



**Diversity Advisory Board Annual Report
2015-2016 Academic Year**

BOSTON COLLEGE
WILLIAM F. CONNELL SCHOOL OF NURSING
Diversity Advisory Board Report
Tam Nguyen, Chair
Academic Year 2015-2016

The Connell School of Nursing (CSON) Diversity Advisory Board (DAB) met twice during the academic year 2015-2016 in Maloney 364 during the Fall and Spring semesters. Lunch was served. Students, faculty, and external DAB members attended.

Three major goals focused the work of DAB during the 2015-2016 academic year.

The first goal was to build a better infrastructure to support engagement across students, faculty, and staff around issues of diversity and inclusivity. This goal grew from AHANA student representatives sharing, at the Spring 2015 DAB meeting, that they were not clear about what their roles and responsibilities were, and they wanted more faculty/staff support.

The second goal was to conduct a diversity climate assessment across students, faculty, and staff in the School of Nursing. This goal also grew out of discussions at the Spring 2015 DAB meeting where participants agreed that an assessment should precede planning and interventions.

The third goal of the DAB was to create vignettes of diversity experiences that actually happened to faculty and students. These vignettes could then be used as tools for engaging in dialogues with students around challenges of working with diverse populations.

Goal 1: Better infrastructure to support engagement across students, faculty, and staff around issues of diversity and inclusivity

To address this goal, Julianna Gonzalez-McLean, Joanna Maynard, and I met with the AHANA student reps (Lourdes Talavera, Sydney Conti, Rachel You, MaryKate Cordon, Josh Sogolow), as well as with several graduate student representatives (Loic Assobmo, Maureen Regan, Kimberly Monestime, Joshua Twedell). Collectively, we decided that it will be helpful to meet 3 times a semester to update and share information with each other. The students also expressed that one of their goals was to organize an “event” across each of the grade levels to bring students together in dialogue. We collectively decided that these events could also serve as a way of collecting “qualitative” data to inform the climate assessment.

Across 2015-2016 this group met 6 times. During these meetings, the main AHANA student representative (Lourdes Talavera) funneled information from the AHANA office to each of the AHANA class representatives, who then shared the information back to students in their respective classes. The AHANA class representatives also shared information from students in their class back to the group. Students expressed satisfaction with this infrastructure. These meetings also provided an opportunity for faculty and staff to work with students on the climate assessment. We will

continue to engage in these meeting the next year, and have invited Debra Pino, and anyone else interested to join us.

Goal 2: Conduct a Diversity Climate Assessment

Across this past academic year I worked with Julianna and the students listed above to draft items for the student climate survey. The draft was shared with Dean Gennaro and Clarke for comments/edits, and then distributed on Qualtrics. There were 16-items on the survey, 2 of which were open ended questions that allowed students to share ideas and thoughts. In addition to the survey, Julianna, the students, and I worked on a discussion guide to facilitate “focus group” discussions with students across each grade level. I reached out to several professors to encourage their students to participate in the climate assessment by providing extra credit. The Dean’s office also graciously provided food (El Pelon burritos) for all of the group events. In total, we surveyed 365 students, and engaged in 6 group discussion with a total of 180 students. Julianna also conducted 1 hour long individual interviews with 12 students of color, and I talked individually with 5 faculty and 3 staff members. The results of the survey are attached in the power-point presentation (See Appendix A).

Survey questions were also added to the faculty needs assessment, and data from 45 faculty members will be shared with me this summer from Faculty Affairs. A survey will also be sent out to staff this summer.

Goal 3: Create vignettes of diversity experiences that actually happened to faculty and students

Dean Gennaro spearheaded this initiative and successfully drafted 6 vignettes. Amy Smith helped film the vignettes and a number of faculty, staff, and students volunteered to act in them. We also added a scripted scene before each vignette to provide some context around the vignettes. They were shared with members of the DAB in our Spring 2016 meeting, and were held in high esteem. They will be housed on the DAB Canvas site.

2016-2017 Planning and Follow-up Priorities:

Follow-up goals for the 2015-2016 academic year relate to: (i) Conducting a more in-depth analysis of the data, (ii) share the findings back to faculty, students, and staff, and (iii) use the findings to guide faculty, student, and staff professional development training, and (iv) continue to engage in dialogue with faculty, students, and staff.

Respectfully Submitted,

Tam Nguyen (Chair, Diversity Advisory Board)

Hammer, M.R., Bennett, M.J. & Wiseman, R. (2003). The Intercultural Development Inventory: A measure of intercultural sensitivity. In M. Paige (Guest Editor), *International Journal of Intercultural Relations*, 27, 421-443.

Goal 3: Share assessment findings back to faculty, students, and staff

A summary of the IDI results was presented back to the faculty on March 22nd and to the staff on March 31st. The formal IDI report and presentation are **attached** to this final report, and placed in the DAB folder in the CSON server. Additionally, Julianna Gonzalez-McLean and I worked with freshman, sophomore, junior, senior, and graduate students to organize 5 forums, one for each grade level, to share results from the student climate survey, next steps the CSON is taking to address needs, and to collect feedback and ideas for improvement.

Goal 4: Use the findings and community response to guide faculty, student, and staff professional development training/curriculum revisions

Based on the results of the IDI, Tracey West conducted a follow up 2-hour workshop for faculty on April 12th and for staff on April 28th. During the workshop faculty and staff shared ideas on activities CSON could engage in during the next academic year to move us from the “minimization” to “acceptance” stage along the intercultural development continuum. The ideas are listed in the Spring 2017 DAB minutes on the CSON server. Additionally, students provided great ideas for improving how diversity and inclusivity are taught in the undergraduate and graduate programs. Gonzalez-McLean and I will summarize the ideas and share them with the Undergraduate and Graduate Deans.

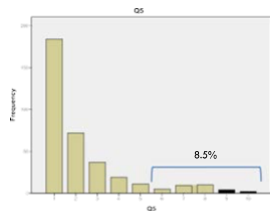
Goal 5: Continue to engage in dialogue with faculty, students, and staff

In addition to the activities outlined above, the Department Chairs graciously allotted 1 hour of each monthly department meeting toward on-going workshops and dialogue focus on diversity & inclusion. Julianna Gonzalez-McLean and I helped organize these workshops, and were able to bring in experts to discuss the following topics: (i) Incorporating Sexual Orientation & Gender Identity (SOGI) into our curriculum and research by Dr. Holly Fonetnot, (ii) Engaging in Difficult Conversations by Dr. Stacey Grooters, and (iii) Unconscious Bias by Damita Davis. To facilitate on-going dialogue with students, Julianna Gonzalez-McLean and I met with AHANA and Student Senate leaders once a month to engage in conversation and to plan student outreach forums.

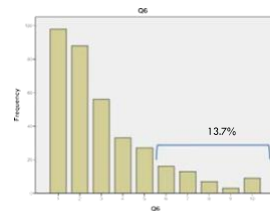
2016-2017 Planning and Follow-up Priorities:

Moving forward in the 2017-2018 academic year, we are planning goals and activities around the theme of “Difference Matters.” Specifically, our goals for the 2017-2018 academic year include:

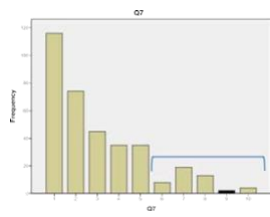
Q5: Within CSON, I **feel comfortable** around people whose background is different from my own



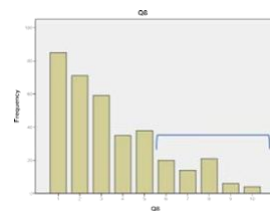
Q6: I feel **my unique experiences, thoughts, and perspectives** are respected at CSON



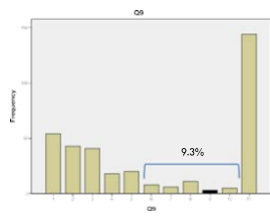
Q7: Faculty, staff, and students make me **feel like I belong** at CSON



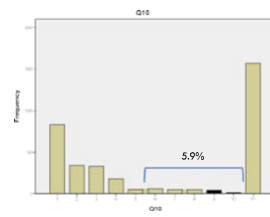
Q8: **Faculty members** I have had in class do a good job of **teaching me about culturally appropriate** nursing care



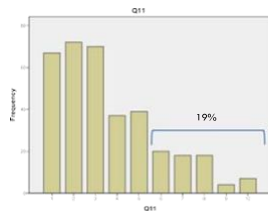
Q9: **Clinical instructors** I have had in class do a good job of **teaching me about culturally appropriate** nursing care



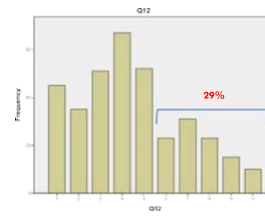
Q10: My **clinical placements** thus far has exposed me to **diverse patients**



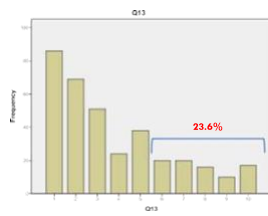
Q11: Cultural humility/sensitivity is well integrated across all my courses thus far



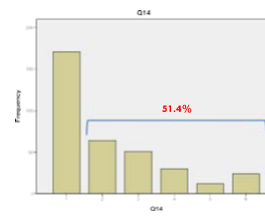
Q12: I learn a lot about diversity and cultural humility/sensitivity from my CSON peers



Q13: How concerned are you about issues of racism within CSON



Q14: Over the past month, how many times have you experienced race related "micro-aggressions"



Cultural Conversations: Format

- 10-15 minute TED talk (helps them to get comfortable being uncomfortable)
 - Discussion about TED talk
 - Probing questions:
 - Do you feel included?
 - Where there specific times when you didn't feel included?
 - What would have made you feel included?
- As nurses, we will be working with diverse people. **How do your interactions and experience** (i) in class, (ii) in clinicals, (iii) with your professors, and (iv) with your peers foster inclusivity and diversity?
- Focus on solution

Additional qualitative data

- Open ended survey questions:
 - Please share any suggestions or solutions for addressing concerns you may have.
 - Are there things you think we are doing well and should add more resources to?

Cultural Conversations: Theme #1

- Importance of dialogue (safe and open space) and experiential learning

There's nothing worse than learning about diversity than reading about it in a textbook or power-point"

"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 here at BC"

"Current lack of engagement across diverse groups... there are bubbles here"

Cultural Conversations: Theme #2

- We don't go deep enough about diversity in the classroom

Students are interested in "how we can practically address it" & "how to apply culturally sensitive care"

Cultural Conversations: Theme #3

- Need help with dealing with micro-aggression or unprofessionalism

I don't know how to deal with micro-aggressions when it happens to me (particularly in the clinical setting)

Cultural Conversations: Theme #4

- Dominant culture is very strong

Many students in the dominant culture ("middle class, suburban, white") 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

"Our textbooks, are also biased toward whites (i.e., assessing lacerations and wound healing)"

Cultural Conversations: Theme #5

- Self-awareness; be a bit more reflective of 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."

Cultural Conversations: Theme #6

- Diversity/cultural sensitivity should be mandatory, and we should engage students with this early and often

Cultural Conversations: Theme #7

- Clinical instructors and lab sessions are ideal places to add more structured activities/conversations about diversity

"I learned a lot about the challenges of working with diverse populations for my clinical debriefing sessions, but it doesn't always happen, which is a shame because there are times we leave early"

"lots of variability in clinical instructor skills"

Cultural Conversations: Theme #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"

Cultural Conversations: Theme #9

- These conversations were helpful, and to sustain the momentum we want more accountability from leadership

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"

Conclusions

Summarize findings

- Surveys (n=365)
- Cultural conversations (6 groups, 180 students)
- Individual interviews (12 students, 5 faculty, 3 staff)

- We have strengths., and room for improvement

Next steps...

- In-depth data analysis
- Faculty, student, staff professional development training
- Continued dialogue, demonstrate accountability
- Continue to build an inclusive and diverse environment/culture