

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

<p><b>Attending:</b>                  Susan Gennaro, Bill Fehder, Tam Nguyen, Cathy Read, Mary Kate Cardon, Josh Sogolow, Suvin Song, Viola Benavente, Joanna Maynard, Loardes Talavera, Sydney Conti, Loic Assobmo, Nicole Fernandez, Kimberly Monestime, Maureen Regan, Luanne Nugent, Allyssa Harris, Colleen Simonelli, Lauren O’Shea, Rollie Perea, Debra Pino Betancourt, Judy Shindul-Rothschild, Jean O’Neil, Fr. Richard Ross, Juilianna Gonzalez, Donna Cullinan</p> <p><b>Chair:</b> Tam Nguyen</p> <p><b>Recorder:</b> Catherine Read</p>	<p><b>Date:</b> November 13, 2015</p> <p><b>Place:</b> Maloney 365</p> <p><b>Time period:</b> 12:00p – 2:00p</p> <p><b>Date Approved:</b> Pending</p> <p><b>Next meeting:</b> April 15, 2016</p>
---	--

<i>TOPIC</i>	<i>DISCUSSION</i>	<i>ACTION</i>
1. Introductions & Review of Agenda Items	– Sign-in sheet circulated. – Attendees introduced themselves.	
2. Review Minutes of April 24, 2015	Minutes circulated and attendees reviewed.  One change: Page 2, #4 Faculty Recruitment, Discussion column, fifth bullet: Omit sentence “Dean mentioned that Hispanic applicant pool is high compared to other groups.”	Motion to approve minutes with suggested correction; seconded and approved unanimously. T. Nguyen will update the April 14, 2015 minutes.
3. Update on goals identified for DAB at the end of last year (T. Nguyen):	T. Nguyen reviewed the relationship between the CSON strategic aim #5 and the mission of the Diversity Advisory Board  Many current programs support diversity in CSON. In an effort to organize,	

<p>a. Goal #1, DAB Organizational Chart &amp; Logic Model: Build on existing data that is already collected to develop “short-term outcomes” of select CSON program focused on supporting diversity</p>	<p>visualize, and identify gaps in our programs, a task force drafted a DAB Organizational Chart and set of Logic Models for assessing the activities and outcomes of diversity-related programs. T. Nguyen presented logic models for five initiatives (see attached Power Point slides): 1) KILN program; 2) Language &amp; Cultural Immersion; 3) Clinical Sites &amp; Curriculum Components; 4) Professional Mentorship &amp; Socialization; and 5) Research with vulnerable populations. Work on these models and their implementation is ongoing. In particular, we will focus on examining short-term outcomes for the “Clinical Sites &amp; Curriculum Components” this year since activities related to that initiative have important implications for student diversity experiences. The task force identified a lack of CSON staff involvement as a gap in inclusivity.</p> <p>Per suggestions from the Spring 2015 meeting, T. Nguyen explored sources of existing information that might inform outcome assessments. The following sources were identified: a) pre-licensure clinical placement surveys (currently done every semester); b) student survey of clinical instructors (currently done every semester); c) alumni survey (currently done every 3 years); and d) KILN annual end-of –year survey. Sample questions were presented.</p>	<p>The DAB task force will reconvene with a focus on identifying “key contact” people across each initiative. We will also focus on short-term outcome assessment for “Clinical Sites &amp; Curriculum Components” since activities related to that initiative have important implications for student diversity experiences.</p> <p>The Logic Model task force will reconvene to examine existing data to identify appropriate outcome measures for “Clinical Sites &amp; Curriculum Components.” They will also help identify data gaps/needs.</p> <p>Last year’s participants included T. Nguyen, C. Read, L. Nugent, C. Simonelli, J. Shindul-Rothschild, D. Willis, &amp; D. Washington. New members are being sought; J. Gonzalez and L. Talavera volunteered. Interested others are encouraged to contact T. Nguyen.</p> <p>The task force will continue to explore ways to include CSON staff.</p>
---	---	--

<p>b. Goal #2: Identify a “faculty liaison” who can work with CSON AHANA students &amp; the CSON student community representatives.</p> <p>Discussion of the question of “What are we doing to help the dialogue so students are heard?”</p>	<p>S. Gennaro noted that it may be possible to add items to the alumni survey if needed and pointed out the importance of “a process” by which the DAB gets access to existing data sources (i.e., need to understand original goals and purpose of the data., who to get buy-in/input from, and how to engage in communication)</p> <p>T. Nguyen reported on a meeting she facilitated on Oct. 2, 2015 that included CSON Student Senate AHANA representatives and J. Maynard (BC Office of AHANA Student Programs and CSON DAB).</p> <p>Based on that meeting, the students helped identified several goals for the year: 1) Develop and sustain an infrastructure to support collaboration across CSON AHANA Rep/ AHANA Student Senate Reps/ DAB Faculty Rep; 2) Develop &amp; collect a student climate survey; 3) Work with AHANA Student Senate Reps to support 1 ‘casual’ event across each CSON class; and 4) Work with AHANA/CSON AHANA Rep/ AHANA Student Senate Reps/ DAB Faculty Rep to support 1 <i>CSON wide event</i>. This group intends to meet three times a year and will inform the DAB about progress toward the goals.</p>	<p>The Logic Model task force will make sure to involve other stakeholders when trying the access and collect data, particularly from existing data sources.</p>
--	--	--

<p>c. Goal #3: Consider conducting a diversity “climate” survey from students, faculty, and staff</p>	<p>A discussion on “who” and “how” events across each CSON class, and the entire school will be organized/facilitated. Several suggestions include:</p> <ul style="list-style-type: none"> <li>-Use events as opportunities to hold focus groups to discuss what is/isn’t working; situations that cause discomfort for students; examples of microaggressions.</li> <li>-Students need tools for dealing with issues: create YouTube videos depicting best practices for handling difficult conversations or encounters; these should be relevant for everyone, not just AHANA students. Perhaps use this as a tool to facilitate discussion</li> <li>-Involve graduate students (through the CSON Graduate Nurses’ Association?)</li> <li>-include CSON class advisors/MASNA advisor/CSON SNA advisor</li> <li>-explore ways to incorporate discussions about diversity in the sophomore retreats</li> </ul> <p>Discussion ensued about whether a faculty climate survey is a priority, given the one recently conducted by the university. More discussion will be required to determine the appropriate methodology.</p>	<p>J. Gonzalez volunteered to take the lead in getting a group together to explore these suggestions.</p> <p>S. Gennaro will discuss sophomore retreat topics with S. Clarke</p> <p>S. Gennaro will discuss the video toolkit idea with S. Clarke and A. Harris.</p> <p>J. Gonzalez &amp; T. Nguyen will also make sure to reach out to Graduate students &amp; class advisors</p> <p>T. Nguyen will review questions on current university-wide survey. If additional items can help “fill in gaps,” T Nguyen will reach out to the CSON faculty affairs committee to see if we can add items to their “needs assessment” survey.</p>
---	--	--

4. Faculty, staff, and student recruitment & retention..., diversity numbers at CSON- S. Gennaro	<p>S. Gennaro presented data trends in CSON diversity, and numbers continue to increase among faculty, students, and staff (please see data at the end of this report)</p> <p>S. Genaro also described strategies for increasing diversity in CSON; these include targeted advertising; networking at events where minority faculty, students, and preceptors are in attendance; and support of organizations such as NERBNA, NBNA, NAHN, AAPINA, and AAMN. In addition to seeking ways to increase diversity numbers, we also strive to create a climate that promotes success and retention.</p>	New ideas for ways to increase diversity are always welcome.
6. CSON diversity website- T. Nguyen	The CSON DAB webpage needs to be updated	T. Nguyen will discuss progress toward this with former DAB chair Danny Willis, who had worked on updating membership, and work with A. Bowser to update the site.
7. Price Foundation/KILN update- C. Read	C. Read, Director of the “Keys to Inclusive Leadership in Nursing” program, updated the DAB on new sources of funding for the program, which is now in its seventh year. She walked the DAB through the KILN webpages, which have up-to-date information about student scholars, mentors, and activities as well as hundreds of blogposts written by student and KILN staff.	
8. Open Forum-all attendees	Items discussed are reported in #3b and 3c.	
9. Summarize & discuss next steps/action items – T. Nguyen	Incorporated throughout these minutes	
10. adjournment	The meeting was adjourned at 2p.	

	<b>FACULTY DIVERSITY</b>						
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b># of Males</b>	2	2	3	4	4	5	5
<b># AHANA</b>	4	3	4	3	5	7	9
<b>Overall Total Diversity</b>	<b>10.9%</b>	<b>9.4%</b>	<b>12.7%</b>	<b>13.2%</b>	<b>17.3%</b>	<b>21.8%</b>	<b>25.0%</b>
<b># Total FT Faculty</b>	55	53	55	53	52	55	56
	<b>CSON UNDERGRADUATE STUDENT DIVERSITY</b>						
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b># of Males</b>	13	14	17	13	13	20	25
<b># AHANA</b>	88	91	86	89	103	107	140
<i># Unknown Ethnicity</i>	18	26	36	39	29	23	17
<b>Overall Total Diversity</b>	<b>26.6%</b>	<b>28.5%</b>	<b>26.3%</b>	<b>27.1%</b>	<b>30.8%</b>	<b>33.2%</b>	<b>40.1%</b>
<b># Total Students</b>	380	368	392	377	377	382	411
	<b>CSON MASTERS STUDENT DIVERSITY</b>						
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b># of Males</b>	23	24	23	26	28	26	28
<b># AHANA</b>	39	52	44	50	39	28	36
<i># Unknown Ethnicity</i>	17	30	38	40	42	45	43
<b>Overall Total Diversity</b>	<b>19.7%</b>	<b>23.6%</b>	<b>22.2%</b>	<b>25.8%</b>	<b>24.9%</b>	<b>23.8%</b>	<b>26.3%</b>
<b># Total Students</b>	315	322	302	295	269	227	243
	<b>CSON PHD STUDENT DIVERSITY</b>						
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b># of Males</b>	3	3	3	3	2	2	2
<b># AHANA</b>	3	3	3	2	2	3	3
<i># Unknown Ethnicity</i>	2	3	4	4	2	3	3
<b>Overall Total Diversity</b>	<b>15.4%</b>	<b>18.2%</b>	<b>18.2%</b>	<b>18.5%</b>	<b>19.0%</b>	<b>20.8%</b>	<b>20.8%</b>
<b># Total Students</b>	39	33	33	27	21	24	24