

# Best Practices for Maintaining and Sustaining Inclusive, Equitable, and Responsive Learning Environments Using DEI Elements

Kendra M. Barrier, PhD, MSN, RN, CNE

## Introduction

*The Essentials: Core Competencies for Professional Nursing Education* identified **Diversity, Equity, and Inclusion (DEI)** as one of the foundational elements that must be threaded throughout nursing curricula.

The faculty of LSUHNO SON are asked to use the nursing process, assessment, diagnosis, planning, implementation, and evaluation (ADPIE) to create, maintain, and sustain an inclusive, equitable, and responsive learning environment.

- An *inclusive, equitable, and responsive* instructional environment is one where faculty exhibit a caring disposition and use active learning techniques;
- where students have a high level sense of belonging within safe spaces created for expression and debate;
- where faculty facilitate discussion, address biases, -isms, or microaggressions while maintaining a psychological safe environment.
- An *inclusive, equitable, and responsive* instructional environment is one where there are measurable DEI elements that are integrated as expected learning experiences across the curricula.

## Aim and Goals

**Aim:** Create, maintain, and sustain Inclusive, Equitable, and Responsive Learning Environments using DEI Elements

**Goals:** To increase the use of DEI Elements from its baseline to 70% within 12 months

- Assess curriculum for DEI Elements
- Obtain approval of DEI tool from SON governance
- Provide a DEI tool so faculty are able to thread DEI Elements with consistency
- By Spring 2023 utilize tool to measure DEI competency-based measures

## DEI Assessment, SWOT, Diagnosis, Planning, Implementation, Evaluation, Metrics/Dissemination

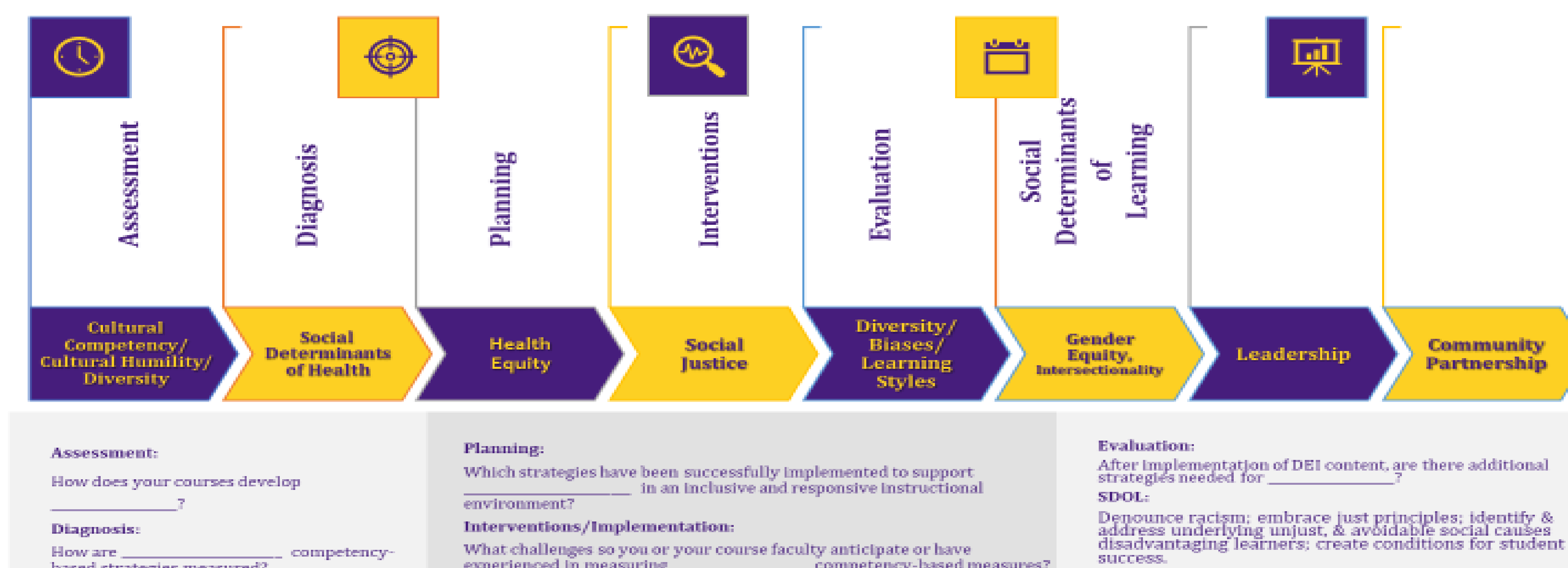


Inclusive Excellence Ecosystem for Academic Nursing



## DEI Elements Representative of the Assessment Tool

### DEI Elements



## Plan

### Faculty development:

- Utilization of *Best Practices for Maintaining and Sustaining Inclusive, Equitable, and Responsive Learning Environments Using DEI Elements*.
- The best practices guide provides background information from *The Essentials*, the AACN DEI Faculty Tool Kit, a glossary of terms, and references to aid in our journey to **Inclusive Excellence**.
- Two faculty, one teaching in the course and another randomly assigned, will perform an assessment, diagnosis, planning, implementation, and evaluation each course with a DEI lens using the DEI tool.
- Metrics will be created and findings will be disseminated.

## References

- American Association of Colleges of Nursing (2021). *Diversity, equity, & inclusion faculty tool kit*. Retrieved from: <https://www.aacnursing.org/Portals/42/Diversity/DEI-Faculty-Kit.pdf>
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- National Academies of Sciences, Engineering, and Medicine (2021). *The future of nursing 2020-2030: Charting a path to achieve health equity*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25982>

Full reference list provided upon request.

## Acknowledgement

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# CAPSTONE PRESENTATION & GRADUATION

## The Best Practices for Maintaining and Sustaining Inclusive, Equitable, and Responsive Learning Environments Using DEI Elements

Kendra M. Barrier, PhD, MSN, RN, CNE

### Biography

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Dr. Kendra M. Barrier is an Assistant Professor of Clinical Nursing and currently serves as the Inaugural Associate Dean for Diversity, Equity, and Inclusion at Louisiana State University Health New Orleans School of Nursing (LSUHNO SON) and an Associate Faculty for the School of Graduate Studies at LSU Health Sciences Center New Orleans. She served as the Assistant Dean for Student Services from 2015 to 2021 for the Louisiana State University Health New Orleans Center School of Nursing. She is a Certified Nurse Educator (CNE) by the National League for Nursing Academic Nurse Educator Certification Program and has over 13 years as an academic Nurse Educator. In her administrative role, she continuously engages in quality improvement and programmatic development by promoting a culture of excellence within the SON. Dr. Barrier has published several referred and non-referred articles in peer-reviewed journals and nursing newsletters. She has also presented at local and regional conferences. She has experience in emergency, intensive care, quality management, and school nursing. She is a mentor and coach and has served in many leadership roles within the SON, regionally, and nationally. Her research interests and publication areas include simulation, emotional intelligence, and cultural competence, and diversity, equity, and inclusion. She has a passion for the recruitment and academic success of underrepresentative minority students.

She is currently a member of the Executive Leadership Team and Administrative Council, Chair of the Diversity, Equity, and Inclusion Advisory Council, and serves as ex-officio for several the SON Councils and Committees, as well as the designated administrative representative for the Dean's Diversity and Inclusivity Advisory Committee. Dr. Barrier previously served as a liaison to the Epsilon Nu Chapter of Sigma Theta Tau International, the Student Life Committee, the Tiger Pride, and the Peer Advocate Liaison Program. She has received many honors and awards including: Featured Alumna for St. Mary's Dominican High School (2021); Beyond the Beside Academic School Educator and the Outstanding Alumni (2018); the School of Nursing Alumnus of the Year (2016); four Daisy Faculty Awards (2011, 2014, 2015, & 2016); the School of Nursing's Nursing Caring Award for Faculty (2013); an Academy for the Advancement of Educational Scholarship Educational Enhancement Grant Award, and the Faculty Recognition of an MN Student Award (2009). She has also been nominated for the Allen Copping Excellence in Teaching Award (2014) and the Faculty Daisy Award (2018).

She is the President of the New Orleans District Nurses Association, serves on several Louisiana State Nurses Association committees, is a member of The Links, Incorporated, and is Chair-elect of the American Association of Colleges of Nursing Diversity, Equity, and Inclusion Leadership Network. She was also a member of the writing team for the Education and Scholarship section of the AACN DEI Faculty Toolkit. Lastly, she was a member of the third cohort of AACN Elevating Leaders in Academic Nursing (ELAN;2022).

## Contact Information

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