

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

**Attending:**

Colleen Simonelli, Richard Ross, Cathy Read, Mary Ke

<p>community representatives.</p> <p>c. Goal #3: Conductin survey from students, faculty, and staff.</p>	<p>representatives (Sydney, MaryKate, Rachel, Joshua S), and graduate student representatives (Loic, Kimberly, Maureen, Joshua T) 2-3 times in the fall and spring semesters. During those meetings they brainstormed suggestions/strategies for the student climate assessment. As well as strategies for ensuring that student voices are heard</p> <ul style="list-style-type: none"> <li>- T. Nguyen shared that much progress has been made in collecting data from students (results are described below &amp; tables are provided at the end of this report). T. Nguyen was able to add a few items on the faculty needs assessment, and that will be shared/collected by Faculty Affairs at the end of April/early May. T. Nguyen has spoken to some staff members individually and will reach out to Chris Grillo about attending the May staff meeting to gain additional insights from staff.</li> <li>- Efforts to reach out to students have been successful. To date, T. Nguyen &amp; J. Gonzales have held 4 group discussions with over 90 students, and collected survey data on 296 students. Several <b>broad themes</b> (preliminary) emerged: <ul style="list-style-type: none"> <li>1. Importance of <u>dialogue (safe and open space)</u> and <u>experiential learning</u> (i.e., using vignettes) rather than reading about it in a textbook or power-point., We should have more cross-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- T. Nguyen will summarize findings and share back with students, faculty, and staff</li> <li>- T. Nguyen, J. Gonzalas, and student leaders will present their approach/methodology and results at the BC Diversity Summit on June 1<sup>st</sup></li> </ul>
--	---	---

engagement across diverse groups  
(bubble)

*school, itself, has a very diverse class,  
but there isn't really any integration  
between those races. I'm not sure how  
to approach this problem, but I feel  
that there are clusters or races within*

*realize how hurtful their actions or words are., and many times it is the people who think they know a lot about this topic*

6. Diversity/cultural competency should be mandatory, and we should engage students with this early and often
7. Clinical instructors and lab sessions are ideal places to add more structured activities/conversations about diversity. Yet, students said there were  
*clinical instructor sk*
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*
9. These conversations were helpful, and we want more accountability from leadership  
*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 in the school of nursing*

d. Goal #4: Diversity

## 8. Sophomore Retreat

- Dean Clarke shared that the event was an overwhelming success. Noted that about 2 dozen students did not attend, and that those students were largely minority students
- N. Rogers & D. Washington suggested using peer-to-peer invitations rather than

<p>10. Diversity</p>	<p>n</p> <ul style="list-style-type: none"> <li>- also been focused on issues of diversity and inclusivity this year.</li> <li>- There was not enough time to share additional information about this during the meeting, please see details</li> </ul>	<ul style="list-style-type: none"> <li>- B. Fedher &amp; M. Boltz, who sit on the with T. Nguyen that the Council was committed to the following:             <ul style="list-style-type: none"> <li>i. <b>STUDENT DIVERSITY:</b> consider in recruitment, policies and practices specific dimensions related to diversity: age, gender, racial, ethnic, sexual preference, economic, religious</li> <li>ii. <b>CURRICULA:</b> that address content that are inclusive (new courses and new approaches within existing courses) that address above dimensions of diversity (new cross-disciplinary courses have begun to do this) Evaluation of classroom practices (including language) that is potentially exclusionary                 <ul style="list-style-type: none"> <li>Also consider how to include respect for diversity in course evaluation</li> <li>Consider economic disadvantage:                     <ul style="list-style-type: none"> <li>cost of books, supplies;</li> <li>access to service trips and other abroad activities (gaps in Montserrat support)</li> <li>cost of living for students</li> </ul> </li> </ul> </li> </ul> </li> </ul>
----------------------	---	---

<p>10. Diversity (continued)</p>		<p>iii. FACULTY DIVERSITY: Address under-representation of females and persons of color in highly ranked and administrative roles, Collecting data on recruitment, retention of diverse faculty , Explore /understand barriers to recruitment and retention</p>
<p>11. curriculum, CSON update</p>	<p>review</p> <p>- There was not enough time to share additional information about this during the meeting, please see details</p>	<p>- T. Nguyen met with Jane Flanagan to</p> <p>has sent a request to all program directors and curriculum chairs to <i>see if you could come to the next EPC meeting to discuss how you think the programs and course within each of these program addresses cultural humility, diversity and inclusivity. If you cannot make it to the next EPC and would prefer to send me a brief report that is fine too. The next EPC is 5/11/16 at 1:00 pm in Maloney 214.</i></p>