

# Sharing Experiences of Proactive Approaches to Eliminating Racism in HPE

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NLN Commission for Nursing  
Education Accreditation

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# NLN CNEA Mission

The NLN Commission for Nursing Education Accreditation (CNEA) promotes excellence and integrity in nursing education globally through an accreditation process that **respects the diversity of program mission, curricula, students, and faculty**; emphasizes a culture of continuous quality improvement; and influences the preparation of a caring and skilled nursing workforce.

# Applying NLN Core Values to Accreditation

**Caring**

**Diversity**

- A culture of inclusive excellence
- All types of programs
- Respect for programs' diversity of mission, curricula, faculty and students

**Integrity**

**Excellence**

# Standard III: Culture of Excellence and Caring – Faculty

The faculty complement consists of educationally and experientially qualified individuals of **diverse backgrounds** ...The organizational environment and program core values **support inclusivity** and empower faculty to achieve the professional outcomes expected of them in the faculty role and seek the **recruitment and retention of a diverse faculty**.

## Standard IV: Culture of Excellence and Caring – Students

The parent institution and nursing program are committed to providing student-centered services sufficient to create a learning environment focused on promoting student success.

**The learning environment is supportive of diverse students, enabling them to achieve academic success and professional identity formation.**

# Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

Faculty design program curricula to create a culture of learning that fosters the **human flourishing** and professional identity formation **of diverse learners** through professional and personal growth and supports the achievement of expected student learning outcomes ... Teaching, learning, and evaluation processes take into consideration the **diverse learning needs of students** and are designed to **support student achievement** of learning outcomes.

# Quality Indicator V-D

V-D. The curriculum is up-to-date, dynamic, evidence-based, and reflects current and emerging **societal and health care trends and issues**, research findings, and contemporary educational practices.

Interpretative guidelines: The curriculum demonstrates evidence of education based on **health care quality, social determinants of health, health equity, population health**, and ethical practice.

## Quality Indicator V-F

V-F. The curriculum provides experiential learning that enhances student ability to ... **demonstrate culturally responsive care to diverse and vulnerable populations** ... into their practice.

Interpretive guidelines: Faculty design and implement experiential learning experiences...that foster ethical responsive **care to diverse populations.**