

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

In Attendance:

Administrators: Dean Susan Gennaro, Susan Kelly-Weeder, Colleen Simonelli

Faculty: William Fehder, Carina Katigbak, Ellen Mahoney, Tam Nguyen, Luanne Nugent, Cassie Ryan, Sheila Tucker

Staff: MaryBeth Crowley, Kourtney Hamilton, Janet Hehir, Michele Hubley, Maureen Nowak, Rigobert Nowell, Sean Sendall, Anya Villatoro, Cheryl Walrod

Undergraduate Students: Olivia Harris, Teresa Kim, Maura Letendre, Emily Maulucci, Grace Neary, Erin Nuestro, Vidisha Pandey, Taylor Sadowski, David Zulewski

Graduate Students: Caroline Beck, Molly Brown, Mary-Kate Coughlin, Michelle Emmons, Samantha Falkowski, Molly Wirtz

Guests:

- Yvonne McBarnett, Program Director
Montserrat Coalition, Campus Ministry
- Jenna Chandler-Ward, Meeting Facilitator
Co-Founder, Teaching While White

Diversity Advisory Board:

- Deborah Washington, RN, PhD
Director, Nursing & Patient Care Services Diversity Program
Massachusetts General Hospital
- Eva Gómez, RN-BC, MSN, CPN
Boston Children's Hospital
- Leah Gordon, DNP, RN, CNP, FNP-C
Massachusetts General Hospital
- Joana Maynard, M.ED/M.R.E.,
BAIC, Boston College
- Rollie Perea, RN, MSN, RNP
CareWell Urgent Care
- Cheryl Tull, MS, BSN, RN, NE-BC
Associate Chief Nursing Officer, Boston Medical Center

Chair: Dr. Nadia Abuelezam

Co-Facilitator: Julianna Gonzalez-McLean

Recorder: Brandon Huggon

Date: Friday, October 18, 2019

Place: Maloney 365

Time period: 12:00p – 2:00p

Date Approved: Friday, April 3, 2020

Next meeting: Friday, April 3, 2020

<i>TOPIC</i>	<i>DISCUSSION</i>	<i>ACTION</i>
1. Introductions	<ul style="list-style-type: none"> • Welcome issued by Diversity Advisory Board (DAB) chair Dr. Nadia Abuelezam • Dr. Abuelezam provided an overview of the meeting agenda 	
2. Call to Order/Review of Minutes	<ul style="list-style-type: none"> • Change proposed to Spring 2019 minutes • Attendees reviewed minutes from Spring 2019 	<p>Change: Cheryl Tull works at BMC</p> <ul style="list-style-type: none"> • <u>Motion to approve</u>: Colleen Simonelli • <u>Seconded by</u>: Tam Ngyuen • Minutes approved by DAB attendees
3. Review on-going work and action items	<p><u>Dr. Abuelezam and Julianna Gonzalez-McLean provided a review of the following initiatives:</u></p> <ul style="list-style-type: none"> • Activities for students <ul style="list-style-type: none"> ○ SCRUBS Retreat 2019 ○ Vitals Retreat 2019 ○ Seacole Scholars ○ Microbiology Summer Program ○ KILN Programming ○ Study Halls <ul style="list-style-type: none"> ▪ Anatomy and Physiology I & II ▪ Pathophysiology ▪ Pharmacology ▪ Statistics ○ Visits to CSON classes <ul style="list-style-type: none"> ▪ Population Health ▪ MSC Psych-Mental Health ○ Advising Lunches for MSE Students • Activities for faculty and staff <ul style="list-style-type: none"> ○ Monthly faculty/staff newsletter 	<p><u>Ideas and suggestions:</u></p> <ul style="list-style-type: none"> • MSE students provided positive feedback on “Forced Choices” activity facilitated in Population Health course • Discussion held around how to measure outcomes and progress

	<ul style="list-style-type: none"> ○ CSON Department Presentations <ul style="list-style-type: none"> ▪ Race – February 2019 ▪ Course objectives – October 2019 ○ Allyship Presentation at Diversity Advisory Board – March 2019 ○ Inclusion Seminar (w/ Continuing Education) ○ CSON Book Club: “<i>So You Want to Talk About Race?</i>” ○ Resilience workshop for staff – October 2019 ○ Presentation at new clinical faculty orientation ○ Workshopping slides with faculty ○ SCRUBS Retreat 2019 	
4. Racial Identity in Learning Teaching	<ul style="list-style-type: none"> ● Jenna Chandler-Ward facilitated an interactive discussion with participants. Discussion topics included: mainstream and marginalized identities, the influence of stereotypes, and how to be more conscious of biases to build a more inclusive community. 	<ul style="list-style-type: none"> ● Participants received a handout titled “Liberating Behaviors and Attitudes from Members of Privileged Groups that Shift the Status Quo” (developed by Dr. Kathy Obear). (see Appendix A)

Liberating Behaviors and Attitudes from Members of Privileged Groups that Shift the Status Quo

1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
6. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
7. Continually learn more about the experiences of members of marginalized groups and oppression.
8. Recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences.
9. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.
10. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.
11. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.
12. Constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, hiring and promotion, etc.
13. Support others when they question or challenge uninclusive or disrespectful behaviors or policies so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
14. Ask questions to seek to understand BEFORE disagreeing or defending your position.
15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.
16. In meetings and conversations, ask these questions, “How might this impact members of different marginalized groups?” “What perspectives and input might we be missing from different marginalized groups?”
17. Talk with members of privileged groups who seem to be colluding, “going along to get along” ~ help them consider the consequences of their actions and shift their behaviors.
- 18.