

# Addressing Structural Racism in Baccalaureate Nursing Education Using Restorative Practices

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## OVERVIEW

In response to the national, racial reckoning, AACN's call to action, and Samuel Merritt University's Diversity Equity and Inclusion(DEI) strategic plan, the College of Nursing devised a plan to educate and empower faculty & staff about sensitive racial concepts in a blame-free, restorative environment. Samuel Merritt University affirms the value of human diversity, respecting our differences while acknowledging our common humanity.

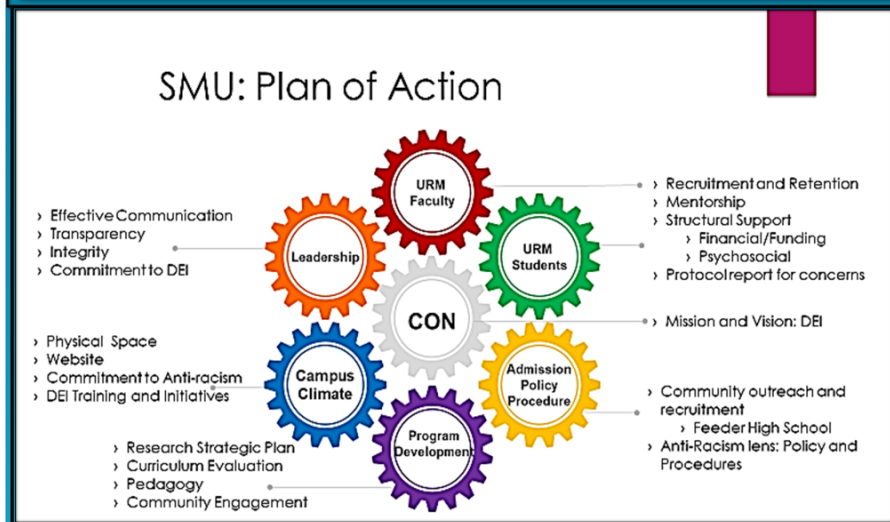
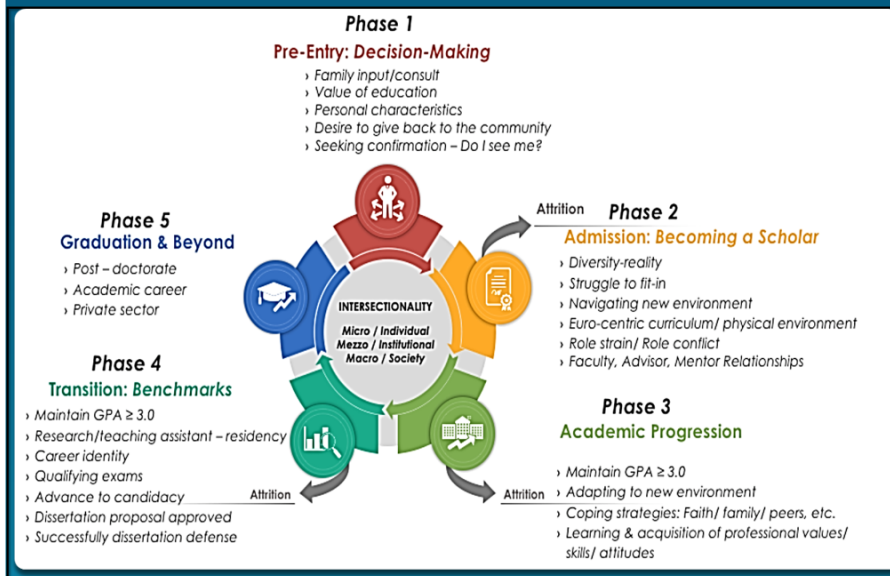
## PURPOSE

This project aims to educate nursing faculty on concepts of structural racism and identify interventions to address structural racism in nursing education. Faculty will be provided tools to evaluate and adopt more inclusive pedagogy as staff create an inclusive work culture.

## METHODS

Faculty and staff meet monthly to discuss different aspects of DEI; members of the CoN DEI task force facilitate all sessions. A vital member of the task force is Dr. Marcus Penn, a Restorative Practice Trainer & Practitioner who integrates his RePAIR Model - Restoring Professional Accountability in Relationships. The audience participates in cultural & racial conflict case studies; shares lived experiences and works on curricula changes.

# Theoretical Framework



## DISCUSSION

SMU's AY 2020-21 started with a university-wide Courageous Conversation and a revised DEI strategic plan which included goals for each academic division. To meet DEI goals within the CoN, the DEI task force was chartered with the mission of creating a safe learning environment for faculty to address, reflect and heal from structural racism and its harmful effects. As the CoN continues to address health inequities by diversifying challenges with effective communication among and between students, faculty, and staff have presented. Restorative practice supports the CoN's effort to maintain an inclusive community for all.

## RESULTS

While we are early in the implementation phase of our project, data indicates faculty and staff are receptive to DEI initiatives. After attending five CoN DEI Taskforce training sessions, 67% of participants "strongly agreed that they could identify strategies that mitigate implicit bias in their courses. Anonymous feedback, " I appreciate being able to freely ask questions about race, ethnicity & culture without being blamed for not being the expert."

## REFLECTION

Assessing the college of nursing needs, planning, and implementing DEI interventions has revealed opportunities for continued growth. As the team looks forward to the next phase of our project, we plan to elicit more data from faculty evaluation.



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## DIVERSITY LEADERSHIP INSTITUTE



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

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### Biography

Cynthia Stacy is the Faculty Development Coordinator and Assistant Professor at Samuel Merritt University. As the Faculty Development Coordinator, Cynthia supports faculty in teaching, scholarship, service, and professional development, she also supervises adjunct nursing faculty development. Professor Stacy is the Past- President of Nu Xi At Large Chapter of Sigma Theta Tau, recipient of the Daisy Award in Nursing Education, Co-Chair of Samuel Merritt University Faculty Development Committee, and the Association of California Nurse Leaders Excellence in Nursing Education Recipient for 2020. Mrs. Stacy is also a per diem Administrative Supervisor for Alta Bates Summit Medical Center in Oakland, California.



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