

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

<p>Attending: Susan Gennaro, Bill Fehder, Tam Nguyen, Cathy Read, Mary Kate Cardon, Josh Sogolow, Suvin Song, Viola Benavente, Joanna Maynard, Loardes Talavera, Sydney Conti, Loic Assobmo, Nicole Fernandez, Kimberly Monestime, Maureen Regan, Luanne Nugent, Allyssa Harris, Colleen Simonelli Shindul- Donna Cullinan</p> <p>Chair: Tam Nguyen</p> <p>Recorder: Catherine Read</p>	<p>Date: November 13, 2015</p> <p>Place: Maloney 365</p> <p>Time period: 12:00p 2:00p</p> <p>Date Approved: Pending</p> <p>Next meeting: April 15, 2016</p>
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<i>TOPIC</i>	<i>DISCUSSION</i>	<i>ACTION</i>
1. Introductions & Review of Agenda Items	<ul style="list-style-type: none"> - Sign-in sheet circulated. - Attendees introduced themselves. 	
2. Review Minutes of April 24, 2015		<p style="text-align: right;">suggested correction; seconded and approved unanimously. T. Nguyen will update the April 14, 2015 minutes.</p>
3. Update on goals identified for DAB at the end of last year (T. Nguyen):	<p>T. Nguyen reviewed the relationship between the CSON strategic aim #5 and the mission of the Diversity Advisory Board</p> <p>Many current programs support diversity in CSON. In an effort to organize,</p>	

<p>a. Goal #1, DAB Organizational Chart & Logic Model: Build on existing data that is already on supporting diversity</p>	<p>visualize, and identify gaps in our programs, a task force drafted a DAB Organizational Chart and set of Logic Models for assessing the activities and outcomes of diversity-related programs. T. Nguyen presented logic models for five initiatives (see attached Power Point slides): 1) KILN program; 2) Language & Cultural Immersion; 3) Clinical Sites & Curriculum Components; 4) Professional Mentorship & Socialization; and 5) Research with vulnerable populations. Work on these models and their implementation is ongoing. In particular, we will focus on examining short-term Clinical Sites & Curriculum Components since activities related to that initiative have important implications for student diversity experiences. The task force identified a lack of CSON staff involvement as a gap in inclusivity.</p> <p>Per suggestions from the Spring 2015 meeting, T. Nguyen explored sources of existing information that might inform outcome assessments. The following sources were identified: a) pre-licensure clinical placement surveys (currently done every semester); b) student survey of clinical instructors (currently done every semester); c) alumni survey (currently done every 3 years); and d) KILN annual end-of year survey. Sample questions were presented.</p>	<p>The DAB task force will reconvene with a across each initiative. We will also focus on short-term Clinical Sites & Curriculum Components activities related to that initiative have important implications for student diversity experiences.</p> <p>The Logic Model task force will reconvene to examine existing data to identify appropriate outcome measures Clinical Sites & Curriculum Components also help identify data gaps/needs.</p> <p>C. Read, L. Nugent, C. Simonelli, J. Shindul-Rothschild, D. Willis, & D. Washington. New members are being sought; J. Gonzalez and L. Talavera volunteered. Interested others are encouraged to contact T. Nguyen.</p> <p>The task force will continue to explore ways to include CSON staff.</p>
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S. Gennaro noted that it may be possible to add items to the alumni survey if needed and pointed out the importance of a process by which the DAB gets access to existing data sources (i.e., need to understand original goals and purpose of the data., who to get buy-in/input from, and how to engage in communication)

b. Goal #2:
can work with CSON AHANA students & the CSON student community representatives.

Discussion of the
doing to help the dialogue so students are heard?

c. Goal #3: Consider conducting a diversity

staff

<p>4. Faculty, staff, and student recruitment & retention..., diversity numbers at CSON- S. Gennaro</p>	<p>S. Gennaro presented data trends in CSON diversity, and numbers continue to increase among faculty, students, and staff (please see data at the end of this report)</p> <p>S. Genaro also described strategies for increasing diversity in CSON; these include targeted advertising; networking at events where minority faculty, students, and preceptors are in attendance; and support of organizations such as NERBNA, NBNA, NAHN, AAPINA, and AAMN. In addition to seeking ways to increase diversity numbers, we also strive to create a climate that promotes success and retention.</p>	<p>New ideas for ways to increase diversity are always welcome.</p>
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