

Creating an Inclusive Cultural Climate in School of Nursing Faculty by Infusing the Values of Diversity, Equity and Inclusion

Background

California State University, Fullerton is a Hispanic Serving Institution with a disproportionate ratio of White faculty ((60%) to White students (19%); Hispanic Faculty (11%) to Hispanic students (44%). The mission and goals of CSUF SON are based on diversity, cultural sensitivity, and societal needs, but SON tenure/tenure-track Hispanic faculty is only present at 4%. The reaction to COVID19 and the Black Lives Matters Movement created courageous faculty conversations demanding a need for safe and brave spaces for faculty, students and staff of color (Cary et al, 2020). **Lack of inclusion was identified as the greatest need.** The 2020 AACN Lamp Study, while low in response provided critical information with the need for inclusion (sense of belonging congruent with findings from the literature. The 2021 AACN LAMP Survey will provide significant data with over 400 responses

Indicators for Change

Ethnic/Racial Demographics: CSUF Faculty/Student BSN Program

Racial/Ethnic Designation	Tenure/Tenure Track	Lecturer	Part-Time
AINA	0	0	1
Asian	4	1	7
Black	3	0	0
H/PI	0	0	1
Hispanic	1	0	9
White	14	6	12
>2	1	0	2
Undergraduate BSN Students (2021)			
AINA	2		
Asian	298		
Black	30		
H/PI	6		
Hispanic	288		
White	141		
>2	43	Declined to state	26

AACN Lamp Study, (2020) validated action for inclusion (sense of belonging) found currently in the literature. Faculty statements include:

- *Fostering a sense of community and appreciation for all.*
- *Education about micro-aggressive behavior...how to address these behaviors. I feel faculty has no awareness about their behavior.*
- *...we do need more diverse faculty. The good news: as aging faculty retire, we are getting more diverse applicants, but they still do not mirror our students.*

Consistent themes from interviews conducted with nurses from various ethnic nursing organizations identifying racism-isolation in faculty and leadership positions (Matza, et al. 2018).

Strategies

Begin with non-threatening, interactive, high impact activities about DEI at Faculty Retreat:, i.e., *Factuality Training*, a 90-minute crash course (game) on structural inequality in America (www.factualitythegame.com)

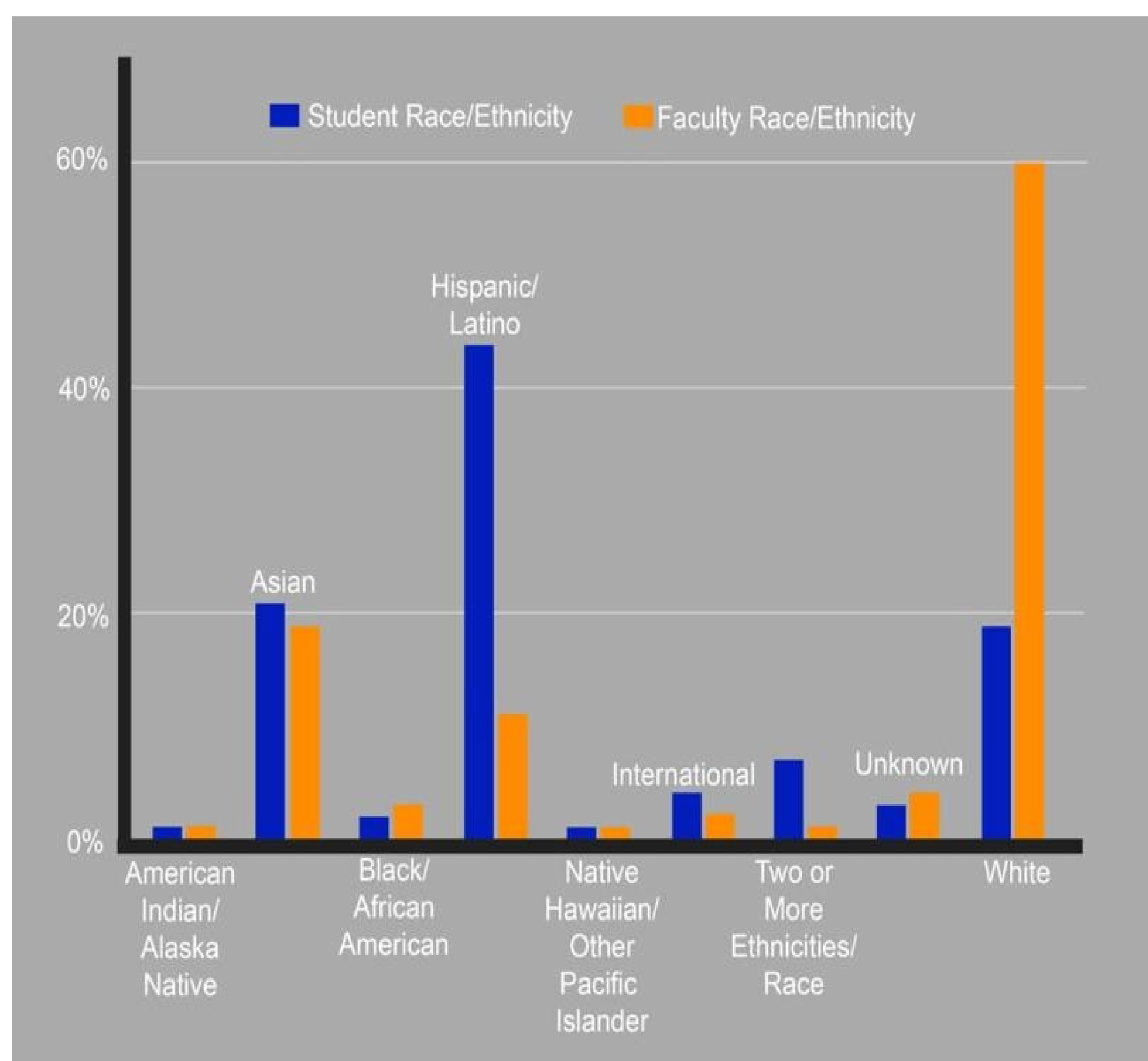
Revision and Adoption of Department Personnel Standards to reflect DEI

Provide continuous ,current education and training to faculty, staff, students:

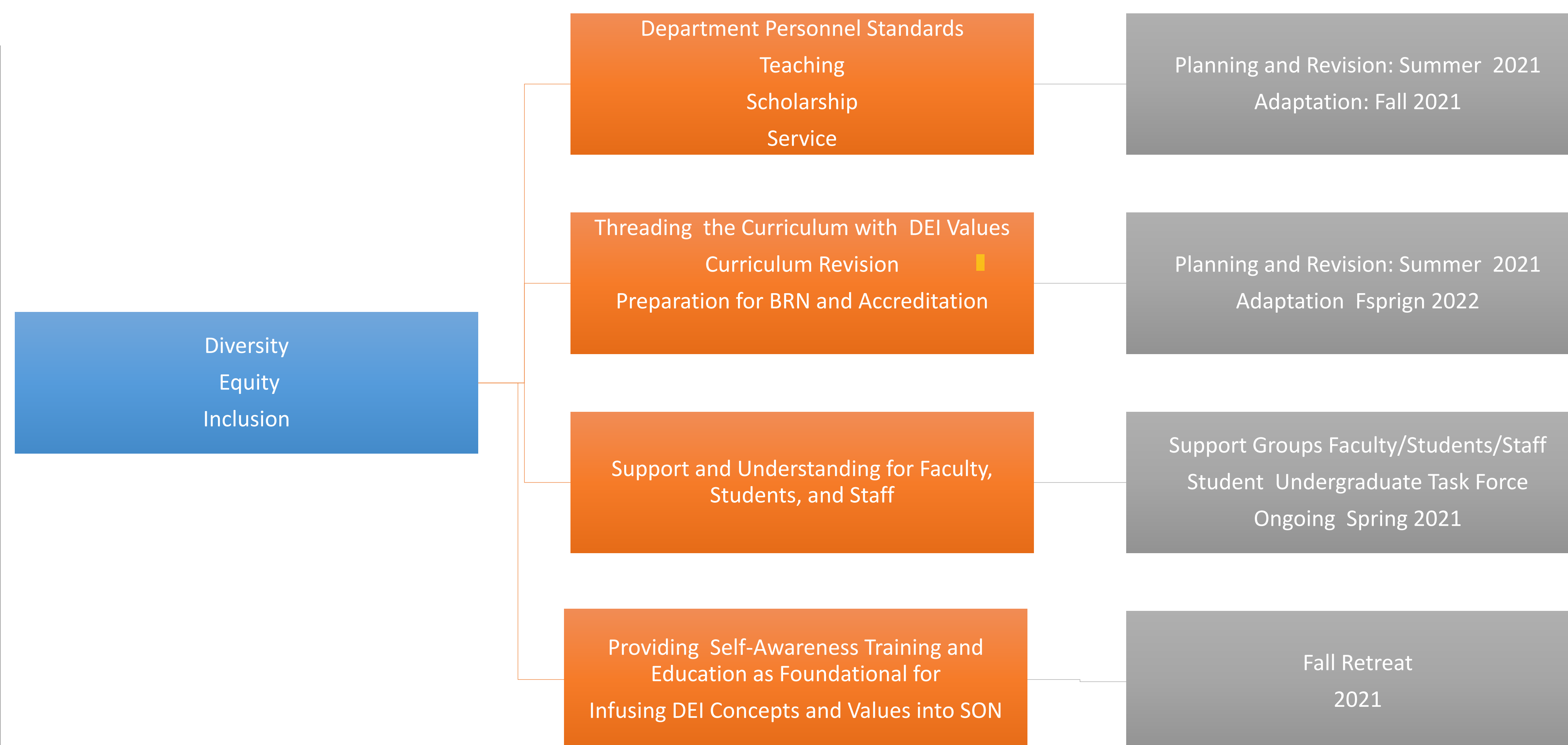
- Raising awareness of self and implicit bias
- Cultural intelligence
- Challenging social structures in textbooks
- Identifying racialized healthcare
- Understanding DACA (AB540)
- Cultural communication/conflict Styles
- Identification and response to micro-aggression,

(Valderrama-Wallace, et al, 2019).
References

CSUF Student/Faculty Demographics



Timeline



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DIVERSITY LEADERSHIP INSTITUTE



*For academic nursing leadership committed to
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Biography

Before teaching graduate and undergraduate students, I mentored and precepted throughout my professional nursing career. As a Latinx first-generation student and now as educator and leader, I still understand the barriers and complexities students encounter when transitioning into systems of higher education. Barriers are not solely economically based, but positioned ecologically from childhood, community, and institutions. Nurses, such as I must be willing to share their story with students so they can understand that we bring a unique and vital perspective to the creation of health solutions for positive outcomes for communities, and academic and professional opportunities for diverse nurses.



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