

**Institute of Medicine *The Future of Nursing: Leading Change, Advancing Health*
Recommendations Related to Diversity**

Key Messages/Context:

“Improving access also requires delivering care in a culturally relevant and appropriate manner so that patients can contribute positively to their own care.” (p. 54)

Recommendation 4: Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020. Academic nurse leaders across all schools of nursing should work together to increase the proportion of nurses with a baccalaureate degree from 50 to 80 percent by 2020. These leaders should partner with education accrediting bodies, private and public funders, and employers to ensure funding, monitor progress, and increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan.

- Private and public funders should collaborate, and when possible pool funds, to expand baccalaureate programs to enroll more students by offering scholarships and loan forgiveness, hiring more faculty, expanding clinical instruction through new clinical partnerships, and using technology to augment instruction. These efforts should take into consideration strategies to increase the diversity of the nursing workforce in terms of race/ethnicity, gender, and geographic distribution.
- Academic nurse leaders should partner with health care organizations, leaders from primary and secondary school systems, and other community organizations to recruit and advance diverse nursing students.

Recommendation 5: Double the number of nurses with a doctorate by 2020. Schools of nursing, with support from private and public funders, academic administrators and university trustees, and accrediting bodies, should double the number of nurses with a doctorate by 2020 to add to the cadre of nurse faculty and researchers, with attention to increasing diversity.

- Private and public funders, including the Health Resources and Services Administration and the Department of Labor, should expand funding for programs offering accelerated graduate degrees for nurses to increase the production of master’s and doctoral nurse graduates and to increase the diversity of nurse faculty, scientists, and researchers.

Recommendations throughout the report:

- “To achieve the goal of increasing access to high-quality, culturally relevant care among the diverse populations in the United States, the nursing profession must increase its appeal to young people, men, and nonwhite racial/ethnic groups.” (p. 124-125)
- “Steps should be taken to recruit, retain, and foster the success of diverse individuals. One way to accomplish this is to increase the diversity of the nursing student body... The combination of age,

- gender, race/ethnicity, and life experiences provides individuals with unique perspectives that can contribute to advancing the nursing profession and providing better care to patients.” (p.131)
- **Aging:** “To fill gaps created by retirement and the increasing demand for nursing services, resulting in part from an aging population and increased rates of insurance coverage, the nursing workforce will need to expand by attracting younger individuals into the profession—a challenge that has been more difficult for the nursing profession than it has been for medicine.” (p. 126-127)
 - **Gender:** “The evidence is generally thin, but men tend to list factors associated with security and professional growth that led them to the nursing profession: salary, ease of obtaining work, job security and opportunities for leadership. By contrast, women tend to list factors that represent social encouragement from family or friends. While more men are being drawn to nursing, especially as a second career, the profession needs to continue efforts to recruit men; their unique perspectives and skills are important to the profession and will help contribute additional diversity to the workforce.” (p. 127-128)
 - **Racial and Ethnic:** “Although nurses need to develop the ability to communicate and interact with people from differing backgrounds, the demographic characteristics of the nursing workforce should be closer to those of the population at large to foster better interaction and communication.” (p. 128)
- “To better meet the current and future health needs of the public and to provide culturally relevant care...efforts to increase nurses’ levels of educational attainment must emphasize increasing the diversity of the student body. This [concern] needs to be addressed across all levels of education.” (p. 207)
 - “The [IOM] committee believes the implementation of the recommendations from that report [Missing Persons: Minorities in the Health Professions by the Sullivan Commission] hold promise for ensuring a more diverse workforce in the future.” (p. 207)
 - “In the nursing profession, creating bridge programs and educational pathways between undergraduate and graduate programs...appears to be one way of increasing the overall diversity of the student body and nurse faculty with respect to not only race/ethnicity, but also geography, background and personal experience. Mentoring programs that support minority nursing students are another promising approach.” (p. 208)
 - “Programs to recruit and retain more individuals from minority and ethnic groups in education programs are needed. A necessary first step toward accomplishing this goal is to create policies that increase the overall education attainment of ethnic minorities.” (p. 209)
 - “Stereotypes, academic acceptance, and role support are challenges for men entering the nursing profession. These barriers must be overcome if men are to be recruited in larger numbers to help offset the shortage of nurses and fill advanced and expanded nursing roles.” (p. 209)
 - “Expansion of programs that encourage health care providers to practice primary care, especially those from underrepresented and culturally diverse backgrounds, will be needed to keep pace with the demand for community-based care.” (p. 257)
 - “Identification of the staff and environmental characteristics that best support the success of diverse nurses working to acquire doctoral degrees.” (p. 276, Box 7-2)
 - “Identification of the characteristics of mentors that have been (or could be) most successful in recruiting and training diverse nurses and nurse faculty.” (p. 276, Box 7-2)