

Color Blocking: Creating a Colorful Canvas of Culture Across the Campus

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Introduction

- ❖ Color blocking is taking opposing colors and putting them together to make a statement piece.
- ❖ Our statement piece is our call to action: **"We're all Widener"**. This represents the culture of our university—a powerful call for respect, mutual understanding, and unity.
- ❖ The Diversity, Equity, and Belonging Task force was developed as a subcommittee of the Diversity, Equity & Leadership Council to increase recruitment and retention of a diverse student body, faculty, staff and administrators and promote belonging on all Widener University campuses through equity and inclusion.
- ❖ This capstone project aligns with the university's goal. Widener University School of Nursing (WUSON) is committed to creating a colorful canvas of culture. **Project PRIDE** (Preparing Registered Nurses through Inclusivity, Diversity, & Empowerment) was developed and funded by a HRSA Nursing Workforce Diversity grant for the recruitment and retention of underrepresented minorities (URM) students from socioeconomically and/ or educationally disadvantaged backgrounds.

Problem

- ❖ The nursing profession is predominantly white and female (80.6%) (AACN, 2020).
- ❖ Baccalaureate degree pre-licensure nursing programs are composed of mostly white students (60.2%) (AACN, 2020).

Review of Literature

- ❖ URMs are often educationally disadvantaged and therefore are inadequately prepared for the rigor of a nursing curriculum which also puts them at a disadvantage in a highly competitive application pool (Bundy, 2020).
- ❖ Lack of financing is a barrier to attaining a nursing education. Financial awards from universities often fall short of meeting student's entire need. URMs may be unable to secure loans due to inequitable or predatory lending practices which both equally contribute to educational and economic disparities (Womack, 2018).
- ❖ Additional barriers include 1st generation status, lack of parental involvement, and limited exposure to ethnically and culturally congruent healthcare professionals (Bundy, 2020).
- ❖ Mentoring has been identified as a strategy to make several of the barriers disadvantaged URMs encounter as they pursue a nursing education degree less impactful.
- ❖ Parental involvement is shown to have a positive influence on the college going and enrollment processes.

Color Blocked!



Goals

- ❖ Increase diversity of undergraduate nursing student pool through a recruitment and holistic admission process.
- ❖ Reduce financial barriers to student enrollment, retention, and graduation.
- ❖ Create a student-centered learning experience that supports the achievement of academic excellence.
- ❖ Promote psychosocial, academic, and professional development and retention of URM students that have been negatively impacted by the social determinants of health and learning through the facilitation of academic and financial literacy workshops, community service, networking events, and fun social events/activities.

Method

- ❖ Implemented holistic admission process.
- ❖ Awarded scholarship-tuitions, fees, books; one-time stipend – uniforms, computer; work stipend to offset daily expenses. Restricted work hours.
- ❖ Housed on-campus students in Living Learning Community (WUSON LLC). Developed a commuter learning community. Enrolled in first year seminar as a cohort.
- ❖ Promoted engagement in student organizations and athletic teams.
- ❖ Facilitated direct referrals to university and Project PRIDE resources.
- ❖ Provided FERPA kiosk during orientation /registration days and encouraged during faculty advising.*
- ❖ Developed a team mentoring program which comprises a faculty mentor, peer mentors, and XHO mentor.

Evaluation

- ❖ Collected and analyzed data from surveys, interviews, and focus groups.*

Outcomes

Ratio of Diverse Faculty to Students

	Diverse Nursing Faculty	Diverse Nursing Students
National	15.9%	29.5%
PA	8.3%	18%
Widener	26%	21%

*WUSON exceeds local and national averages

FERPA by Race and DWF% for 1st Generation NURS Students – APPL RATING 4 & 5

Grade Groups by Race & FERPA

Race	No Auth	Waiver...	Count	ABC	DWF	Other	Total	DWF%
Black or African American	Null	B	4	22	1	4	27	0.04
White	Null	F	2	7	4	3	14	0.29
	Null	B	3	16	2	2	20	0.10
		B	2	12	0	1	13	0.00
		F	1	5	1	1	7	0.14
Grand Total			12	62	8	11	81	0.10

Project PRIDE (Preparing Registered Nurses through Inclusivity, Diversity & Empowerment) Peer Mentoring Relationship Survey Results

	Mean Score	SD
Academic	4.53	0.53
Psychosocial	4.44	0.43
Professional	4.58	0.48
Overall Experience	4.61	0.48

diversity, equity, & inclusion

American Association of Colleges of Nursing

Diversity Leadership Institute: Capstone Presentations and Graduation

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Biography

Jawanza Bundy is a native of Philadelphia who has provided healthcare to women across their lifespan for over 26 years. She earned a Bachelor of Science in Nursing at Hampton University. Deciding to continue her commitment to women's healthcare, she went on to receive a Master of Science in Nursing and a Post Master's Certificate at the University of Pennsylvania in the Women's Health Nurse Practitioner and the Nurse Midwifery Programs, respectively. She also studied Ayurveda at the University of Pune, Pune, India. In the past she has worked as a nurse on various women's health units including gynecology/oncology, postpartum, high-risk antepartum, perinatal evaluation and testing unit, labor and delivery, and well-baby and intensive care nurseries. Dr. Bundy has also worked as a certified nurse midwife and women's health nurse practitioner serving clients from ethnic, cultural, and socioeconomic diverse populations.

Dr. Bundy believes that life comes full circle. As a second-generation, proud Hamptonian, she decided to return to her "Home by the Sea" where she received her PhD in Nursing with concentrations in family research and nursing education, and was named a Jonas Scholar by the National League for Nursing. She credits mentoring and the family support she received along the way as being instrumental to her success in both her professional career and personal life. Consequently, her research focus is mentoring and parental involvement in the college-going process of first-generation African American students considering nursing education. She has served as an adjunct professor at Drexel University, an associate professor at Tennessee State University, and is currently an assistant professor at Widener University. Moreover, she is the director of support services for Project PRIDE (Preparing Registered Nurses through Diversity, Inclusion, and Empowerment)- a HRSA Nursing Workforce grant. In addition to her faculty appointment, she works in clinical practice at Penn Medicine (Pennsylvania Hospital) and Planned Parenthood. Dr. Bundy is a member of Sigma Theta Tau International, and the current president of the Eta Beta Chapter. She is also a member Chi Eta Phi Sorority, Incorporated and National League for Nursing. Dr. Bundy wholeheartedly believes, "A day without learning is a day without living."

Contact Information



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