

Bold Teaching, Bright Futures: Empowering Faculty to Create an Inclusive Curriculum for Student Success



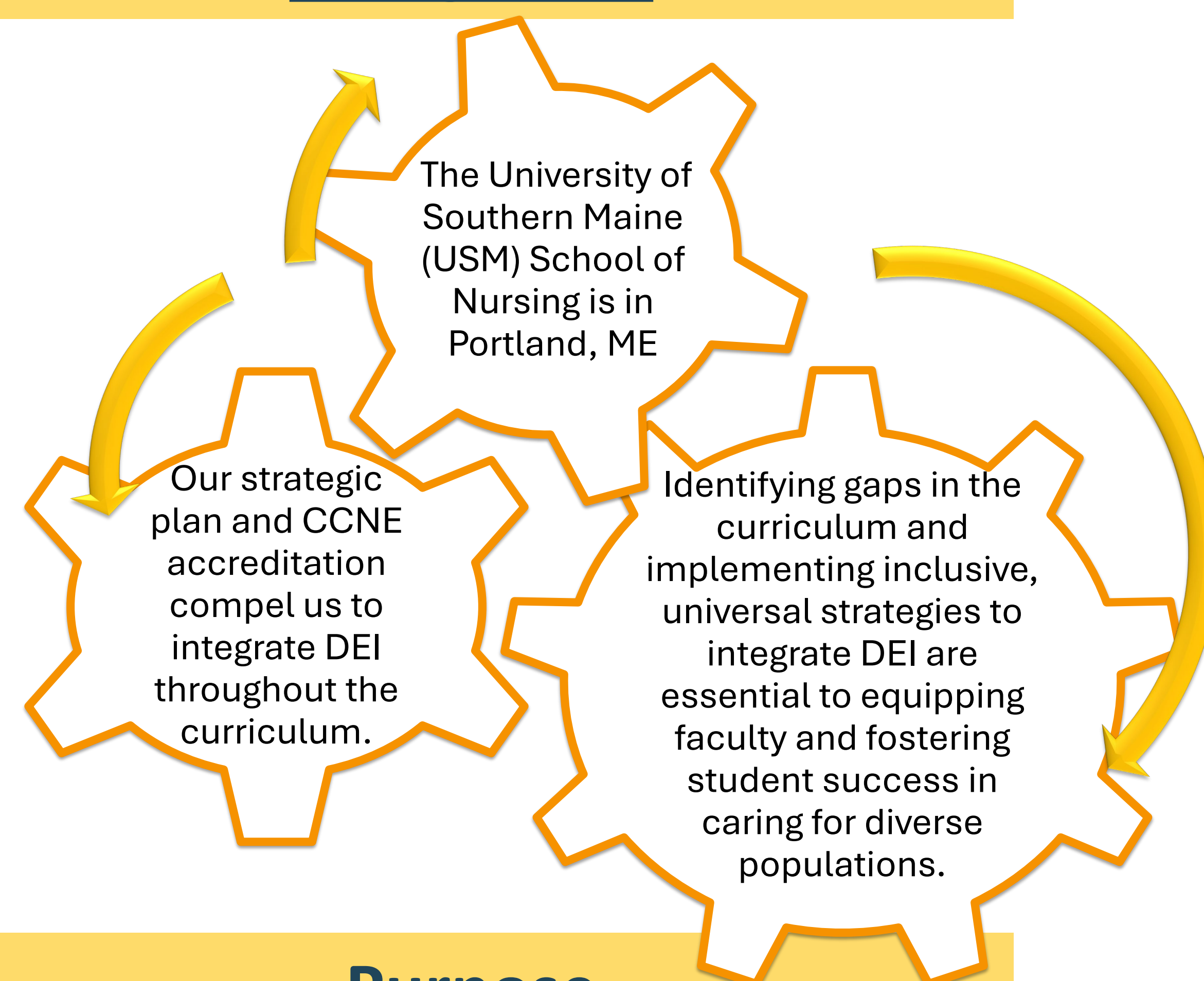
Suzanne Parkman, PhD, RN, CNE
University of Southern Maine- School of Nursing



Abstract

In alignment with our strategic plan and CCNE accreditation standards, the integration of diversity, equity, and inclusion (DEI) throughout the University of Southern Maine School of Nursing curriculum is both a priority and a professional obligation. Achieving this requires a systematic approach to identifying curricular gaps and implementing inclusive, evidence-based strategies that empower faculty and enhance student outcomes. Central to this effort is fostering a transformational shift among nursing faculty toward inclusive pedagogy, which supports the development of DEI self-efficacy and reinforces the value of holistic,

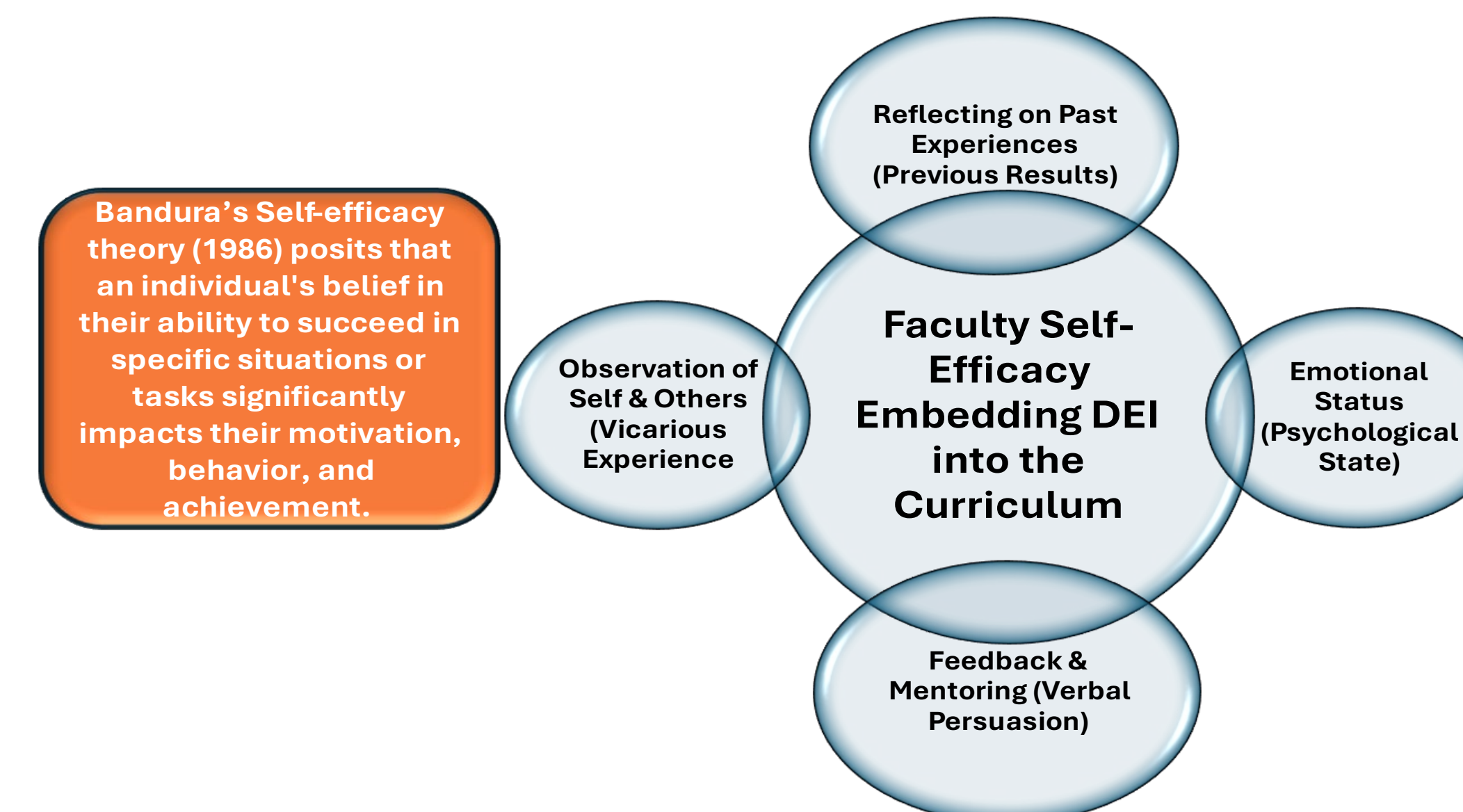
Background



Purpose

By embedding DEI across academic experiences, the aim is to cultivate a nursing workforce capable of delivering equitable, culturally responsive care, ultimately enriching the patient experience and advancing health equity across diverse populations.

Theoretical Framework



Literature Synthesis

- Limited DEI in nursing education curriculum has been identified as one structural barrier to a diverse workforce.
- Embedding DEI throughout the curriculum is an important first step in dismantling barriers to diversity
- It is essential to increase faculty confidence and awareness of barriers present in the current curriculum.
- Nurse educators must use multipronged, evidence-based plans to embed DEI.

Identified Gaps at USM

Gaps Identified from Needs Assessment



Faculty Self-efficacy and Comfort:

Lack of Experience
Unsure How to Address Complex Topics
Low Level of Comfort



Curriculum Content and Resources:

Lack of Concrete Examples or BRICKS (one DEI assignment)
Unbalanced readings for courses
Lack of accessibility in the Learning Management System

REFERENCES



Action Plan Timeline

Phase 1 (January – June 2025)-Completed

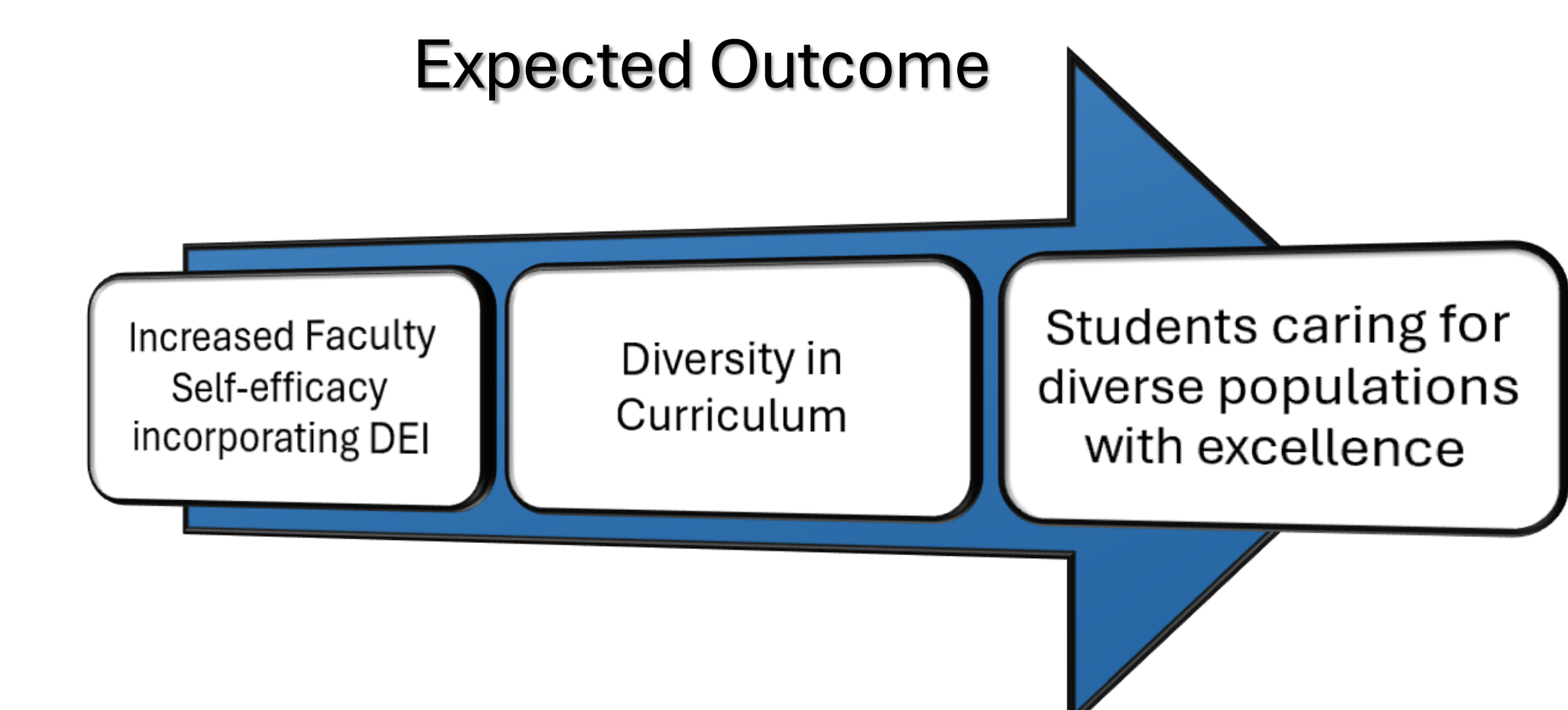
- Conduct a literature review on DEI and faculty self-efficacy gaps.
- Perform a needs assessment with faculty.

Phase 2 (July – December 2025)

- Share findings from the needs assessment survey.
- Create developed and tailored professional development initiatives based on assessment results.
- Identify core concepts and strategies for integrating diversity into the curriculum.
- Deliver a monthly education series on diversity, equity, and inclusion (DEI) excellence.

Phase 3 (January – May 2026)

- Support faculty in embedding DEI principles into the curriculum.
- Evaluate the effectiveness of the implementation.



Acknowledgements

- 2025 AACN Diversity Leadership Institute Fellowship
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- Mentor: Dr. Rolanda L. Johnson, PhD, RN, FAAN, FADLN



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Biography

Dr. Parkman is deeply committed to Compassion, Diversity, Equity, and Inclusion (CDEI), a passion that informs her research on vulnerable populations and holistic healing practices. As a Certified Nurse Educator and registered yoga instructor, her scholarly and professional work focuses on gerontology, integrative approaches to care, and critical service-learning initiatives with underrepresented and marginalized groups.

Her research has been published in several peer-reviewed journals, including the Journal of Gerontological Nursing, Scandinavian Journal of Caring Sciences, and Nursing Education Perspectives. She is the founder and current Director of the Frontiers in Aging Research Lab, which fosters interprofessional research collaborations with senior service agencies across southern Maine.

Dr. Parkman is an active member of the Gerontological Society of America (GSA), Eastern Nursing Research Society, and Sigma Theta Tau International, and she presents her work regularly at regional, national, and international conferences. She has also been invited to speak on topics such as gender equality at events, including International Women's Day.

In recognition of her academic and professional contributions, Dr. Parkman was named a Distinguished Educator in Gerontological Nursing by the National Hartford Center for Gerontological Nursing Excellence in 2023. She is also a recipient of the Faculty Senate Award for Scholarship and the Partners for World Health Award for Academic Excellence for her international work in Bangladesh.

Currently, she serves as Chair of the Undergraduate Curriculum Committee within the School of Nursing and is an AACN Essentials Champion. In this role, she contributed to the development of faculty resources for integrating DEI principles into the 2021 AACN Essentials and advancing competency-based nursing education. At the University of Southern Maine, Dr. Parkman is an engaged member of the CDEI Committee, where she supports educational initiatives such as workshops, holistic admissions efforts, and student engagement programming.

Contact Information



Suzanne Parkman, PhD, RN, CNE
Associate Professor
University of Southern Maine
suzanne.parkman@maine.edu