

*NELL HODGSON WOODRUFF
SCHOOL OF NURSING*

**OFFICE OF
DIVERSITY, EQUITY, AND
INCLUSION**



**ANNUAL
REPORT
2020**

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OVERVIEW

Diversity, Equity, and Inclusion (DEI) is an integral component of the Nell Hodgson Woodruff School of Nursing (NHWSN) culture. These tenets are central to actualizing our mission, vision, and values. We recognize that as the US demographics have shifted to become more diverse, it is critically important to contribute to developing a diversified nursing workforce.

To support these efforts, recruitment of a more diverse faculty continues to be a major goal for the NHWSN and schools of nursing nationwide. Our school of nursing is taking substantial actions to advance DEI. A newly formed SON-Office of Diversity, Equity, and Inclusion (SON-ODEI) has been established to strategically support the school's goal for inclusive excellence. The creation of this office aligns with our commitment to social justice and building an environment that affirms the richness diversity brings to teaching, learning, scholarship, and working.

The priority in the coming fiscal year will be to align our efforts with the strategic goals of Emory University's Office of Diversity, Equity, and Inclusion that focus on professional development, education and awareness, climate and culture, and accountability within the school, and to further cultivate work and learning environments that encourage and support broad representation and perspectives.

The SON was successful at creating an Office for Diversity, Equity, and Inclusion and hiring an Assistant Dean, Director, and Program Coordinator. This office reports directly to the Dean and provides strategic vision and leadership to forge a diverse, equitable, and inclusive community, culture, and climate.

WHO WE ARE

NHWSN Mission & Vision

The SON Office of DEI reflects the Emory School of Nursing's unwavering commitment rooted in the mission, vision, and core values.

MISSION

Our mission is to (1) Educate visionary nurse leaders and scholars (2) Generate and apply the knowledge that is highly collaborative (3) Transform nursing, health, and systems of healthcare within the local and global community

VISION

To promote optimal wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action, through our local and global communities.

CORE VALUES

Excellence

We make a difference in the health of the world because we are unflinchingly committed to the highest quality in nursing education.

Collaboration

We believe the only way forward is to share what we know and work together, across communities, perspectives, and cultures.

Social Responsibility

We treat all with respect and dignity and actively engage with others to positively influence health and social justice for all humans

Innovation

We use our knowledge and rigor to create the world's newest and most exciting approaches to health education and health care.

Leadership

We stand as an example, shaping nursing, health care, and our school through vision, courage, and optimism.

Alignment with One Emory

The new SON-Office of DEI has collaborated closely with Emory Office of DEI and have representation on the institution's DEI Executive Leadership Council and Diversity Liaison Committee (DLC) to ensure the SON-Office of DEI aligns priorities and school-wide initiatives that support the institutional and school's values of diversity, equity, and inclusion. Involvement in the council and DLC provide opportunities to strengthen linkages with other Emory units to gain multiple perspectives and approaches in meeting DEI goals. The SON-Office of DEI has launched initiatives that center around 1) professional development, education, and awareness, 2) culture and climate, and 3) accountability. These initiatives are congruent with One Emory's strategic framework consisting of the four intersecting pillars of **faculty excellence, academic community of choice, innovation through scholarship and creative expression, and Atlanta as a gateway to the world**. In 2020-2021 the SON-Office of DEI efforts have focused on the following goals:

Faculty Excellence

To foster a culture of imminence, the SON has attracted faculty with diverse specialties and expertise in teaching, practice, and research. Many of the faculty have been recognized for their national and international leadership in nursing with 36 faculty members inducted as Fellows of the American Academy of Nursing and another 15 faculty members as fellows in other nationally-recognized organizations. The following efforts within the SON support faculty excellence around diversity, equity, and inclusion:

- Required implicit bias training for all faculty involved in the search and selection process of faculty candidates.
- Examined national minority faculty Availability Analysis.
- Recruited several Post-Doctoral fellows and current doctoral students from historically underrepresented groups. This serves to create a pipeline of potential faculty from diverse backgrounds.
- Offered PhD in Nursing students' development of teaching and learning competencies through the Teaching Assistant Training and Teaching Opportunity Program (TATTO), as doctoral students serve as a pipeline for talented and diverse faculty positions. The TATTO program began in 1998. Between 2016 and 2021, 31 students completed the program.

Academic Community of Choice

With cutting-edge resources, top clinical experiences, and access to leading health care partners, the SON offers a myriad of academic programs and educational initiatives that has contributed to the SON being ranked by U.S. News and World Report as #4 in undergraduate and #2 in graduate nursing programs. These efforts reflect holistic admissions approaches and intentional recruitment that has led to a student body that represents 46% students of color:

Traditional Bachelor of Science Nursing (BSN 1 Program)

Accelerated BSN Programs-(4 programs)

- Distance-Accelerated BSN
- InEmory MN (Pre-Licensure Program)
- Master of Nursing (MN, Pre-Licensure Program)
- MN Pathway to MSN

Masters Programs (11 Specialties)

- Adult/Gerontology Acute Care Nurse Practitioner
- Adult/Gerontology Primary Care Nurse Practitioner
- Emergency Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Nurse-Midwifery
- Pediatric Primary Care Nurse Practitioner
- Women's Health Nurse Practitioner
- MSN-MA in Bioethics Dual Degree
- MSN-MPH Dual Degree

Doctoral Programs (4 programs)

- Post-BSN DNP
- Post-Masters DNP
- DNP, Nurse Anesthesia (CRNA)
- PhD

Innovation through Scholarship and Creative Expression

The School of Nursing has several faculty members who focus their scholarship and practice on issues relative to social justice, diversity, equity and inclusion by addressing the intersectionality of these concepts with health inequities and their impact on historically underrepresented and marginalized communities. This directly responds to the SON core values related to social responsibility and collaboration and the University's mission to apply knowledge in the service of humanity. Research and scholarship includes but is not limited to...

- Infant and maternal mortality
- HIV/AIDS Impact on vulnerable populations
- Historical context of psychiatric nursing and civil rights
- Health issues impacting incarcerated women
- Sickle Cell Disease and adverse stressors and cardiovascular risk among African Americans
- LGBTQ health inclusive of issues related to violence, discrimination, and well-being of transgender and gender nonbinary communities)
- Caregiving & well-being of aging populations
- Social support and spirituality among African Americans
- Improving the quality of life of African Americans with dementia
- Environmental exposures and occupational health hazards among immigrant agricultural workers
- Technologies and big data impact on health and its use to eliminate gender and ethnic disparities



Social Determinants of Health

Over the past year, faculty within the school of nursing have systematically and strategically embedded **social determinants of health (SDOH)** through learning experiences across curricula. The SDOH are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect their health and quality of life outcomes (WHO, 2008). Starting with pre-licensure programs and progression to graduate programs, developing competencies to assess and address social and structural forces that impact health and health outcomes has become a school-wide focused approach in SON education. The COVID-19 pandemic highlighted how SDOH contributes to health inequities among individuals, families, and communities and its' disproportionate affect on racial and ethnic minority groups. Preparing nurses to assume their social relevance in engaging in the multifaceted efforts around health disparities is a key element in health system and organizational approaches. The SON recognizes the importance of the interconnection of SDOH and racial injustice and embedding those concepts into the curricula is critical to building capacity for a socially and racially conscious nursing workforce. This school-wide curriculum integration aligns with national calls to develop nursing students understanding of SDOH and health equity and their relationship to health and well-being. These expansive efforts and commitments to advancing diversity, equity, and inclusion goals within the SON are catalyst to fuel the fundamental shift in nursing education to address the complex health care issues affecting our nation. The comprehensive evaluation model of the SDOH curriculum integration provides a framework that informs ongoing quality improvement and enhancement of learning experiences.



Atlanta as a Gateway to the World

The SON contributes to the university's efforts to mobilize change as a partner and stakeholder in the Atlanta community. Below are a few examples of initiatives that recognize the value of inclusive growth within the Atlanta community. Below are a few examples of initiatives that recognize the value of the SON's history in shaping diversity, contributing to economic growth and viability among minority businesses, and building bridges with Historically Black Colleges and Universities (HBCUs). All these efforts align with Emory's strategic priorities and positionality of Atlanta being a gateway to the world.

Spelman and Morehouse College Initiative

This Dual Degree Nursing Program allows students from Spelman and Morehouse College to combine a liberal arts education with a nursing degree from Emory University. Upon completion of the academic requirements of both institutions, the student will receive a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree from Spelman College or Morehouse College and attend Emory University for 15 or 30 months to receive a Master of Nursing (MN) or Accelerated Master of Science in Nursing (MN+MSN) degree from Emory University.

Hidden Figures Project

The development of the Hidden Figures documentary video highlighted the first African American, international, and male students into the School of Nursing. This was a part of a larger university initiative to recognize the rich history of Emory's challenges and progress to overcome segregation to advance a more diverse, equitable, and inclusive University. The SON was one of the first schools to complete such a historical project. Below are the first African American graduates from the NHWSN.

Hidden Figures



Verdelle Bellamy, '65



Allie Saxon, '65

Ada Fort Lecture

In 2021, the SON Office of DEI spearheaded the annual Ada Fort Lectureship in Nursing that was established to enrich the academic, professional, and personal lives of students by providing an opportunity to hear and interact with outstanding scholars whose research and accomplishments have received national/international attention. The chosen speaker gives a lecture along with a small group discussion to encourage the interaction between the lecturer and the students. This year the SON focused attention on structural and social forces that contribute to health disparities in the United States and the role nurses play in disrupting SDOH within health systems. This event was attended by greater than 480 attendees.



Lillian Carter Center for Global Health

Named for President Jimmy Carter's mother, Miss Lillian, The Lillian Carter Center (LCC) for Global Health & Social Responsibility, dedicated in 2001, has a rich history of educational, practice, and research offerings. The LCC serves as the hub of global engagement in the SON. As part of this year's service learning efforts they hosted two virtual immersion experiences, one in California with the Indian Health Services and one in Dominican Republic with Foundation for Peace; and as part of their global engagement efforts, they were able to raise \$7,300 for India COVID-19 relief, St. Vincent Volcano Eruption, and FWFHP in Moultrie, GA for Migrant Farmworkers.

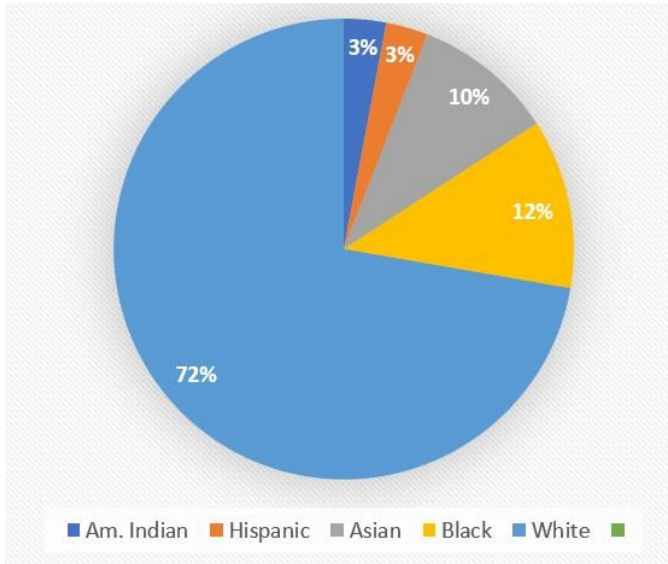
Vendor Diversification

The SON assembled a working group of key stakeholders to collaborate with the Assistant Vice President for University Partnership & Government Affairs and the Manager of Supplier Diversity to review and analyze the SON's diverse spending practices. This effort is a part of a larger Emory University initiative to increase spending in the local community and with more diverse businesses and services. In 2019 Emory's annual budget totaled \$1.7-1.8 billion, of that, an estimated 6% was spent on diverse vendors, compared to the national average of 2%-3%. Within the SON, diverse spending was an estimated 5% of its total budget. The SON was the first to participate in such an analysis and review process to establish diverse spending goals. Our goal is to monitor these numbers yearly to create new metrics and accountability measures to increase our diverse spending each year.

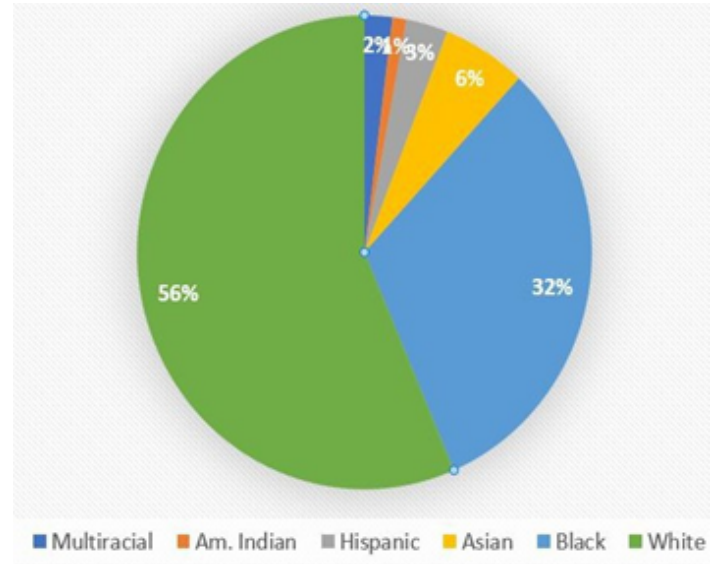
WHAT WE FOUND

Demographic Trends

Faculty by Ethnicity



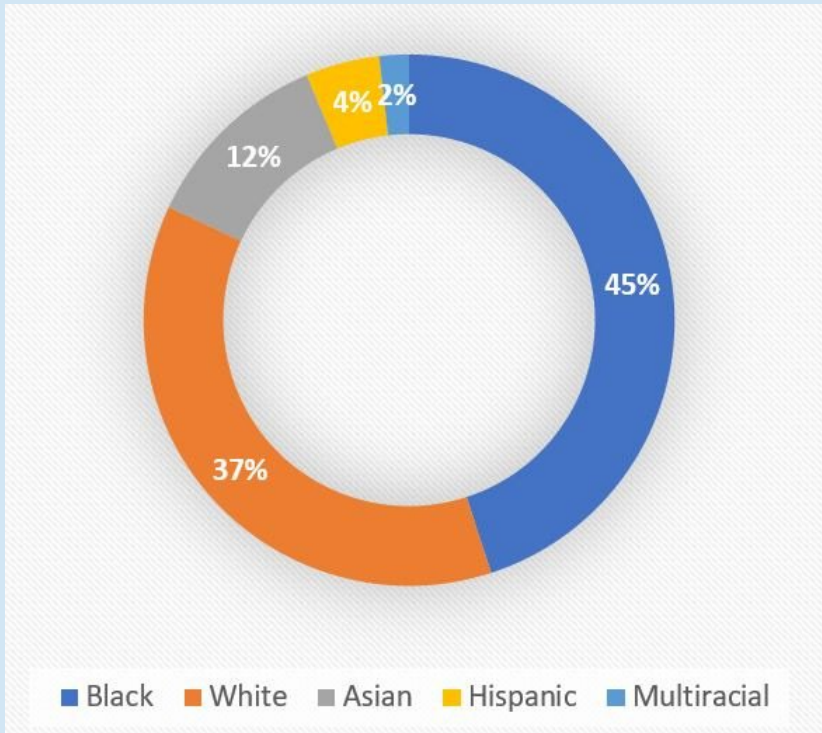
Instructors by Ethnicity



The growth in faculty diversity has increased 17% over the past 10 years. Of the 98 full-time faculty members at rank, the racial breakdown consists of 72.8% White/Caucasian, (12%) African American/Black, (10%) Asian, (2%) Native American, (2%) Hispanic/Latino, and (1.2%) multi-racial. Men account for 10% of the faculty, which is above the national average of 6.2% of male faculty (American Association of Colleges of Nursing, 2017). The data does not reflect the SON recent hires of 5 post-doctoral fellows from historically underrepresented groups. The need to recruit faculty from underrepresented groups continues to be a priority as the increasing numbers of diverse student enrollment trends grow. Thus, unrelenting recruitment efforts will consist of national searches and the development of internal pipelines of post-doctoral fellows and graduates.

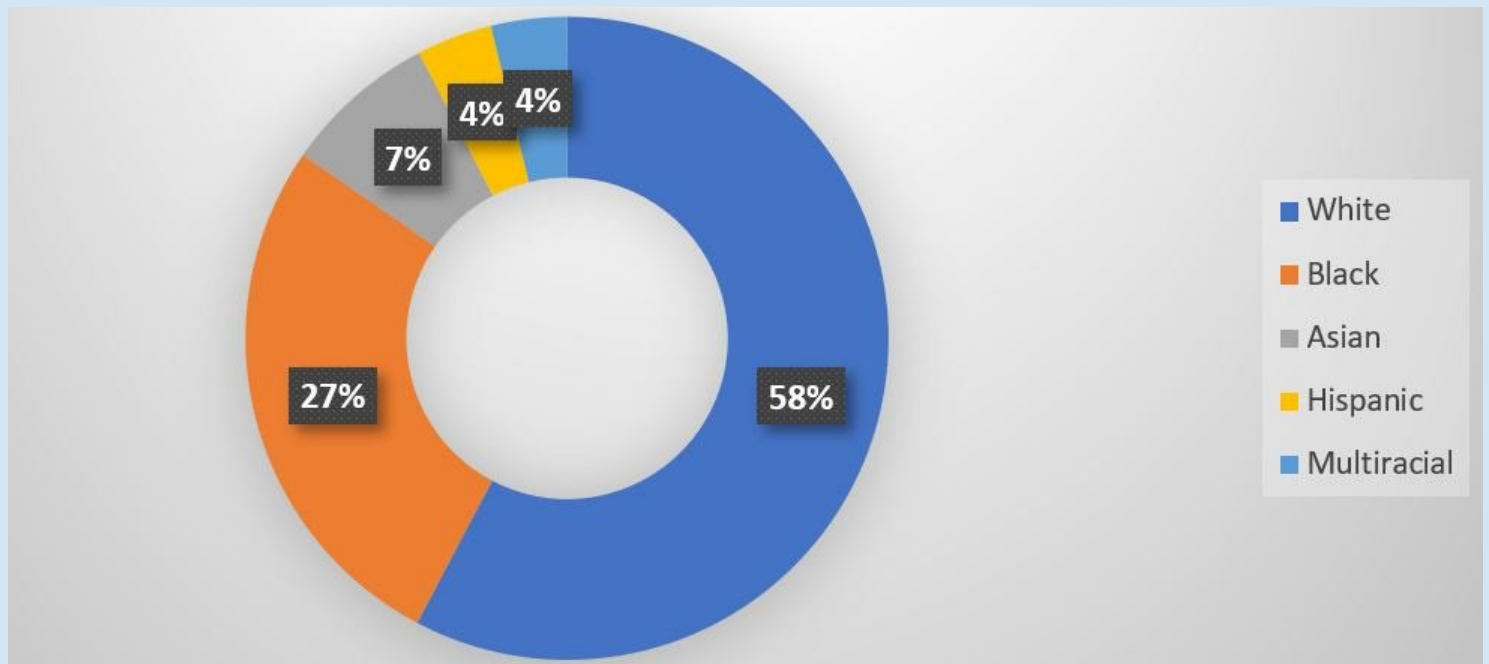
Staff Diversity

Staff



The School of Nursing (SON) recognizes the major contributions that staff provide to the overall operation of the school and the support of academic achievements. The racial breakdown shown represents 111 staff members. In the coming academic year, we hope to partner with faculty and staff to raise awareness of leadership opportunities and expand the pipeline of potential leaders from historically underrepresented groups.

Supervisors

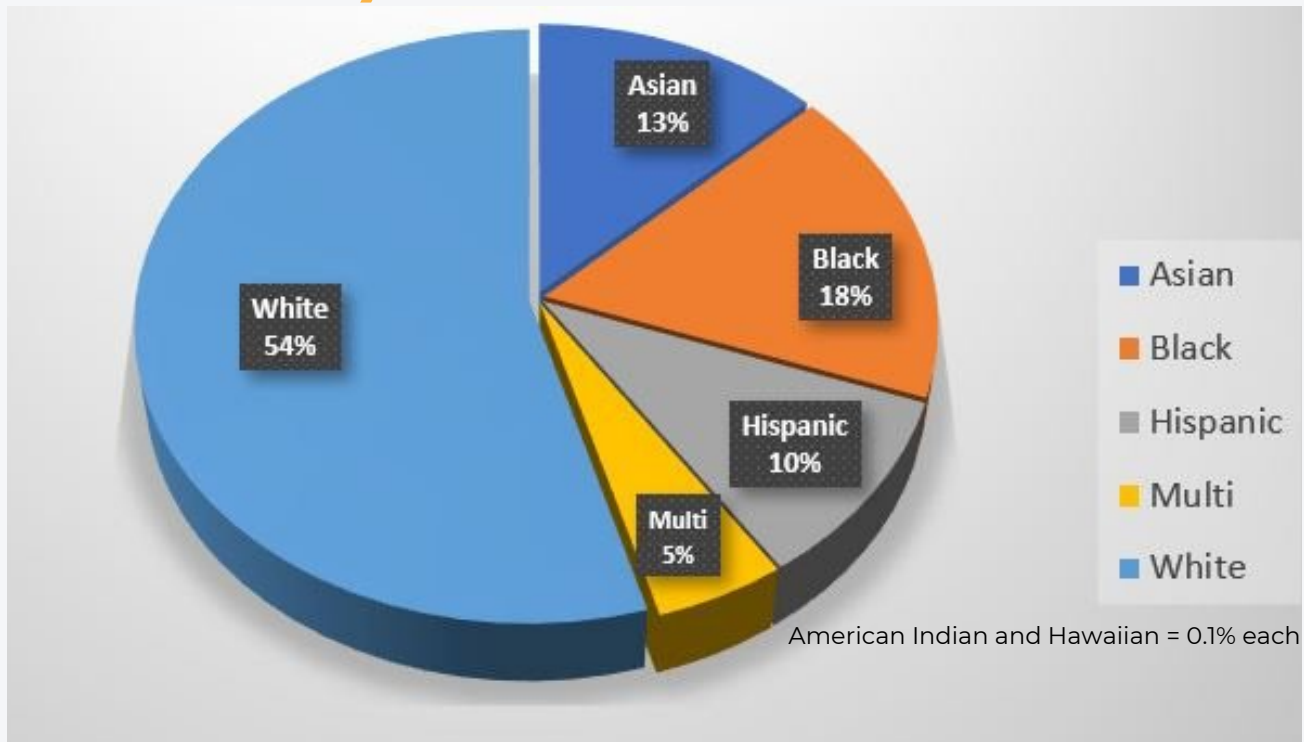


Student Diversity

As one of the nation's top nursing schools, recognized by U.S. News World and Report as the #2 graduate nursing program and #1 school of nursing in Georgia, the NHWSN is committed to educating and providing a top educational experience to diverse student populations. The nursing profession has experienced a growth in diverse student enrollment with national averages at 33-34%. However, the SON enrollment of students from historically underrepresented groups has outpaced national averages at 46%.

INCREASING TRENDS OF DIVERSE STUDENT ENROLLMENT

Student Diversity



WHAT HAS BEEN THE JOURNEY

**Accomplishments/
Big Wins**



Impact & Accomplishments

Qualitative Assessment

To gain a better understanding of the NHWSN culture and climate around DEI, a qualitative assessment was conducted over a three-month period.

This assessment consisted of meetings with faculty, staff, and students within the school. Interviews with external stakeholders that were familiar with the school through collaborations and partnerships were also a part of the assessment. The findings were used to prioritize strategies to develop the new SON-Office of DEI's infrastructure and initiatives for community engagement and intercultural fluency around the principles of diversity, equity, and inclusion. These interactions afforded the opportunity to focus on the student experience, community engagement, professional development to build capacity for a more inclusive learning and working environment.

HIGHLIGHTS & SUMMARY

Accountability & Accomplishments

The SON-Office of DEI has led efforts to establish accountability structures that support the SON's commitment to be a more diverse, equitable, and inclusive organization. Our office is committed to assessing programs, processes, and policies and making recommendations to ensure DEI best practices.

Highlights from our journey

- Conducted qualitative assessment with over 35 focus groups and meetings with faculty, staff, and students.
- Facilitated the inclusion of DEI professional development standards in faculty annual performance appraisals.
- Offered implicit bias training for all SON faculty, staff, and students in collaboration with the Office of Academic Advancement, Office of Education, and Department of Operations.
- Offered Implicit bias training for faculty involved in the recruitment and selection process.
- Collaborated with faculty experts to recommend gender-inclusive language throughout the SON.
- Reviewed diversity trends of faculty, staff, undergraduate and graduate students.
- Participated in awards and recognition taskforce to add more transparency to nomination and selection process.
- Revised guidelines for reporting student concerns in collaboration with the Offices of Advancement, Education, and Student Affairs.
- Collaborated to adopt best practices for diverse student representation on school-wide committees.
- Led the Diversity Tenure and Promotion Taskforce. Collected and reviewed data trends to offer recommendations to strengthen diversity and equity outcomes.
- Provided consultations with faculty, students, and staff regarding DEI concerns.
- Evaluated enrollment trends of students from historically underrepresented groups in comparison to national trends.
- Created Hidden Figures Documentary
- Collaborated with PhD students and faculty to expand educational initiatives, increase diverse student and faculty engagement, and enhance diverse faculty pipeline.

Professional Development, Education, and Awareness

As a part of our professional development and educational initiatives, formal and informal offerings were provided to faculty, staff, and students. These efforts involved expert speakers, forums, and community events to build capacity for integration of DEI concepts and frameworks into all aspects of nursing education and the SON community life. We also offered implicit bias training for all faculty, staff, and students. As the field and scholarship evolve around diversity, equity, and inclusion, efforts will be made to increase awareness and deepen understanding of best practices.



Program Highlights



Communication
and Language for
Inclusivity:
Expanding
Knowledge of the
LGBTQ+
Community

Dr. Erin Swenson

Curriculum and
Teaching Reform
to Promote Health
Equity
(3-Part Series)

Dr. Kupiri Ackerman-Barger





Dr. Ernest Grant

**Advancing Health Equity
Highlighting Inequities during
Covid 19**

**This year's David C. Jowers lecture
keynote speaker was Dr. Ernest
Grant, President of the American
Nurses Association.**

**His presentation was entitled,
Care of Vulnerable Populations:
Pandemic Responses and Social
Injustices**

**Highlighting Health Disparities
Nationally**

**This year's Ada Forte lecture
keynote speaker was Dr. Sylvia
Trent-Adams (PhD, RN, FAAN, Rear
Admiral) former Acting U.S.
Surgeon General and current Sr. VP
& Chief Strategy Officer at the
University of North Texas Health
Science Center.**

**Her presentation was entitled,
Health Disparities in Relationship to
the Social Determinants of Health.**



Dr. Sylvia Trent-Adams

Website Launch

A new SON-Office of DEI website was established to serve as a hub for DEI education and initiatives. This includes highlighting the work of historically underrepresented (HU) student and faculty accomplishments, and serving as a repository of DEI related information inclusive of literature and materials that address a myriad of social justice issues. The website also serves as a gateway to communicate ideas and interests that advance DEI efforts, as well as direct the community to the Office to express concerns.

Fall 2021

The SON-Office of DEI has purchased an online diversity education tool for schoolwide use. This educational modular program focuses on understanding unconscious bias, the value of differences, and the importance of inclusion.

Committees

School of Nursing Division Committee of Community and Diversity (DCCD) is one of nine DCCDs at Emory that work with the Office of the Provost's Advisory Council on Community and Diversity to implement continuous improvement (collect/assess data, establish specific goals and actions, and monitor progress towards goals) for increasing access, equity, and inclusion across Emory University. With the creation of the Office of DEI, the DCCD was restructured to include two subcommittees that focused on Education, Research, and Scholarship and Community Engagement.

The Education, Research, and Scholarship subcommittee serve as a resource to faculty, staff, and students to provide recommendations that advance inclusive pedagogy and promote ethical and social justice approaches to research and scholarship. Efforts may include reviewing educational materials for evolving language, knowledge, and practices to better address the needs of our highly diverse community. This committee also recommend programs and initiatives that broadens our understanding of responsible and appropriate research and scholarly work that involves vulnerable and marginalized populations. The SON embraces American Association of Colleges of Nursing (AACN) Essentials, and a myriad of national standards as guiding principles to support the necessity for DEI concepts in nursing education, practice, research, and service.

The Community Engagement subcommittee focuses on advancing DEI principles that support the mission and values relative to social justice, social responsibility and building a strong community within the SON local and global partnerships. The subcommittee will leverage the rich diversity of our school and the global efforts of the Lillian Carter Center to assist students and faculty as they prepare for culturally relevant immersion experiences and scholarships.

Contact Us

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