

Equity, Diversity & Inclusivity: Promoting Culturally Safe Environments at the Faculty of Nursing

**Results of the Student Survey
2017/2018**

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All Student Town Hall

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Acknowledgements:

- Dean's Administrative Team
- Undergraduate and graduate student respondents
- Marc Hall, Nursing Research Office



Background

- Leading the Pursuit of Nursing Excellence Strategic Plan 2017-2020
- We recognize and respect diversity, engaging within our difference, and striving for all to feel valued and supported.
- Responding to the growing diversity of the student population
 - Initiate resource for students who may require support to succeed in their nursing program in a culturally safe and equitable learning environment, and feel integrated into the FON, the university and/or the broader community.



Planning: Goals and Objectives

- The overall goal of this initiative is to create and sustain an environment where all nursing students feel they can succeed in their academic program in a culturally safe and respectful community at the Faculty of Nursing.



Objectives

- Understand student perceptions of diversity and equity in the learning environment at the Faculty of Nursing.
- Establish the role of a support person who would provide mentorship, referral, or other supportive measures to build capacity among students who identify as an international student or who experience issues related to diversity and inclusion as a student.
- Evaluate the role of the support person to determine its value in creating and sustaining a community where all nursing students feel they can learn in a culturally safe learning environment.



Results: Objective 1

- Participants: Graduate and Undergraduate students enrolled in Fall 2017.
- Survey (Based on the Northern Alberta Alliance on Race Relations (NAARR) tool)
- N=327 (RR~30%)
- Analysis: Descriptive analyses (quantitative data) and thematic analysis (qualitative data)



Results: Care, Respect & Diversity

- Students feel safe in our faculty.
- Students in our faculty generally respect other students who are culturally different.
- If students are bullied in our faculty, 53% of respondents agreed or strongly agreed that their educators would deal with the bullying effectively.
 - But, 24% felt neutral about this issue and 15% disagreed or strongly disagreed with this issue.

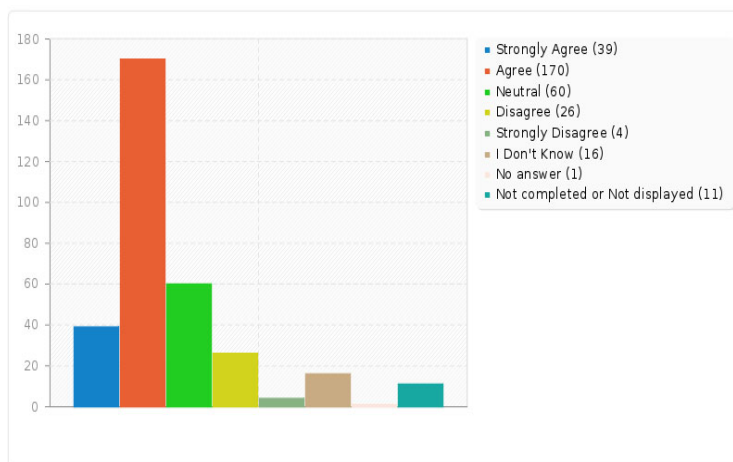


Results: Discrimination

- Discrimination due to race, gender, sexual orientation, disability is not a problem but an occasional problem in the learning environment.
- Discrimination due to lower socioeconomic status (SES) is perceived as both as a problem (42%) and not a problem by respondents (52%).



If discrimination incidents happen, I am confident that my Faculty (instructors, professors, deans) will deal with the problem effectively.



I feel comfortable speaking out against discrimination if it occurs at school.

Answer	%
Strongly Agree	14.68 %
Agree	45.79 %
Neutral	19.88 %
Disagree	7.95 %
Strongly Disagree	2.45 %
I don't know	4.59 %
No answer	3.37 %

Results: Qualitative Findings



I feel comfortable speaking out against discrimination if it occurs at school.

Majority Response

- "I feel comfortable speaking out against discrimination because I feel like school is a place conducive to learning and being able to educate someone on why discrimination is wrong is important."
- "The faculty generally provides a safe space to talk about these kinds of issues."
- "Discrimination is unacceptable, and I refuse to stand for it."

Social Advocacy

- "It's everyone's responsibility to call it out when they see it."
- "Everyone deserves to be treated with respect."
- "I know that the faculty feels very strongly about giving students an equal chance at education and will advocate for equity."

Offender Differences

- "I think that there's a lot of fear surrounding speaking out because of the superior position that instructors are placed in."
- "I think that I do speak out when things are a problem, unless it is faculty. Think about it - it's a power thing."
- "If it is discrimination from one student to another, yes, but if it is discrimination from a faculty member, I may not."

Being in the Minority

- "I don't feel comfortable speaking against discrimination in school when you are in the minority. Sometimes I feel like I just have to accept it in order to prevent any drama."
- "I feel like I will be stereotyped for speaking out and be discriminated against because of being a minority."
- "It is hard to speak out against discrimination when you are a member of the minority."



Observing and/or directly experienced discrimination at school.

Majority Response

- "While there are some situations that I have never personally observed or been a victim of, I feel that there are still some instances of them occurring."
- "Though I haven't directly observed or experienced discrimination, I have heard stories where it does happen, though not frequently."
- "I haven't witnessed many, but I have heard stories."

Student Jokes

- "I have not really experienced any discrimination at the university but I have maybe observed a few as a joke from others."
- "It is typical to hear people say racial stereotype jokes."
- "I have seen people make jokes about race and ethnicity. Jokes were always made by students though not staff or instructors."

Faculty and ESL

- "There is a sense that some prof may treat the second language students differently."
- "I find that as student from a different cultural background and not completely fluent with my English accent, instructors tend to monitor me more and pick on me and just notice the little mistakes that they would not necessarily care if it was other students."



Student perception: Groups who are most targeted by discrimination

English as a Second Language

- "People who speak English poorly. Their voice is often ignored or held in less value."
- "Some of the profs and students are less responsive/impatient to individuals who struggle with clearly speaking English."
- "In this faculty, it is the most evident among those with English as a second language."

Racial/Religious Minorities - Primarily Asians and Muslims

- "Minority groups. Basically, anyone that isn't a white male. But as of late, more of those who are from the Middle East, especially Muslims."
- "Asian immigrant population, due to a large number of different cultural values."
- "Colored groups are mainly affected."

Immigrants

- "Immigrants - especially recent immigrants."
- "I feel that recent immigrants are more at risk because they're more vulnerable and easy to single out."

LGBTQ+ Community

- "People of different sexual orientations."
- "I would say the most targeted group is people from the LGBTQ community."
- "Likely the transgender community."

Indigenous Peoples

- "I would say that indigenous populations and the LGBTQ+ community has experienced the most struggle."



Students' opinion: What can be done to improve issues of discrimination?

Increasing Awareness

- "We can educate people by holding public speaking sessions."
- "Perhaps more education or cultural activities just to raise awareness."
- "Education on different cultures."

Faculty/Instructors

- "Ensure faculty members have cultural sensitivity training."
- "Have diversity within the faculty. There is not a single African/Black prof that I know of."
- "We need to build the nurses we want to be practicing and caring for our clients by modelling positive behaviors. This should not only be taught, but followed by instructors."

Supports for Students

- "Set up safe spaces where students can come to voice their opinions."
- "More support groups for people who require it within the faculty themselves."
- "Encourage students not to be afraid to speak up."

Guidelines and Rules

- "Having a punishment by faculty (for example, students are aware of repercussions for plagiarism, but discrimination is not spoken about)."
- "Make sure there are consequences for those who take part in discriminating against others."
- "Punishments for discrimination."



Results: Demographics

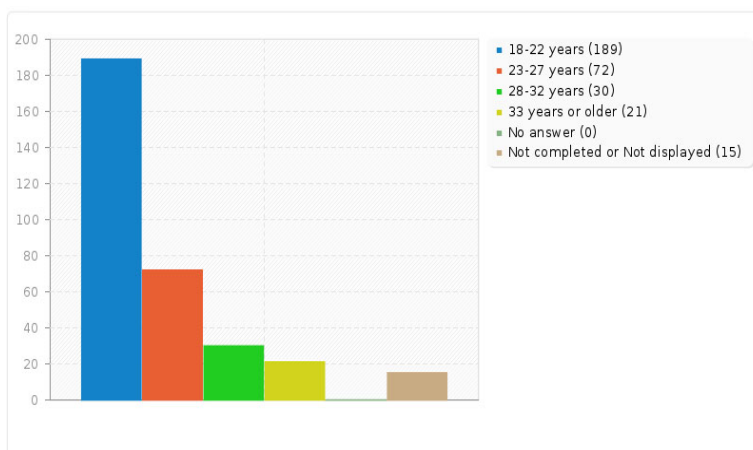


The following statement(s) apply to me.

Response	Count	Percentage (%)
I am an Indigenous Canadian.	14	4.28 %
I am a Canadian citizen.	288	88.07 %
I am a permanent resident in Canada.	91	27.83 %
I am a conventional refugee.	0	0 %
I am an international student.	5	1.53 %
No answer.	15	4.59 %



Age (years)



Status: Objective 2 & 3

- 2018/2019 Academic Year
 - Establish support person for students
 - Evaluate this role within 2018/2019 year to determine need and value for role
 - Working with Indigenous Initiatives at Faculty of Nursing
 - Coordinated staff development 2019-2020



Next Steps

- Respond to key areas identified as opportunities
- Faculty-wide development
- Work closely with Faculty Co-Directors of Indigenous Initiatives
- Continue with the initiative (Objectives #2 and #3)
- Broader contexts to consider: FON Mental Health Strategy and University of Calgary focused work on equity, diversity and inclusivity



Streamlining our Response: Creating & Sustaining Culturally Safe Learning and Work Environments at the Faculty of Nursing

