

Boston College
William F. Connell School of Nursing
Diversity Advisory Board Minutes

Attending: Colleen Simonelli, Richard Ross, Cathy Read, Mary Kate Cordon, Norma Rogers, Susan Gennaro, Deb Washington, Luanne Nugent, Judith Shindul-Rothschild, Sean Clarke, Julianna Gonzalez-McLean, Tam Nguyen, Joanna Maynard, Donna Cullinan Chair: Tam Nguyen Recorder: Richard Ross		Date: April 15, 2016 Place: Maloney 365 Time period: 12:00p – 2:00p Date Approved: Pending Next meeting: November 18 th , 2016
<i>TOPIC</i>	<i>DISCUSSION</i>	<i>ACTION</i>
1. Introductions & Review of Agenda Items	<ul style="list-style-type: none"> – Sign-in sheet circulated. – Attendees introduced themselves. 	
2. Review Minutes of April 24, 2015	Minutes circulated and attendees reviewed.	Motion to approve minutes by C Read; seconded by L Nugent and approved unanimously.
3. Review ongoing work & action items from last meeting a. Goal #1, DAB Organizational Chart & Logic Model: Build on existing data that is already collected to develop “short-term outcomes” of select CSON program focused on supporting diversity b. Goal #2: Continue fostering a relationship between a faculty liaison and CSON AHANA students & the CSON student	<ul style="list-style-type: none"> – Work toward this goal was deferred to a later time b/c of the priority placed on conducting a climate assessment – T. Nguyen & J. Gonzales met with the CSON AHANA student representative (Lulu), the CSON AHANA class 	

<p>community representatives.</p> <p>c. Goal #3: Conducting a diversity “climate” survey from students, faculty, and staff.</p>	<p>representatives (Sydney, MaryKate, Rachel, Joshua S), and graduate student representatives (Loic, Kimberly, Maureen, Joshua T) 2-3 times in the fall and spring semesters. During those meetings they brainstormed suggestions/strategies for the student climate assessment. As well as strategies for ensuring that student voices are heard</p> <ul style="list-style-type: none"> – T. Nguyen shared that much progress has been made in collecting data from students (results are described below & tables are provided at the end of this report). T. Nguyen was able to add a few items on the faculty needs assessment, and that will be shared/collected by Faculty Affairs at the end of April/early May. T. Nguyen has spoken to some staff members individually and will reach out to Chris Grillo about attending the May staff meeting to gain additional insights from staff. – Efforts to reach out to students have been successful. To date, T. Nguyen & J. Gonzales have held 4 group discussions with over 90 students, and collected survey data on 296 students. Several broad themes (preliminary) emerged: <ul style="list-style-type: none"> 1. Importance of <u>dialogue (safe and open space)</u> and <u>experiential learning</u> (i.e., using vignettes) rather than reading about it in a textbook or power-point., We should have more cross-cultural events...current lack of 	<ul style="list-style-type: none"> - T. Nguyen will summarize findings and share back with students, faculty, and staff - T. Nguyen, J. Gonzales, and student leaders will present their approach/methodology and results at the BC Diversity Summit on June 1st
---	--	---

engagement across diverse groups (bubble) *“Oddly, I feel like the school, itself, has a very diverse class, but there isn't really any integration between those races. I'm not sure how to approach this problem, but I feel that there are clusters or races within the school.” Clinical groups as a place wher this could be fostered*

2. We don't go deep enough about diversity in the classroom (i.e., what we learn is very concrete) Students are more interested in *“how we can practically address it”* & *“how to apply culturally sensitive care”*
3. Help with dealing with mirco-aggression or unprofessionalism; they don't know how to deal with micro-aggressions when they encounter it (particularly in the clinical setting)
4. Dominant culture is very strong. Many students in the dominant culture feel they already know what they have to know about diversity (i.e., it's not my problem), while others have had their *“eyes opened”* because of some personal experience.
5. Self-awareness – many students felt that those in the dominant culture (as well as many faculty members) should be a bit more reflective of their body language, verbal language, and actions. *“Many people do not*

realize how hurtful their actions or words are., and many times it is the people who think they know a lot about this topic.”

6. Diversity/cultural competency should be mandatory, and we should engage students with this early and often...
7. Clinical instructors and lab sessions are ideal places to add more structured activities/conversations about diversity. Yet, students said there were *“lots of variability in clinical instructor skills”*
8. Need more diverse study body and faculty *“It would be helpful to have more undergrad professors of color, who we can relate to and more likely approach without feeling judged”*
9. These conversations were helpful, and we want more accountability from leadership *“I just wanted to let you know what a great event I thought it was. It opened the door to a type of conversation that I have yet to experience in the school of nursing here at BC....If there was more transparency about [how] decisions [about diversity are] made within CSON, people might be better able to understand that change is occurring. Otherwise it is easy to lose hope and have the attitude that nothing will ever change”*

<p>d. Goal #4: Diversity case-study video vignettes</p>	<ul style="list-style-type: none"> – Dean Gennaro asked DAB members if they had heard about a diversity consulting firm named Verna Myers. D. Washington said she has, and highly recommend that we reach out to them – Dean Gennaro shared 3 video vignettes based on real-life situations faced by students and faculty in CSON. There was some concern from faculty and staff that these videos may be taken out of context and a bit controversial – D. Washington and N. Rogers thought the videos were “spot-on” and very appropriate – T. Nguyen also shared that Loic, a current MSE student who has been actively involved with the DAB, also thought the videos are a great teaching tool. – The group unanimously agreed that it should not be posted on YouTube, but rather placed in a Canvas site. 	<ul style="list-style-type: none"> - T. Nguyen & Dean Gennaro will reach out to the Verna Myers Consulting group for possible faculty/staff development
---	---	--

8. Sophomore Retreat	<ul style="list-style-type: none"> - Dean Clarke shared that the event was an overwhelming success. Noted that about 2 dozen students did not attend, and that those students were largely minority students - N. Rogers & D. Washington suggested using peer-to-peer invitations rather than email to increase participation - Dean Clarke shared that there may be a possibility that this retreat will become “required” credit course. Students who cannot attend may have the option of completing an “alternate assignment” 	
9. KILN Cultural Conversations	K Read shared that she and D Pino have held a series of “cultural conversations” with AHANA students. The AHANA office is in the process of promoting their “Campus of Difference” program, and want to provide this training opportunity to CSON Students	

<p>10. Provost's Advisory Council update on Diversity</p>	<ul style="list-style-type: none"> - The Provost's Advisory Council has also been focused on issues of diversity and inclusivity this year. - There was not enough time to share additional information about this during the meeting, please see "Action" column for additional details 	<ul style="list-style-type: none"> - B. Fedher & M. Boltz, who sit on the Provost's Advisory Council, shared with T. Nguyen that the Council was committed to the following: <ul style="list-style-type: none"> i. STUDENT DIVERSITY: consider in recruitment, policies and practices specific dimensions related to diversity: age, gender, racial, ethnic, sexual preference, economic, religious ii. CURRICULA: that address content that are inclusive (new courses and new approaches within existing courses) that address above dimensions of diversity (new cross-disciplinary courses have begun to do this) Evaluation of classroom practices (including language) that is potentially exclusionary <ul style="list-style-type: none"> o Also consider how to include respect for diversity in course evaluation o Consider economic disadvantage: <ul style="list-style-type: none"> o cost of books, supplies; o access to service trips and other abroad activities (gaps in Montserrat support) o cost of living for students
---	--	--

<p>10. Provost's Advisory Council update on Diversity (continued)</p>		<p>iii. FACULTY DIVERSITY: Address under-representation of females and persons of color in highly ranked and administrative roles, Collecting data on recruitment, retention of diverse faculty , Explore /understand barriers to recruitment and retention</p>
<p>11. Provost's request for EPC to review curriculum, CSON update</p>	<p>- There was not enough time to share additional information about this during the meeting, please see "Action" column for additional details</p>	<p>- T. Nguyen met with Jane Flanagan to share Provost's request. J. Flanagan has sent a request to all program directors and curriculum chairs to <i>"see if you could come to the next EPC meeting to discuss how you think the programs and course within each of these program addresses cultural humility, diversity and inclusivity. If you cannot make it to the next EPC and would prefer to send me a brief report that is fine too. The next EPC is 5/11/16 at 1:00 pm in Maloney 214."</i></p>