



**Diversity Advisory Board Annual Report
2016-2017 Academic Year**

BOSTON COLLEGE
WILLIAM F. CONNELL SCHOOL OF NURSING
Diversity Advisory Board Annual Report
Tam Nguyen
2016-2017

The Connell School of Nursing (CSON) Diversity Advisory Board (DAB) met twice during the academic year 2016-2017 in Maloney 365 during the Fall and Spring semesters. Lunch was served. Students, faculty, and external DAB members attended.

Five major goals focused the work of DAB during the 2016-2017 academic year. They include: (i) Conduct a more in-depth analysis of the CSON student climate data, (ii) Conduct a more in-depth assessment of faculty and staff intercultural development (i.e. climate survey), (iii) share the findings back to faculty, students, and staff, and (iv) use the findings and community response to guide faculty, student, and staff professional development training, and (v) continue to engage in dialogue with faculty, students, and staff.

Goal 1: Conduct a more in-depth analysis of the student CSON climate data

The initial analysis of the student CSON climate data, suggested that *overall* CSON was doing fairly well in fostering an inclusive and diverse environment. However, there was interest in examining how the data looked like when comparing response across white vs AHANA students. This analysis was done, and across the majority of assessment items, the responses were different across the two groups. This suggests that the experience of our students of color is different than our white students. While disheartening, this result is consistent with findings from student diversity and inclusion climate assessments at schools of nursing across the country.

Goal 2: Conduct an in-depth assessment of faculty and staff intercultural development

Although the CSON Faculty Affairs Committee graciously added several items related to cultural sensitivity on their Spring 2016 Faculty Needs Assessment, the data did not fully capture faculty members' intercultural development and bias. Additionally, we lacked data regarding staffs' perspectives on this topic. To address this gap, Julianna Gonzalez-McLean and I worked with Tracey West, the Associate Dean for External Relations, Diversity & Inclusion at the Boston College Law School, to administer the Intercultural Development Inventory (IDI). The IDI was administered online to CSON faculty and staff between February 28th and March 8th. Below are references that provide data on the validity and reliability of the IDI.

[Hammer, M.R. \(2011\). Additional cross-cultural validity testing of the Intercultural Development Inventory. *International Journal of Intercultural Relations*, 35, 474-487.](#)

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:

- i. Continue to engage in dialogue with students, faculty, and staff. Specifically to:
 - a. Talk about the IDI results (i.e., we are at “minimization” but think we are at “acceptance.” Naming what we are seeing and providing examples of minimization may help us better reflect on where we are before we can move forward). This work can be facilitated by workshops provided by Damita Davis from the BC Office of Institutional Diversity and exemplars provided by Tracey West.
 - b. “Spotlight” students, faculty, and staff of diverse backgrounds.
 - c. Additionally, it will be important for faculty, students, and staff to discuss what the expectation (i.e., help students feel heard?) and process (i.e., safely and without shame or blame?) should be when we get approached by students who want to talk about race and racism within CSON
- ii. Update our logic models and integrate our on-going work into them.

Respectfully Submitted,

Tam Nguyen (Chair, Diversity Advisory Board)