

Addressing Diversity, Equity and Inclusivity Contributions in Academic Review

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Topic: Diversity, Equity, & Inclusion

Category: Quality Improvement/Evidence-Based Practice Project

Abstract

Background/Introduction

The nursing profession and academic environments are increasingly calling for nurse educators to incorporate diversity, equity, and inclusivity (DEI) goals and actions into their academic review. Historically, there has been an undervaluing and lack of recognition in academia of DEI contributions and qualitative or community-based research focused on health equity.

Purpose

This presentation will appraise the current state of the academic review of DEI contributions for appointment, promotion, and tenure. Examples of teaching, research and scholarship, practice, and service are provided. Sociopolitical barriers to implementation will be discussed.

Methods or Processes/Procedures

Medical, nursing and educational databases and higher education websites were examined using related search terms such as “diversity statements”, “faculty tenure and promotion”, and “DEI”.

Results

Addressing faculty contribution to DEI should align with the organization’s mission. Using a structured framework or rubric for evaluating diversity statements for appointment are recommended. Norms within the academic environment play a role in what is valued and considered important evidence for academic review and should be examined to assess if they contribute to inequities and power structures. These include examining and expanding definitions of academic scholarship and reconsidering metrics to evaluate scholarship. Expanded assessments of individual research, such as the Becker Medical Library Model for Assessment of Research Impact, are recommended.

Limitations

The current sociopolitical environment coupled with the movement away from social justice initiatives has served to hamper or halt the momentum to implement DEI in many aspects of higher education, including the academic review. Moreover, the national landscape and political climate influencing this presentation is constantly evolving.

Conclusions/Implications for Practice

Expanding recognition and evaluation of academic scholarship and advocacy against efforts to dismantle social justice and antiracism advances within academia are recommended. Examining hegemonic norms is vital to promote more equitable power structures in academic environments.

Biography

Joanne Noone, PhD, RN, CNE, ANEF, FAAN is AB Youmans Spaulding Distinguished Professor and Director of the Master’s in Nursing Education Program at Oregon Health and Science University. My educational scholarship occurs within the context of undergraduate and graduate nursing education to advance nursing knowledge to promote health equity through preparing a diverse and culturally inclusive nursing workforce. I currently teach graduate courses in Understanding Social Determinants of Health and Inclusive Educational Practices. I am committed in my research and teaching missions to a diverse nursing workforce and to health equity.

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