

# The Ethical Implications of Being *Dedicated to Diversity*: Systemic Barriers to Equity-Focused Academic Programming

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## Timeline of Grant-Based Formal Activities

2016-2017

- 1- Year HRSA NWD Grant Program
- Faculty Ad Hoc Diversity Advisory Committee (DAC) initiated
- Culture & Climate Assessment
- College Diversity Statement drafted

2017-2018

- Year 1: HRSA NWD Grant Program
- Faculty Ad Hoc DAC
- College Diversity Statement adopted
- Culture & Climate Survey

2018-2019

- Year 2: HRSA NWD Grant Program
- Faculty Ad Hoc DAC
- LAMP #1
- 2 Workshops: Fall: Inclusive Engagement; Spring: Biases/Inclusivity

2019-2020

- Year 3: HRSA NWD Grant Program
- Faculty Ad Hoc DAC
- 2 Workshops: Fall: Diversity Gap; Spring: MU Diversity Officer (new)

2020-2021

- Year 4: HRSA NWD Grant Program
- New Diversity, Equity, and Inclusion Committee (DEI)
- LAMP #2
- Workshop: Courageous Conversations

### Contextual Elements of the Grants

- The *Dedicated to Diversity (D<sub>2</sub>D)* HRSA-funded grants spanned 5 years (2016-2021)
- Challenged us to reconsider practices, strategies, our evolving culture, and the academic environment related to the recruitment and retention of students who have been marginalized and underrepresented in the nursing workforce
- Ninety-two (92) students participated in the D<sub>2</sub>D grant-supported activities that included formal mentoring, academic support, & non-academic support (resource assessment/allocation through a licensed social worker, financial support, formal and informal counseling)
- Program satisfaction scores consistently 4.5/5

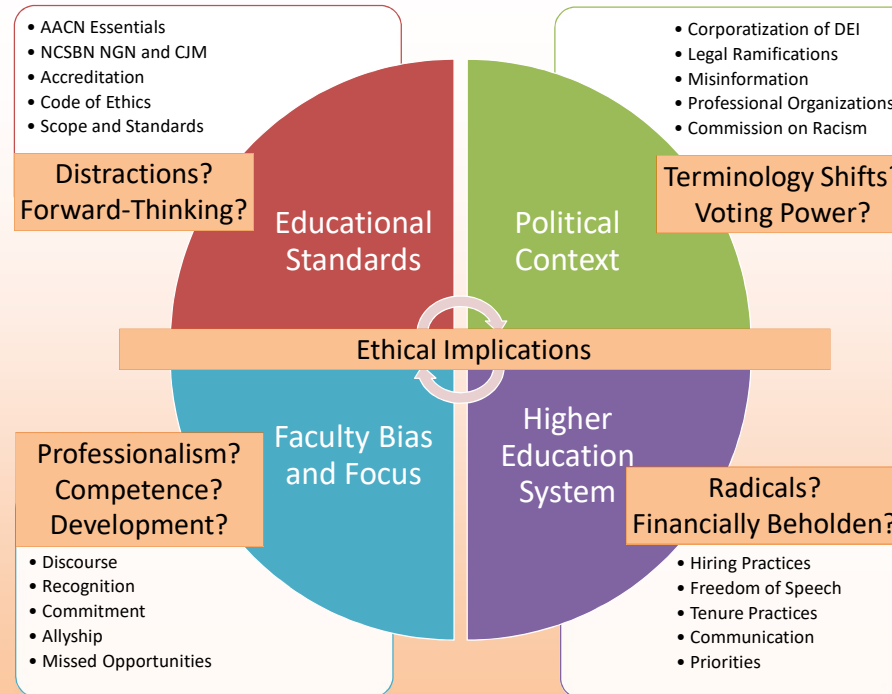
### Purpose of This Work

- Educators who implemented the grant explored:
  - 1) Key equity-focused interventions embedded in an upper level, pre-licensure, BSN program
  - 2) Systemic barriers to quality education
  - 3) Ethical implications of addressing the unique educational needs of a specific population within the larger student body

### Downstream Effects Re-examined

- Holistic admission practices – triggered by the grant-required AACN visit – several iterations
- College culture and climate assessment and surveys
- College level DEI committee –conferences, scorecard & benchmarking, student/university representation
- Continued work and research on mentoring practices

### The Diversity and Equity Challenge



### Equity-Focused Academic Programming

- Increased discourse: faculty-student, student-student, faculty-faculty
- BSN Program
  - Newly-developed: Summer Orientation and Immersion Day for onboarding juniors
  - Reconsideration of support courses for at-risk students
  - Integration of *D<sub>2</sub>D*-developed simulations into Medical Surgical courses
  - Underpins work on curriculum development and integration of the *Essentials*
- PhD program: DEI thread analysis and integration of concepts into in-person sessions (Formation of Scholars/FoS)

### Implications for Future Work

- Programming requires continued buy-in from current faculty
- Historical context fosters ongoing initiatives
- Underlying principles
  - *Fair* does not mean *equal*
  - *Available* does not mean *access to resources*
- Change is SLOW

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