

# BAMA "DI" stance: Championing Diversity through Inclusive Pedagogy

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Capstone College of Nursing, University of Alabama  
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To achieve health equity, *The Future of Nursing*<sup>1,2</sup> named four priority areas, 2 are:

1. diversify the workforce;
2. prepare nurses to tackle health equity

## Background

COVID-19 laid bare the depth and breadth of social inequities in the U.S.<sup>1</sup> At the same time, the tragic and public deaths of Black Americans in 2020 with law enforcement, meant that racialized injustice could no longer be ignored. These events adversely impacted the physical and mental health of nursing with an impending global nursing shortage of +6million predicted.<sup>2</sup> Professional nursing organizations recognized the link between health disparities, racial injustice, & workforce shortages and maximized the opportunity for nurses to fill the workforce gap and contribute more toward health equity.

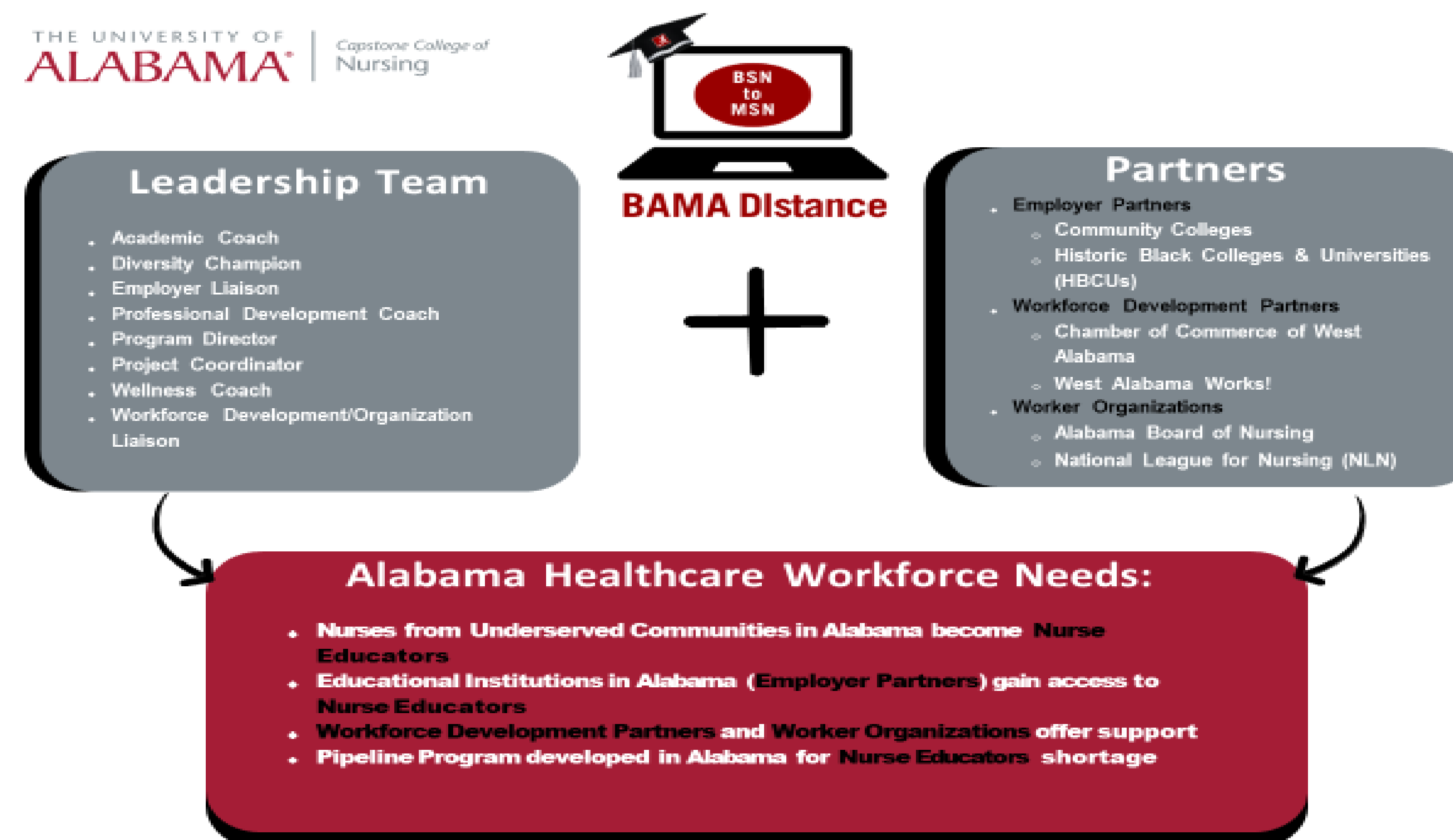
## Purpose

To increase the # of nurse educators with a Master of Science in Nursing (MSN) specializing in nursing education from historically excluded/ underrepresented AL communities.

## Outcomes

By 2028, increase & diversify workforce by preparing 60-80 Nurse Educators from under-resourced communities with an MSN to provide higher quality healthcare in the state of Alabama

## BAMA "DI" stance

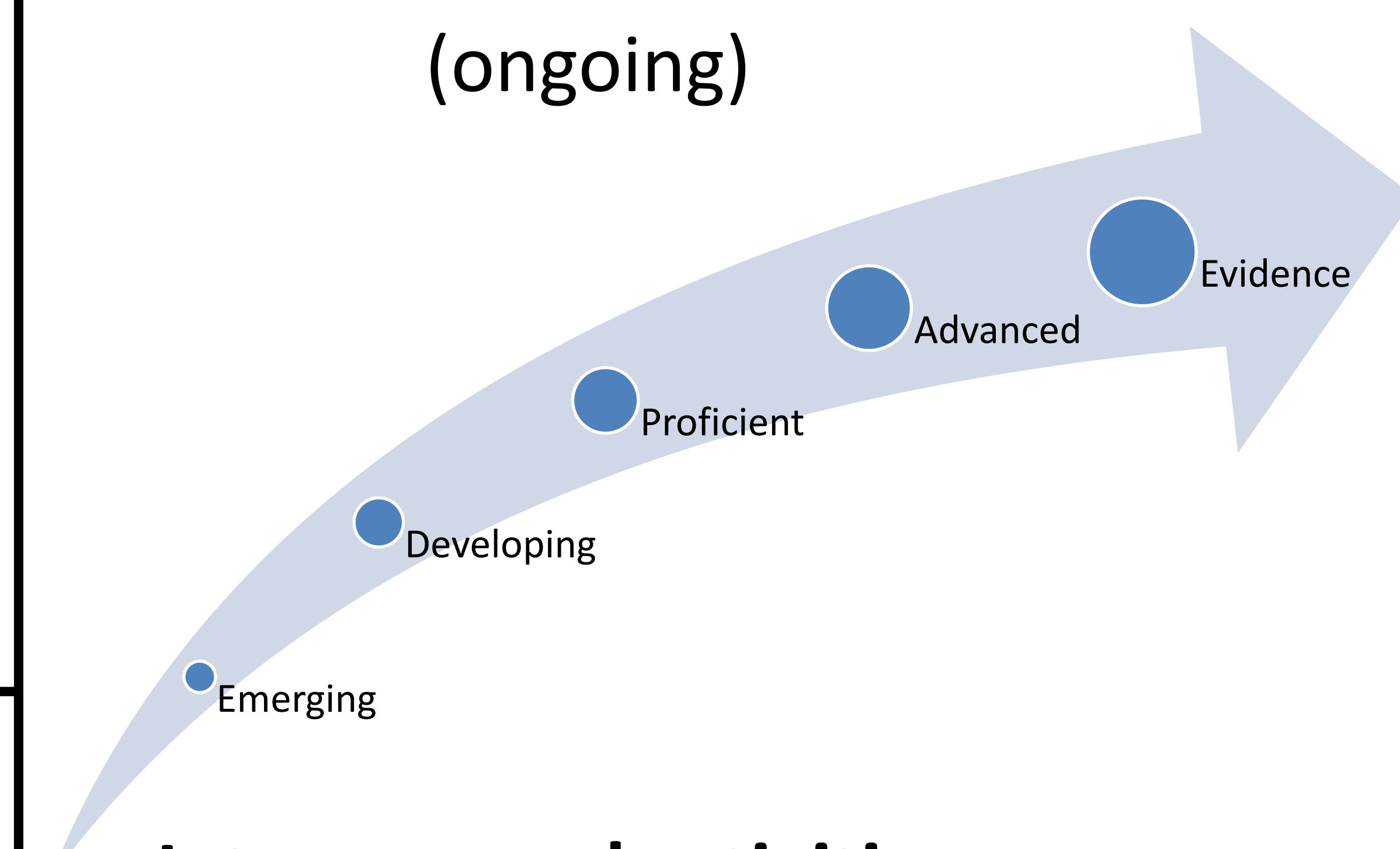


## Inclusive Pedagogy<sup>3</sup>

	Exclusive	Good practice
<b>Admissions/Induction</b>	Language, name badge, information overload, 'herded' altogether, assumed skills (reading approach)	Individualised welcome, ask about experiences,
<b>Curriculum design</b>	Inflexible, unsociable hours, didactic	Advance notice of timetable, consideration of social responsibilities (work etc)
<b>Assessment</b>	Repetitive, poor range (all exam), limited skills assessment. Unclear expectations or aims	Ongoing, supportive, incremental, builds confidence and ability, involves peers
<b>Pedagogy/Teaching approach</b>	Language which confuses/belittles, not knowing student group (learning not meaningful)	Plain language, dialogue with students ensuring understanding of requirements, established pedagogy flexible to varied needs (constructivist approach)
<b>Teaching materials</b>	Obscure language, technical terms, not interactive or varied or representing varied cultures, experiences, ages.	Varied format, interactive, reusable, multisensorial to meet differing learning needs, accessible and modifiable, appropriate language and clarity of technical elements
<b>Laboratory/Fieldtrips/ Placement</b>	Mobility expectations, no consideration of personal responsibilities/durations/times. Link to learning unclear	Consideration of students life responsibilities, adequate notice of time/cost etc.

## DEI Champion Activities

- **Institutional level activities:**
  - Evaluate the holistic admissions process (completed)
  - Facilitate inclusive pedagogy self-assessment rubric<sup>4</sup> (ongoing)



- **Interpersonal activities:**
  - Culturally-responsive virtual mentoring (beginning fall 2024)

## References

1. National Academies of Sciences, Engineering, and Medicine. 2021. *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25982>.
2. Hassmiller, S., Mahoney, A. D., & Beard, K. (Eds.). (2023). *The Future of Nursing 2020-2030: Global Applications to Advance Health Equity*. Springer International Publishing.
3. Cunningham, S. (Ed.). (2020). *Dimensions on nursing teaching and learning: supporting nursing students in learning nursing*. Springer Nature.
4. Teaching Effectiveness Framework, The Institute for Learning and Teaching (TILT) (c)2023 Colorado State University CC-BY-NC-ND 4.0

## Acknowledgments

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## How to champion diversity through inclusive pedagogy? BAMA "DI" stance

Wanda Burton, PhD

### Biography

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Wanda Martin Burton received a bachelor's degree in 2003 and a Master of Science in 2012. Dr. Burton has over ten years of experience in the community on a range of public health issues including gender violence, poverty, and disability rights. Dr. Burton has worked with children and families across the state of Alabama on prevention education and increasing access to resources and services. She completed a PhD in Health Education and Health Promotion in 2017. Dr. Burton has multiple years of Diversity, Equity and Inclusion (DEI) experience in higher education including serving as the Director of Inclusivity for two years and on various taskforces that strive to make the university a more equitable space for all students.

Dr. Burton's research interest focuses on health equity by investigating the structural and social determinants of health in minoritized communities and nursing education. She has investigated racial health disparities in low birthweight and mental health, nursing education access and inclusion, gender violence on college campuses, and inequities facing the LGBTQ+ communities. She has co-authored papers in the *Journal of Health Disparities Research and Practice*, *Research in Nursing & Health*, *American Journal of Health Education*, and *Sex Education: Sexuality, Society and Learning*. Dr. Burton has presented at multiple conferences including the American Public Health Association (APHA) and the Southern Nursing Research Society (SNRS). She has also developed and implemented capacity-building trainings and workshops to increase cultural humility among faculty, particularly for those in medical education.

As an assistant professor in the Capstone College of Nursing (CCN), Dr. Burton teaches in the Graduate Programs. Her primary teaching assignments have been focused on population health and health policy. Prior to joining CCN, Dr. Burton taught for approximately ten years including teaching undergraduate and graduate public health students at The University of Alabama.

Born and raised in Alabama, on lands previously owned and cared for by Choctaw and Creek peoples, Dr. Burton has a wonderful husband, Michael, and two daughters, Kourtney (25) and Khloe (11). She identifies as Black, southern, cis-gender, daughter, advocate, sister, mother, researcher, wife, and friend. She enjoys reading, music, games, and gatherings with family and friends.

### Contact Information

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