

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

<p>Attending: Colleen Simonelli, Allison Postlethwait, Bridget Reposa, Janet Hehir, MaryBeth Crowley, Susan Gennaro, Luanne Nugent, Julianna Gonzalez-McLean, Tam Nguyen, Joanna Maynard, Danny Willis, Debbie Wenstrom, Sean Clarke, Rollie Perea, Judith Shindul-Rothschild, Alexandra Contino, Colleen Ryan, Wendy Stanko, Sophia Neff, Emily Maulucci, Daniela Went, Alice Omerhi, Maureen Regan, Jean Wayman, Curtis Bruno, Jackie Sly, Richard Ross, Matt Dunn, Bill Fehder, Priscilla Nyarko, Riane Abaya, Sabel Flynn, Rollie Perea, Samantha Tong, Nicholas Raposo, Sawyer Newman, Alyssa Hessing, Annie Borman, Charlotte Change, Stewart Bond</p> <p>Chair: Tam Nguyen/ Julianna Gonzalez-McLean</p> <p>Recorder: Brandon Huggon</p>	<p>Date: April 21st 2017</p> <p>Place: Maloney 365</p> <p>Time period: 12:00p – 2:00p</p> <p>Date Approved: TBA</p> <p>Next meeting: TBA</p>
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<i>TOPIC</i>	<i>DISCUSSION</i>	<i>ACTION</i>
1. Introductions & Review of Agenda Items	– Sign-in sheet circulated. – Attendees introduced themselves. – Dean Gennaro mentioned that Colleen Simonelli and Danny Willis wanted to be present but may not be able to attend or will be late.	
2. Review of November, 2016 Minutes	- Minutes circulated and attendees reviewed. - Minutes approved.	– J. Shindul-Rothschild asked to have her name added to the Fall minutes. – Upon revisions, there was a motion to approve the minutes by J. Shindul-Rothschild, and seconded by A Hessin.

<p>3. Review on-going work & action items from last meeting</p>	<ol style="list-style-type: none"> 1. Provide training to faculty/staff <ul style="list-style-type: none"> ▪ Department meetings have been held to discuss various topics around diversity issues <ul style="list-style-type: none"> • Webinar on Sexual Orientation and Gender Identity (SOGI) • Facilitating Conversations with Difficult Dialogue • Intercultural Development Inventory (IDI) Workshop (for all faculty/staff) with Tracey West • Faculty workshop on unconscious bias 2. Promote dialogue with clinical faculty <ul style="list-style-type: none"> ▪ Efforts have been made to provide resources and additional information for those to talk more about diversity issues and developing nursing leaders ▪ Bias training for clinical faculty in small groups to create a space that is more conducive to substantive dialogue 	<ul style="list-style-type: none"> – Suggestions: <ul style="list-style-type: none"> ▪ Continue to keep dialogue open ▪ Develop training and/or workshop at Clinical Faculty Orientation around similar topics – Suggestions: <ul style="list-style-type: none"> ▪ Create a space for students to hold conversations around experiences in clinical ▪ Conduct an anonymous evaluation/questionnaire for students to pose questions to faculty around difficult situations that have taken place in clinical; have faculty respond with possible solutions for handling sensitive situations ▪ Dean Gennaro expressed how limited time is for training with clinical faculty. She suggested that we seek ideas and partnerships with clinical agencies. ▪ Connect with individuals that serve as diversity liaisons at local hospitals.
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	<p>3. Create opportunities to share experiences</p> <ul style="list-style-type: none"> ▪ Dean Clarke is working on changing the curriculum of First Year Nursing Seminar to include more reflection, community building, and academic success components ▪ The SCRUBS Retreat is now a 1-credit requirement for all sophomore level students. SCRUBS retreat helps to create a space where students can be vulnerable and share openly about their experiences in small groups ▪ Faculty are committed to having more conversations around diversity in the classroom ▪ Ongoing sessions around the results of the IDI will continue to promote a deeper and more meaningful dialogue among faculty and staff <p>4. CSON Diversity and Inclusion Resources Canvas Site</p>	<ul style="list-style-type: none"> ▪ Hold daily huddles in clinical groups; these can be safe spaces to have conversations around cross-cultural encounters ▪ Create forums to have small group discussions with faculty around situations in clinical <p>– Suggestions:</p> <ul style="list-style-type: none"> ▪ Create a retreat or community building event for graduate students ▪ Discuss themes of empowerment during diversity forums; this helps for students to know how to advocate for themselves or others when they see bias situations happening ▪ “Color Wars” – Games/competitions to help orient students.
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	<ul style="list-style-type: none"> ▪ An online repository of diversity resources has been created for faculty/staff. This can be shared with clinical faculty as well. ▪ Contains articles, handouts, activities, and points of contact ▪ Julianna is seeking professionals outside the department to facilitate conversations around resources provided <p>5. Promote More Conversations around LGBT Topics</p> <ul style="list-style-type: none"> ▪ Holly Fontenot has connected CSON with LGBT Center at Fenway Health, and has agreed to serve as a content expert on the CSON Diversity Advisory Board ▪ KILN facilitated a workshop which facilitated dialogue and provided information around SOGI issues in health care in March ▪ Workshop on “Current Issues in Sexual Health” will be offered in Spring 2018 ▪ Julianna has been regularly meeting with the Dean of Students to inquire about how to provide more of an LGBT presence in the department 	<ul style="list-style-type: none"> – Suggestions: <ul style="list-style-type: none"> ▪ Hold more conversations around inclusive language in FNS ▪ Hold cultural sensitivity training for FNS leaders. Perhaps CSON could collaborate with BAIC to have more students trained to be Bowman Advocates. <ul style="list-style-type: none"> – Suggestions:
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	<p>6. Feature more diversity at Admissions events</p> <ul style="list-style-type: none"> ▪ Keith A. Francis Weekend Event <ul style="list-style-type: none"> • CSON sponsored a lunch and panel discussion featuring students of color who shared their BC experiences accepted students • Dean Gennaro wanted to recognize Priscilla Nyarko for starting this conversation, which helped to make this event possible. <p>7. Review Nursing Curriculum</p> <ul style="list-style-type: none"> ▪ On-going efforts are being made to incorporate stronger diversity topics into current courses. ▪ Additionally, Dean Clarke & Interim Dean Kelly-Weeder will be reviewing the curriculum in the coming months. <p>8. Future of Nursing Campaign Webinar</p> <ul style="list-style-type: none"> ▪ Tam Nguyen and Deborah Washington plan to host a webinar that will highlight CSON's efforts around improving the culture, diversity, and inclusivity. The webinar will be offer to through "The Future of Nursing: <i>Campaign for Action.</i>" 	<ul style="list-style-type: none"> ▪ Send students of color directly to high schools to talk about their experiences at BC ▪ Have more CSON students of color participate in "Eagle for a Day," a program that offers prospective students the chance to spend a portion of a day with a student host. <p>– Tam & Julianna will summarize suggestions ideas and changes to specific courses they heard from students in the BSN and Masters program, and will share this summary with Dean Clarke & Interim Dean Kelly-Weeder</p> <p>– Tam needs to confirm that Dean Gennaro approves the production of this webinar, and what content/information/data about the school she is willing to share nationally</p>
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4. Summarize CSON IDI assessment results

- T Nguyen provided a summary of the Faculty & Staff IDI results, highlighting that we are at the “minimization” stage of the Intercultural Development Continuum. She asked attendees to provide suggestions on: (1) realistic goals for moving forward and (b) institutional changes that you would like to make at CSON in order to create a more culturally competent environment. Below are some of the responses from faculty:
 - J. Shindul-Rothschild suggested that it is too early for us to determine realistic goals. It will be helpful to know what an organization at the “acceptance” stage looks like, before we can make any meaningful determinations.
 - We should share IDI results with students
 - Have more theme weeks and diversity campaigns to promote awareness (i.e. “Differences Matter)
 - Create or promote more service learning opportunities
 - Host more social and cultural events to celebrate differences
 - Recognize more cultural holidays throughout the semester

	<ul style="list-style-type: none"> ○ Coordinate more events for student to connect and learn about each other ○ Encourage faculty members to collaborate on lesson planning and teaching classes together to co-facilitate conversations on cultural competency. ○ Some felt that the IDI had a strong emphasis on race. A suggestion was made to incorporate more social identifiers into future conversations around diversity and inclusion. ○ Find ways to interact with other students and professionals from other nursing schools/hospitals “outside of the I-95 belt” to gain more perspective on patient care outside of a metropolitan area. ○ Continue the discussion about how and where to add more “safe space” conversations to an already packed curriculum. <p>– Below are suggestions from staff:</p> <ul style="list-style-type: none"> ○ Reduce faculty/staff divide by providing more opportunities to interact (w/ground rules and process in place to promote equitable input and great inclusivity... i.e., faculty often talk too much and dominate the conversation) 	<ul style="list-style-type: none"> – Suggestions: <ul style="list-style-type: none"> ▪ Feature conversations in some lab classes ▪ Hold discussions in clinical post-conference ▪ Talk about these issues every class so conversations around diversity are not isolated or discussed only once ▪ Invite upperclassmen to speak in Introduction to Professional Nursing
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| | <ul style="list-style-type: none">○ Even though CSON is a small community, there are a lot of people we don't know. We need to find better/new/creative ways (i.e., send email with picture/bio/room number) to integrate new people and help people who have been here for a long time get to know each other better (engage with one another).○ Sponsor/hold more of "these kinds" of "sharing" activities/events/workshops○ Implement creative ways to retain faculty and staff. For example, allow employees to "share vacation days" to make it easier for some people to stay employed after maternity leave or a short term disability.○ Encourage faculty and staff to attend student activities○ Help people build trust with each other so that they are comfortable asking questions and "bringing stuff up"○ Help empower staff to share/bring up difficult conversations that students may have experiences with a particular faculty member | |
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