

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

**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

**Date:** April 21<sup>st</sup> 2017

**Place:** Maloney 365

**Time period:** 12:00p 2:00p

**Chair:** Tam Nguyen/ Julianna Gonzalez-McLean

**Recorder:** Brandon Huggon

<i>TOPIC</i>		
1. Introductions & Review of Agenda Items	<p>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.</p>	
2. Review of November, 2016 Minutes	<ul style="list-style-type: none"> <li>- Minutes circulated and attendees reviewed.</li> <li>- Minutes approved.</li> </ul>	<p>J. Shindul-Rothschild asked to have her name added to the Fall minutes.</p>

3. Review on-going work & action items from last meeting

1. Provide training to faculty/staff  
Department meetings have been held to discuss various topics around diversity issues  
Webinar on Sexual Orientation and Gender Identity (16.8 514.2 g0.08 3

	<p>3. Create opportunities to share experiences</p> <p>Dean Clarke is working on changing the curriculum of First Year Nursing Seminar to include more reflection, community building, and academic success components</p> <p>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</p> <p>Faculty are committed to having more conversations around diversity in the classroom</p> <p>Ongoing sessions around the results of the IDI will continue to promote a deeper and more meaningful dialogue among faculty and staff</p> <p>4. CSON Diversity and Inclusion Resources Canvas Site</p>	<p>Hold daily huddles in clinical groups; these can be safe spaces to have conversations around cross-cultural encounters</p> <p>Create forums to have small group discussions with faculty around situations in clinical</p> <p>Suggestions:</p> <p>Create a retreat or community building event for graduate students</p> <p>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</p> <p>Games/competitions to help orient students.</p>
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4. Summarize CSON IDI assessment results

T Nguyen provided a summary of the Faculty & Staff IDI results, highlighting 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

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.

Create or promote more service learning opportunities

Host more social and cultural events to celebrate differences

Recognize more cultural holidays throughout the semester

	<p>Coordinate more events for student to connect and learn about each other</p> <p>Encourage faculty members to collaborate on lesson planning and teaching classes together to co-facilitate conversations on cultural competency.</p> <p>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.</p> <p>Find ways to interact with other students and professionals from other nursing schools the I-ain more perspective on patient care outside of a metropolitan area.</p> <p>Continue the discussion about how conversations to an already packed curriculum.</p> <p>Below are suggestions from staff:</p> <p>Reduce faculty/staff divide by providing more opportunities to interact (w/ground rules and process in place to promote equitable input</p> <p>often talk too much and dominate the conversation)</p>	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>Feature conversations in some lab classes</li> <li>Hold discussions in clinical post-conference</li> <li>Talk about these issues every class so conversations around diversity are not isolated or discussed only once</li> <li>Invite upperclassmen to speak in Introduction to Professional Nursing</li> </ul>
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Even though CSON is a small  
community, there are a lot of people

better/new/creative ways (i.e., send  
email with picture/bio/room number)