

Boston College
William F. Connell School of Nursing
Diversity Advisory Board (DAB) Meeting Minutes

Date: December 4, 2009 Time: 1p-4p
Place: Cabaret Room, Vanderslice Hall

Participants:

DAB members external to Boston College:

- Linda Battle, DNP, PHCNS-BC, Director of Nursing Education, Career Centers of Texas, Fort Worth;
- Eva Gomez, RN, MSN, Staff Development Specialist, Children's Hospital Boston
- Rolando Perea, RN, MSN, CS, Clinical Director, Fatima Emergency Department, Providence, RI, and Executive Officer, Philippine Nurses Association of New England
- Deborah Washington, RN, MSN, Director, Diversity Patient Care Services, Massachusetts General Hospital, Boston, MA
- Angelleen Peters-Lewis*, RN, PhD, Director, Women's and Newborn Nursing and Clinical Services, Brigham & Women's Hospital
- Norma Martinez Rogers, PhD, RN, FAAN, Associate Professor/Clinical, University of Texas College of Health Science Center, San Antonio, TX

DAB members from Boston College:

- Kelly Montrym*, Senior Admissions Associate, Boston College
- Joana Maynard, Assistant Director, BC Office of AHANA Student Programs
- Ariana Chao, John Sok, Morine Cebert*, Siobhan Tellez, AHANA representatives to the Undergraduate Nursing Student Senate
- CSON faculty and administration: Susan Gennaro*, Cathy Read, Pat Tabloski, Jean Weyman*, Joyce Pulcini*, Allyssa Harris*, Donna Cullinan, Angela Amar*, Michele Mendes, Rita Olivieri*, Judi Vessey, Vicky Barges, Ronna Krozy

* not in attendance

Agenda:

1. Review of notes from April 2009 meeting: accepted as circulated
2. Visiting Scholar status for DAB members (those not enrolled in a program or employed by BC): Some of the benefits include getting access to BC Library and BC e-mail and receiving discounted tickets for games. Members should submit cv's to Cathy (Norma's is already on file). Norma recommended there should be expectations for visiting scholar status, such as presenting.

4. Debriefing on faculty development event and brainstorming ideas for follow up faculty development program in fall of 2010:

A. For next fall: A cultural self-assessment and sharing seems appropriate. Norma recommended doing a cultural genogram so faculty could present who they are to each other. It should be done as a pre-assignment, drawn on paper. One can find common themes on what culture means for different people. The second step would be to draw one's own culture. The third step would be to bring everything together and see how the faculty wants the institution to look like and compare it to the current state of the institution. There should be a mix of faculty members (full-time and part-time). Norma suggested that Deb Washington could facilitate this one day program.

B. Norma will provide Cathy with a written evaluation that includes the results of the cultural self-assessment. Cathy will share the evaluations and pre-test-post-test with selected faculty.

C.. Judi suggested providing the author and reference information for the cultural self-assessment survey sent out during November.

D . Scenarios provided an opportunity for people to express their opinions and feelings. Norma mentioned that not everyone feels safe and longevity can lead to feeling safe. Mentoring begins faculty to faculty and then it can become student driven.

E.. Faculty need to teach students how to survive in today's world. Linda suggested giving students coping skills before going to clinical. Norma mentioned that faculty should approach students in a way that allows students to think and solve problems without changing who they are.

F. Eva asked if there is a culturally competent advisor for faculty. Rollie suggested creating culture of mentoring. LinkedIn is a good way to connect. CSON currently has a page on LinkedIn.

G. KILN students can be a good source for case studies so that faculty can learn more about cultural competence. Cathy gave John Sok a copy of the scenarios discussed at the faculty development program. These will also be posted on the KILN blog.

5. Mission statement and goals for DAB: Mission statement needs to be completed before starting the goals.

Suggestions for the mission statement:

A. Minority can be changed to cultural and associations can be taken out. "Amongst the nursing minority associations" can be substituted by "amongst diverse and multi-cultural groups".

B. By all nurses can be substituted by students and nurses

C. Combine the last two sentences - all nursing students and professional nurses to achieve their highest potential.

D. The mission statement should include the importance of establishing a bond with the Boston community.

Cathy will redraft the mission statement and circulate it to the DAB members. The next draft will incorporate the suggestions above and be congruent with the mission of CSON.

Revised Mission Statement DRAFT:

The mission of the Boston College Connell School of Nursing Diversity Advisory Board is to guide the faculty and staff in the planning and implementation of programs that foster inclusiveness. The goal of the Board is to inspire all professional nurses and nursing students to achieve their highest potential. Through the values of commitment, inclusion, accountability, openness and shared governance, the Board will seek to promote increased participation by all nurses in the pursuit of excellence. Through an affiliation with Boston College, diverse multicultural nursing groups will galvanize their bonds and work toward the ultimate goal of reducing health disparities.

6. Suggestions for new members of DAB: Mission statement and goals need to be finalized first.

7. Keys to Inclusive Leadership in Nursing grant –related advice:

A. recruitment video and recruitment materials: Josh, Tracy, Cathy, and Donna ran focus groups with KILN scholars. Cathy will send the script to DAB to ask for their opinion. BC Admissions Bulletins, Nursing brochures, and Voice magazines were given out to DAB members. They were asked to send feedback about cultural relevance to Cathy.

B. ideas about recruiting high school students to BC Nursing (for video, et al.):

1. Talk with high school parents/students to clear assumptions about the nursing profession (respect, salary, rewarding nature of the profession).
2. It is important to emphasize that intelligence and scientific knowledge are absolute necessities in nursing
3. Some schools Eva has visited are: Health Careers Academy, Somerville, Watertown
4. The fact that BC is need-blind can be a strong marketing point.
5. Inform prospective students about the fifth year program to transition into advanced practice nursing. Most high school students do not even know what a NP is.
6. Financial incentives – salary for nurses

C. seminar topics for students

1. KILN December Meeting: Ask students to bring recipes. This is a great way to start a conversation about the different traditions students have and learn from each other.

8. Other

A. Suggestions from Norma on minority faculty recruitment:

1. Questions needed to be answered by BC:

What is so valuable about BC? What is BC going to do for me?

Who can you introduce me at the school that shows me you are multicultural?

2. Network with presenters at the nursing associations and bring speakers to BC and vice versa.

3. A small community spirit that gives minorities a sense of a safe environment is appealing to those prospective minority students.

4. Have a consultant meet with personnel in charge of funds. Perhaps, BC needs to market the research aspect of CSON.

5. Individual mentoring within faculty

6. Include people from rural areas and other areas minorities can identify with.

B. Strategic Partnering: Establishing partnerships with organizations can open the doors to financial benefits and knowledge from outsiders. Rollie suggested targeting specific industries, people who write thank you notes for care received by student nurses, former students, urban league members, nonprofit organization members.

C. Norma suggested specifying which items at the DAB meetings are grant related.

D. BC “cliques”: Minorities are influenced by the expectations the majority population has about them. There is also a comfort zone and a language barrier that brings people to form “cliques” with people of the same background.

E. Norma mentioned that faculty cannot be mentors to students. The mentoring program should be student driven. Also, gender influences the mentoring relationship.

F. Quarterly reports to DAB to keep them updated would be useful.

G. KILN Mentor Program: Need mentor training. Eva Gomez made a presentation and she offered to come and do a presentation for the KILN tutors. The presentation is about 1.5 hrs.

9. Next meeting: Friday April 9, 2010 12p-3p