

Project Impetus

Approaches to Curriculum Revision

Addition	<ul style="list-style-type: none"> • 2021 Essentials • Next Gen NCLEX • Adult Learner Circle
Deletion	<ul style="list-style-type: none"> • “At-risk” Student mindset
Recognition	<ul style="list-style-type: none"> • Focus on leadership skills • Equity-minded view of students
Approaches	<ul style="list-style-type: none"> • Academic inclusive excellence • Equity-minded practice

Objectives

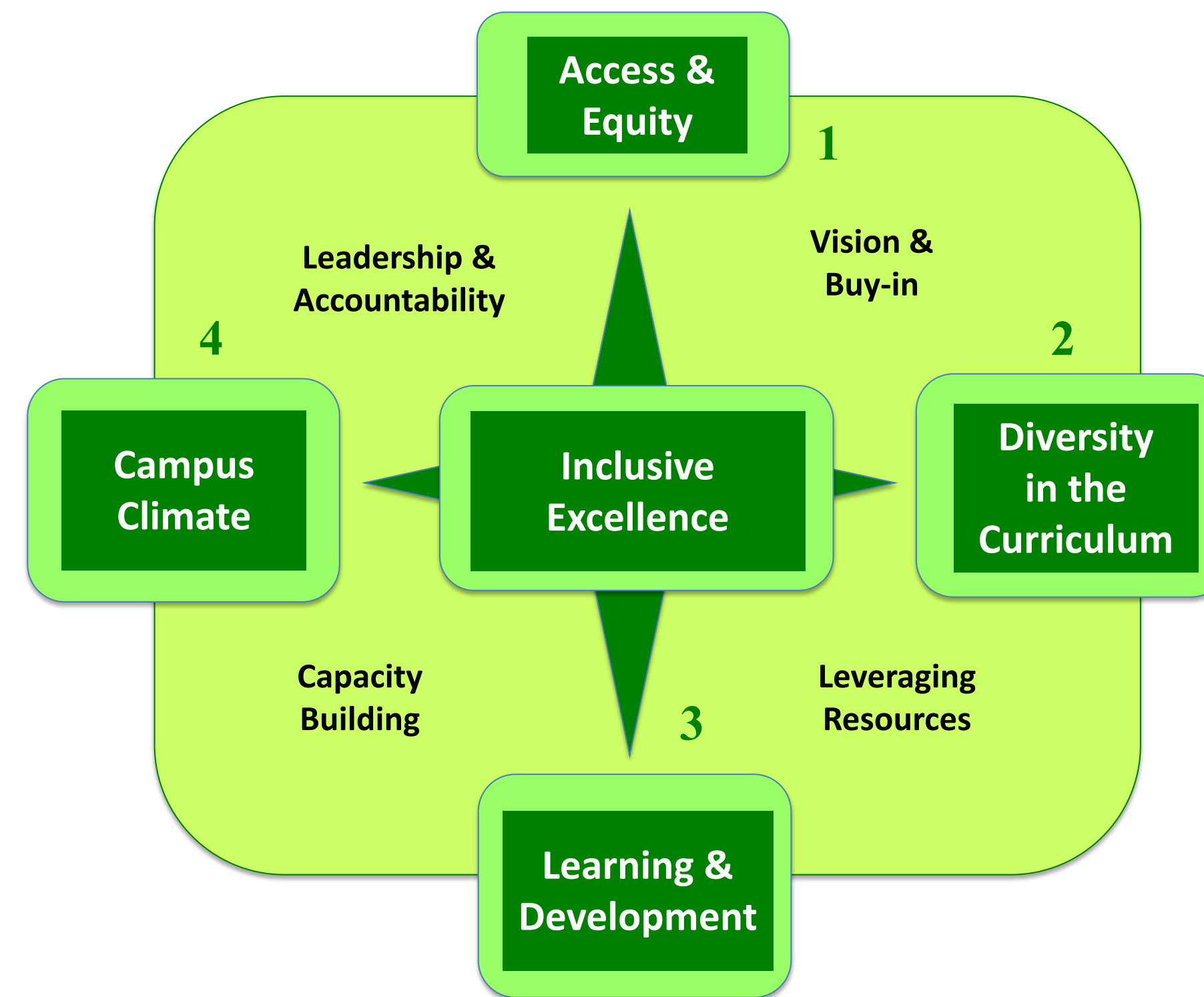
- Identify components of academic inclusive excellence and equity-minded practice
- Describe a plan for increasing academic inclusive excellence using an equity-minded framework

Equity-Minded Practice



<https://cue.usc.edu/about/equity/equity-mindedness/>

Inclusive Excellence



Multidimensional management and measurement tool to drive and assess change

1. Compositional number and success levels of historically underrepresented students, faculty and staff
2. Diversity content in courses and experiences and in the social dimensions of the campus environment
3. Development of a psychological and behavioral climate supportive of all students
4. Acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity

Williams, Berger & McClendon, 2005

School Commitment to Inclusive Excellence

LEADERSHIP: Does the School’s strategic plan include clear and specific goals related to equity and student success?

MISSION: Does the school review its mission statement to ensure relevance to shifting demographics and the school’s student success equity goals?

ACCOUNTABILITY: Does the school regularly review disaggregated data on enrollment, persistence, retention, completion and other indicators of student success?

RESOURCES: To what extent are fiscal policies and allocation of resources aligned with the school’s student success agenda and equity goals?

POLICY REVIEW: Are existing policies examined regularly to identify those that may be barriers to equity and student success?

COMMUNITY ENGAGEMENT: Are there regular reviews of labor market data and other economic indicators to identify and understand workforce needs or skills training gaps?

References

- <https://cue.usc.edu/about/equity/equity-mindedness/>
Williams, D. A., Berger, J. B. & McClendon, S. A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. AACU.
Witham, K., Malcom-Piqueux, L. E., Dowd, A. C. & Bensimon, E. M. (2015). America’s unmet promise: The imperative for equity in higher education. Association of American Colleges and Universities.

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A Proposal to Make Academic Excellence Inclusive: Advancing Equity-Minded Practice in the Clinical Nurse Leader Curriculum

DIVERSITY LEADERSHIP INSTITUTE



For academic nursing leadership committed to diversity, equity, and inclusion

Vanessa Fahie, PhD, RN
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Biography

Dr. Vanessa P. Fahie has devoted the past 26 years to developing pipeline programs for underrepresented students to increase workforce diversity. She has created partnerships with K-16 institutions as well as professional nursing organizations to prepare the next generation of nurse leaders and scholars. Her current project focuses on enhancing diversity and developing leadership skills among master's level nursing students. Dr. Fahie has mentored numerous faculty and students who have earned graduate degrees and are nurse educators, advanced practice nurses, nursing and public health administrators, and researchers.



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