



Building Institutional Capacity for Inclusive Excellence

Through Education, Access, & Success (EAS)

Nicole J. Davis, PhD, AGPCNP-BC, GNP-BC

College of Behavioral, Social, & Health Sciences, Clemson University

Program Purpose

The purpose of this project is to develop and implement a framework for enhancing the institutional capacity for diversity and inclusive excellence within the College of Behavioral, Social, and Health Sciences at Clemson University.

Background

The College of Behavioral, Social, and Health Sciences (CBSHS) is a multidisciplinary college, comprised of seven departments:

- Communication
- Nursing
- Parks, Recreation and Tourism Management
- Political Science
- Psychology
- Public Health Sciences
- Sociology, Anthropology and Criminal Justice

The overall mission of CBSHS is to bring value and benefit to people and communities through the development of knowledge, dissemination of ideas, and the education of students through interdepartmental collaboration. To that end, CBSHS is committed to fostering a culture of inclusive excellence—in teaching, outreach, and research.

Framework

The framework for enhancing the institutional capacity for inclusive excellence within CBSHS is based upon Smith’s Diversity Framework 2009 (Smith, 2009). According to this framework, capacity building fundamentally requires a clear understanding of the key factors of the institution surrounding diversity (Smith, 2012). At the core of these efforts is the institution’s mission (Smith, 2012). There are four domains which help to frame and operationalize an inclusive and differentiated approach to capacity building (Smith, 2012).

This project will therefore stem from the inclusive excellence mission of CBSHS and will target two of the four domains: **1) Education and Scholarship; and 2) Access and Success** (Smith, 2012). The CBSHS website will also be updated.

Education and Scholarship

Key Metrics:

1. To what degree is cultural competency included in the curriculum?
2. Who is exposed to the curriculum?
3. Are all students being prepared to function and lead in a diverse society?
4. Does the curriculum and research address diversity in the various disciplines?

(Smith, 2012)

Access and Success

Key Metrics:

1. Who has access (i.e., admitted) and who succeeds from underrepresented groups? Do underrepresented groups vary according to the discipline?
2. What communities are being served through research & has the institution been successful at increasing access?

(Smith, 2012)

Inclusive Excellence Website

Key Metrics:

1. Does the website reflect or demonstrate the CBSHS IE mission?
2. Is the website “attractive” (i.e., Does it demonstrate success, inclusion, interesting work that matters, good reputation, evidence of progress?)

(Smith, 2012)

Implementation

Three – Phase Process

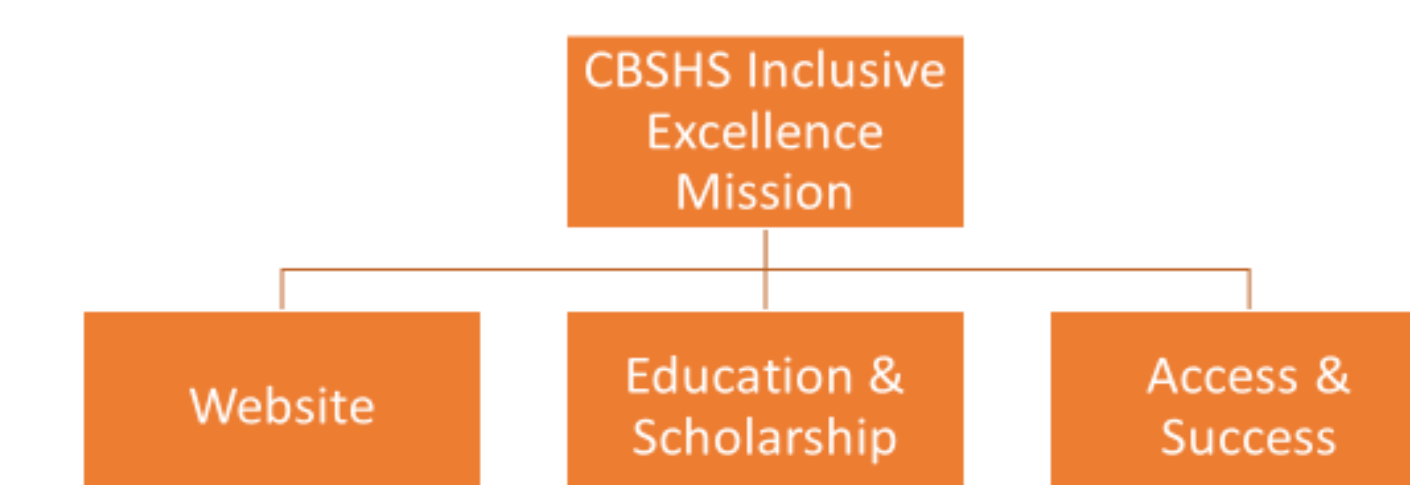


Phase I - Assessment

To address the key metrics, the plan is to:

1. In-depth research including meeting with department heads
2. Develop an evaluation rubric and conduct syllabus reviews for all classes and levels within each department
3. Review current website, implement changes based on review
4. Regular meetings with Associate Dean for Inclusive Excellence.

Framework for Enhancing Inclusive Excellence through Education, Access, & Success



Acknowledgements

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References

1. Smith DG. (2009) Diversity’s Promise for Higher Education: Making It Work. Baltimore, Md: Johns Hopkins University Press; 2009.
2. Smith DG. (2012) Building institutional capacity for diversity and inclusion in academic medicine. Acad Med. 2012 Nov;87(11):1511-5.

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CAPSTONE PRESENTATION & GRADUATION

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Biography

Dr. Nicole Davis is the inaugural Faculty Fellow for the Advancement of Inclusive Excellence within the College of Behavioral, Social, and Health Sciences at Clemson University. An associate professor in the School of Nursing, she also coordinates the school's graduate programs in nursing education, health systems leadership, and adult/gerontology nursing practice. She is a board-certified adult and gerontological nurse practitioner and a National Hartford Centers of Gerontological Nursing Excellence Distinguished Educator. At Clemson, she is a faculty associate in the Institute for Engaged Aging, a faculty scholar for the School of Health Research, a core member of Center for Research on Health Disparities. She also serves as a governor-appointed member of the S.C. Alzheimer's Resource Coordination Center Advisory Council. She is a graduate of New York University (B.S.N.), Duke University (M.S.N.) and Georgia State University (Ph.D.).

Contact Information



Nicole Davis, PhD, APRN, AGPCNP-BC, GNP-BC
Associate Professor and Graduate Program Coordinator
Clemson School of Nursing
njd@clemson.edu
770-639-1501