

# Collaborative Processes to Establish a Faculty Development Course Promoting Diverse, Equitable & Inclusive Learning Environments

Sally Carlisle, DNP, MSN Ed, RN, CNE  
Faculty Development Specialist

Myrna E. Cano-Wolfbrandt, EdD, MAED  
Senior Instructional Designer

Janelle Sokolowich, PhD, MSN Ed, RN  
Vice President, Dean, College of Health Professions

1

## OBJECTIVES

- ▶ The learner will be able to discuss faculty need for diversity education and training
- ▶ The learner will be able to discuss innovative design strategies in creating faculty education
- ▶ The learner will be able to discuss strategies to improve faculty engagement in diversity training



2

## BACKGROUND

- ▶ Diverse student body
- ▶ Multilingual learners
- ▶ Cultural Diversity Taskforce
- ▶ Faculty support
- ▶ Campinha-Bacote's model

©2021 Chamberlain University LLC. All rights reserved.



3

## FACETS – CREATING A CULTURAL INCLUSIVE LEARNING ENVIRONMENT

- ▶ Cultural Care
- ▶ Learning Environment
- ▶ Teaching and Learning Environments
- ▶ Assessment and Evaluation of Student Work

©2021 Chamberlain University LLC. All rights reserved.



4

## DESIGN & DEVELOPMENT CONSIDERATIONS

- ▶ ADA Standards for Accessible Design
- ▶ Resources for the linguistically diverse
- ▶ Expertise from subject matter experts
- ▶ Multimedia interactives:
  - Vyond
  - Articulate Storyline
  - Rise 360

©2021 Chamberlain University LLC. All rights reserved.

5

5

## TEACHING & LEARNING

- ▶ Course Objectives:
  - Describe cultural competence and how to promote an inclusive learning environment
  - Differentiate between equity and equality in order to meet the needs of a diverse student population
- ▶ Interactive and engaging learning activities
  - Providing a Safe Learning Environment



©2021 Chamberlain University LLC. All rights reserved.

6

6

## INCLUSIVE LEARNING ENVIRONMENTS

- ▶ Creating inclusive learning environments
- ▶ Recognition and reflection on personal biases
- ▶ Development of interpersonal communication skills that reflect cultural knowledge, equity and civility
- ▶ Assessment for Learning



## ASSESSMENT OF LEARNING/IMPLEMENTATION

- ▶ Pre/assessment
- ▶ Reflection
- ▶ AACN Continuing Education Review
- ▶ Teaching Observations



## RECOMMENDATIONS FOR FUTURE CONSIDERATION

- ▶ Faculty education to improve culture
- ▶ Assessment of Bias without action

©2021 Chamberlain University LLC. All rights reserved.

9

9

## REFERENCES

Sokolowich, J. (2020). A Programmatic Approach to Supporting Multilingual Students. *Nurse Educator*, 45, 236-238. <https://doi.org/10.1097/NNE.0000000000000760>

Transcultural C.A.R.E Associates. ( 2020). The process of cultural competemility. <http://transculturalcare.net/the-process-of-cultural-competence-in-the-delivery-of-healthcare-services/>

Torrance, M. (2019). *Agile for Instructional Designers: Iterative Project Management to Achieve Results*. American Society for Training and Development.

Booker KC, Merriweather L, Campbell-Whately G. The effects of diversity training on faculty and students classroom experiences. *Int J Scholarsh Teach Learn*. 2016;10(1).

The United States Census. English-speaking ability of the foreign-born population in the United States. 2014. <https://www.census.gov/library/publications/2014/acs/acs-26.html#publications/2014/acs/acs-26.html>

©2021 Chamberlain University LLC. All rights reserved.

10

10

Sally Carlisle, DNP, MSN Ed, RN, CNE  
Faculty Development Specialist  
scarlisle@chamberlain.edu

Myrna Cano-Wolfbrandt, EdD, MAED  
Senior Instructional Designer  
mwolfbrandt@chamberlain.edu

Janelle Sokolowich, PhD, MSN Ed, RN  
Vice President, Dean, College of Health Professions  
janelle.sokolowich@wgu.edu

