documents. Your self-identified pseudo-name will be used to allow you to remain anonymous. The materials will only be reviewed by the dissertation committee and me. All audio and written materials will be stored in a locked file at my home until all dissemination commitments are fulfilled. All written materials will be shredded at the completion of the research study.

RIGHT TO WITHDRAW: You are under no obligation to participate in this study. You are free to withdraw your consent to participate at any time.

SUMMARY OF RESULTS: A summary of the results from this research study can be mailed to you, at no cost, upon request.

VOLUNTARY CONSENT: I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research study.

I understand that should I have any further questions about my participation in this study, I may call Dr. Linda Goodfellow, Chair of the Duquesne University Institutional Review Board at 412-396-6548 or Dr. Joan Such Lockhart, Advisor at 412-396-6540. You may also contact me, Lisa Whitfield-Harris at 215-870-8793, if you have any questions or concerns.

SIGNATURES: Both the researcher and participant should sign, and each should hold a copy with original signatures.
Signature of participant

Date

Signature of investigator

Date
APPENDIX H

CONFIDENTIALITY STATEMENT

I, ______________________________________ agree to transcribe the digital recordings provided by Lisa Whitfield-Harris, MSN, MBA, RN for the study entitled *The Lived Experience of Black Nurse Faculty in Predominately White Schools of Nursing*. I understand that I may have access to personal information provided by the participants involved in this study. As a member of the dissertation study team I recognize that I have an obligation to protect the confidentiality of the participant’s information acquired from the study. The recordings will be returned to Lisa Whitfield-Harris and all materials will be erased from my hard drive at the completion of the study.

My signature below indicates my acceptance of the above obligation and I realize that failure on my part to fulfill this obligation can lead to removal from the research study team.

Signature  ______________________________________

Date ______________________________________