



Problem

- Wright State University – School of Nursing is underrepresented in racial and ethnic minority nursing students and faculty; and our current student and faculty are not representative of minority groups being served in Dayton, Ohio (5% vs. 46%).
- Both groups are much lower than national averages (5% vs. 17.3%) and (5% vs. 34.2%), respectively.
- Other underrepresented groups, such as lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ+) have not been included in discussions to promote diversity, equity and inclusion in the SON.

Background and Significance

Diversity Plan (2018): Strategic **Goal 1** of increasing diversity in academically-prepared nursing students and **Goal 2** of attracting and hiring minority nursing faculty have not been met due to:

1. Budgetary cuts eliminated the Division of Multicultural Affairs and Community Engagement (MACE) and Faculty Equity Fellow (Dr. Barbara Fowler) duties related to the **Diversity Plan**.
2. Change of leadership in the SON with decline in student population, especially in MS program.
3. University-wide retrenchment of all positions in 2018, followed by hiring freeze in 2019.
4. Hiring freeze lifted in 2021, but minority nursing student enrollment and faculty have remained low.
5. Visionary approaches are needed to increase minority students and faculty, and ensure the inclusion of LGBTQ+ student population in the SON.

Literature Review

Perceived barriers (e.g., family and work expectations) create obstacles for minority nursing students in completing BSN education ([Loftin, Newman, Dumas, Gilden, & Bond, 2012](#)).

Systemic/structural barriers pose challenges for minority nursing students in pre-nursing and pre-requisite courses, such as anatomy or chemistry resulting in dismissal from the nursing program within first year of enrollment (D. Smith, 2021).

SWOT Analysis

Strengths

SON support diversifying nursing students and faculty

Opportunities

- Market & recruit minority faculty in NBNA, ABNF, and social media (e.g., Twitter)
- Investigate the feasibility of piloting an immersion and mentoring program for underrepresented students in local junior & high schools
- Partner with local Boys & Girls Clubs for developing pipeline programming.
- Reach out to minority nurses (alumni) for membership in the Diversity Committee.

Weaknesses

- Loss of university funding supporting MACE office & Faculty Equity fellow duties
- Leadership changes and loss of tenure-track faculty linked to decrease in new admits
- Administration have affirmed *no new funding for marketing and recruitment until increase in new admits*

Threats

Two nearby research-intensive universities have maintained the competitive edge via attractive marketing initiatives supporting DEI in meeting changing healthcare systems and communities served

Implementation Plan

Phase 1a.

- Reaffirm buy-in from faculty for the **Diversity Plan**
- Expand **Diversity Statement** to include (DEI)
- Expand the **Diversity Committee** to include a multiplicity of groups (e.g., faculty across programs [BSN-entry level to MS], Student Success Coordinator and alumni) involved in increasing minority nursing students and faculty, and LGBTQ+ student population in the SON
- Administer the Campus Climate Survey.
- Implement recruitment plan supporting increase in minority students and faculty, and LGBTQ+ students
- Schedule meeting with LGBTQ+ Center to determine potential market for LGBTQ+ student population in SON

Phase 1b.

- Meet with administration to affirm need for a more aggressive recruitment and marketing plan for minority nursing students, faculty & LGBTQ+ student population.
- Market and recruit tenure-track faculty nursing positions in the NBNA, ABNF, and other venues (e.g., Twitter).
- Network with AACN Faculty Equity Fellows (Inaugural Group 1 and 2) for interest in minority faculty positions.

Phase 2.

- Build a pathway partnership with local junior and HS of minority students and Boys & Girls Club to increase enrollment, academic success and retention in the SON.
- Identify and network with community stakeholders to support or unify the implementation plan.
- Apply for HRSA Workforce Grant funding to increase minority nursing students (De Witty & Byrd, Feb., 2021, Creative Nursing) and LGBTQ+ students in the SON.

Expected Outcomes

Year 1 – Increase racial and ethnic minority nursing students and LGBTQ+ student population by 10%
 Year 1 - Identify new markets and fiscal resources supporting recruitment, retention and mentoring of minority nursing faculty
 Year 1 – Increase minority nursing faculty by 10%

Ongoing Improvement...

Diversity Committee will monitor progress and potential threats affecting Implementation Plan in one year.

- Modify plan if necessary with input from interested and committed faculty
- Celebrate our accomplishments and milestones in SON Newsletter

References

(Available upon request)

Acknowledgements

I am indebted to Dr. Vernell P. DeWitty, PhD, RN, Director for Diversity and Inclusion at the AACN and a very special thank you to Dr. Rolanda Johnson, Mentor and AACN Diversity, Equity, and Inclusion Symposium Leadership Team for supporting my ideas in developing the Capstone Project.

Thank You!



CAPSTONE PRESENTATION & GRADUATION

Diversifying Minority Nursing Students and Faculty in the School of Nursing

Barbara Fowler, EdD, PhD, RN, PHCNS, BC

Biography

Barbara A. Fowler holds an EdD in Curriculum Instruction & Design from Teacher's College at the University of Cincinnati, OH in 1988 and later earned a PhD in Philosophy of Science from Rush University – College of Nursing in Chicago, IL (2003). She received the Kellogg Scholarship for outstanding doctoral student and second Kellogg Scholarship supporting doctoral dissertation. Dr. Fowler holds national certification as a Clinical Specialist in Public Health Nursing from the American Nursing Credentialing Center (ANCC). She has more than 30 years of experience in clinical practice, teaching and mentoring the next generation of nurses across programs (non-licensure BSN, RN-BSN, accelerated BSN, MS and DNP) on providing equitable and evidence-based nursing care to racial and ethnic minorities and marginalized groups (i.e., immigrants, homeless, individuals and their families experiencing of recovering from opioid addiction) in underserved urban communities. Dr. Fowler received the Graduate Teaching Excellence Award in the College of Nursing (CON) at Wright State University on several occasions.

Dr. Fowler's program of research is funded by the American Nursing Foundation (ANF), Oncology Nursing Society and Bristol-Myers Squibb - Community Health Research Grant, Sigma Theta Tau – Honor Society of Nursing/Beta Iota Chapter (Cincinnati, OH) and the Susan G. Komen Breast Cancer Foundation (Population-Health Grant) targeting health disparities and social inequities faced by African American women 40 years and older in accessing preventive breast health screenings in underserved urban communities. Recent research on systemic or structural barriers to leadership development and career advancement for minority nurses in public health nursing departments was published in *Public Health Nursing* in 2020; the findings were presented (virtual) via poster at the Midwest Nursing Research Society (MNRS) Annual Conference in April 2021 and oral/podium (virtual) presentation at the Association of Public Health Nursing (APHN) Annual Conference in May 2021.

In 2020, Dr. Fowler was appointed by the Interim Dean in the CON to serve on the President's Advisory Council on Inclusive Excellence at Wright State University. She was an inaugural member of the AACN subcommittee on Diversity, Equity and Inclusion (DEI) in 2019, and later played a leadership role on the Campus Climate & Intergroup Relations portion of the Diversity Tool Kit by compiling available data and co-authoring a review of the literature on systemic/structural barriers and implicit biases affecting racial and ethnic minority nurses and sense of belonging of minority nursing students across practice settings. Dr. Fowler co-presented the Campus Climate & Intergroup Relations: Inclusive Excellence at the 3rd Webinar Series on January 26, 2022. Dr. Fowler is an Inaugural Fellow in Cohort 2 of the DEI Network resulting in a Capstone project titled, *Diversifying Minority Nursing Students and Faculty in the School of Nursing*.

Contact Information



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