

**Leadership Development Plan**

**New Careers in Nursing Scholarship Program**

**2012-2013 Grant Period**

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| **Submission Date:** | |
| Name of School of Nursing: | Boston College  William F. Connell School of Nursing |
| Number of scholarships awarded by RWJF: | Five (5) |
| Program Liaison name or contact for this request: | M. Katherine Hutchinson, PhD, RN, FAAN  Professor and Associate Dean of Graduate Programs |
| Email and phone: | [Kathy.hutchinson@bc.edu](mailto:Kathy.hutchinson@bc.edu)  617-552-2613 |
| Dean’s name: | Susan Gennaro, DSN, RN, FAAN |
| If check must be made out to someone other than Dean, please list this name here: | Trustees of Boston College  Attn: Office of Sponsored Programs  140 Commonwealth Ave.  Chestnut Hill, MA 02467 |

By submitting this plan to the NCIN National Program Office (NPO), you are applying for a $2,500 grant to be used on a Leadership Development Activity at the applicant SON.

Please email this plan to [jjeanty@aacn.nche.edu](mailto:jjeanty@aacn.nche.edu) in order to be eligible for this leadership development grant. If the NPO has questions regarding your submitted plan the specified contact/program liaison listed on this plan will be contacted directly by the NPO. Once your plan has been approved the check will be mailed to the Dean of the SON unless otherwise requested. The Program Liaison will also receive a copy of the check.

If you have any further questions please contact the NPO at 202-463-6930 extension 257. Also, if you have any questions regarding the incorporation of the Leadership Development Toolkit please contact Dr. Vernell DeWitty, [vdewitty@aacn.nche.edu](mailto:vdewitty@aacn.nche.edu) or 202-463-6930 extension 224.

| **2012-2013 Advanced Leadership Development Plan: Program Implementation** |
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| **Assessment Factors** | **Goals Achieved/**  **Goal Revision** | **Implementation Status/**  **Revised or Future Activities** | **Evaluation Measures** |
| Cultural  Characteristics\*\* | The 2011-2012 goals as stated were to recruit and retain highly qualified diverse scholars; expose them to diverse and accomplished nurse leaders; and ease economic constrains through scholarships.  Revised goals for 2012-2013:   1. Increase the number and % of diverse students in leadership positions at CSON (e.g., GNA officers, mentors, teaching assistants, graduate assistants, research assistants, attending conferences, applying to PhD programs) 2. Strengthen partnerships with diverse national and regional organizations 3. “Make visible” the CSON strategic initiative on diversity 4. Ensure that the qualitative experience of diverse students and faculty at BC CSON is consistent with the Jesuit values (i.e., one of welcoming, valuing and contributing to self-growth and in the service of others) | The stated goals from 2011-2012 leadership plan were attained for NCIN scholars  Revised activities for 2012-2013:   1. Re-evaluate procedures for how TA, GA, mentor and other opportunities are offered and assigned; Implement transparency and equality in all procedures; 2. Increase meetings of diversity advisory board members; sponsor events such as “Stand up to Racism Day” in April, 2013; send CSON faculty and representatives to diverse nursing group conferences to develop shared initiatives, recruit top graduate students and faculty 3. Update program materials and website to better portray BC CSON’s commitment to diversity and best practices | More than 30% of MSE students were from diverse backgrounds . Scholars were invited to diversity advisory board meetings, events, and luncheons with the dean.  Evaluation for 2012 – 2013:   1. Assess #s and %s of diverse students in leadership positions and/or receiving leadership opportunities in 2012-2013 2. Summarize activities for 2012-2013; collect descriptive qualitative and quantitative data on # events, attendees, and # of referrals 3. Compare 2013 materials, website etc. to 2012; compare to best practices from NCIN 5th annual summit 4. Assess qualitative experiences |
| Curriculum\*\* | The 2011-2012 curriculum goals included liaisons with leadership role models, Pinnacle lecture series speakers, and “helping NCIN scholars connect with mentors through academic review sessions and informal meetings.”  Much like the revised goals under Culture, Curriculum goals focus on strengthening and extending NCIN recommendations school-wide.  Revised goals for 2012-2013:   1. Make PIP available to all MSE students during summer before MSE program entry; 2. Promote scaffolding and peer mentoring across levels with diverse students able to act in both mentor and mentee roles; 3. Increase successful completion of MSE program by diverse students; 4. Increase outcomes in publishing, research, conferences, and PhD study; 5. Increase level-appropriate focus on diversity in terms of cultural competence, health disparities, strengthening of the profession and need for diversity to effectively address health disparities | These activities were conducted in 2011-2012; as such, the stated goals were achieved.  Revised activities for 2012-2013:   1. Upload PIP to Blackboard Vista and make available to all incoming MSE program students by May, 2012 2. Recruit and facilitate connections between faculty-student and peer mentorships; coordinate mentorship activities among multiple diversity programs (NCIN, KILN and/or Helene Fuld if funded); provide NCIN mentoring materials 3. Monthly “checking-in” contacts with Associate Dean; communication with course faculty 4. Announce funding for conferences, create, advertise and encourage participation in collaborative research and publications and PhD study 5. Review and revise diversity / cultural competence threads in graduate curriculum | In AY 2011-2012, NCIN scholars were invited to diversity board mtgs., Pinnacle lecture series, group and individual mtgs. with speakers were arranged and NCIN mentors were designated.  Evaluation for 2012-2013:   1. Verify materials available and accessible ;   b & c) contact students  monthly to assess  progress, mentoring  needs, activities and  adequacy   1. Assess student outcomes 2. Evaluate course syllabi and student feedback re content |
| Student Dynamics\*\* | No identifiable goals in 2011 – 2012 Leadership Plan related to student dynamics.  Goals for 2012 – 2013:   1. Increase the number of MSE and traditional MS program students who are racially/ethnically diverse; 2. Increase the number of MSE and traditional MS program students who are male; 3. Increase the number of PhD students who are from under-represented groups (racially/ethnically diverse and/or male) 4. Increase the number of graduate students participating in leadership positions and opportunities 5. Promote cross-group student engagement in organizations, group activities 6. Launch PhD nursing student organization | 2011 – 2012: N/A  Activities for 2012-2013:  a-c) revise website and program materials as described above  a-c) advertise for diverse well-qualified students in journals of diverse nursing organizations  a-b) target tuition remission funds for recruiting, supporting and retaining diverse and under-resourced students;  a-c)attend AHANA student events at BC and other local universities and colleges  c) set-aside diversity fellowship for PhD student; provide senior faculty mentorship for K awards and faculty development as needed  d) as described above, promote transparency and equality in how students are selected for TA, GA, RA and other mentorship positions  e) hold workshops for graduate faculty on promoting cross-group partnerships  f) meet with PhD student leaders; provide with information; schedule forum sessions; sponsor doctoral student organization. | 2011 – 2012: N/A  Evaluation for 2012-2013:  a -c) track numbers of advertisements, events attended for recruitment purposes;  a-c) track numbers of student inquiries, applications, accepted students and enrolled students in MSE program, traditional MS programs, CRNA and PhD programs who are racially/ethnically diverse, male and/or from under-resourced backgrounds  d)assess numbers of diverse students who apply and are in TA, GA, RA and other mentorship positions within CSON  e) track faculty workshops and attendance; assess faculty and student feedback on cross-group partnerships  f) verify that PhD nursing student organization was launched and registered with BC. |
| Faculty Dynamics\*\* | No identifiable goals in 2011 – 2012 Leadership Plan related to faculty dynamics.  Goals for 2012 – 2013:   1. Increase the number of CSON clinical faculty who are racially/ethnically diverse; 2. Increase the number of CSON tenure track faculty who are racially/ethnically diverse; 3. Increase cross-cultural collaborations and partnerships across schools and disciplines 4. Increase the number of CSON faculty engaged in diversity initiative | 2011 – 2012: N/A  Activities for 2012-2013:  a & b) advertise for diverse well-qualified faculty in journals of diverse nursing organizations ; provide senior faculty mentorship for K awards and faculty development as needed  c)build multi-disciplinary collaborations through the multi-disciplinary PhD student research day; distribute list of faculty research interests across schools of nursing, education and social work  d) recruit additional faculty (from all backgrounds) to participate in Diversity Advisory Board, Multidisciplinary Research Day, mentorship activities, etc. | 2011 – 2012: N/A  Evaluation for 2012-2013:  a & b) track numbers of advertisements, conferences attended for recruitment purposes; contacts, applications and successful recruitment efforts  c)document whether list generated and multi-disciplinary research day occurs in April, 2013; document attendance; follow-up survey to attendees re outcomes and collaborations;  d) document memberships and participation |
| Resources\*\* | No identifiable goals in 2011 – 2012 Leadership Plan related to resources.  Goals for 2012 – 2013:   1. Obtain additional sources of funding and resources for diverse students 2. Designate CSON tuition remission funds for diverse students 3. Use resources efficiently for synergistic programs (e.g., NCIN, KILN, Price Family Fdn., 4. Helene Fuld Trust [if funded]) 5. Fund 1 – 2 diversity fellowships for well qualified PhD students from diverse backgrounds 6. Extend NCIN related resources (e.g., PIP) and activities to all CSON students | 2011 – 2012: N/A  Activities for 2012- 2013:   1. Submit application to Helene Fuld Trust November, 2012 to supplement NCIN scholarships and fund under-represented students in the 2nd year of the MSE programs 2. Review tuition remission policies and procedures 3. Revise applications and   instructions for tuition remission, TA, GA, RA and other positions   1. Negotiate with provost about availability of second diversity fellowship if qualified applicants 2. Post materials on Blackboard Vista site; make available to all relevant students | 2011- 2012: N/A  Evaluation for 2012-2013:   1. Verify application submitted;   b-c) Updated policies and procedures in place by March, 2013;  d)Verify availability of 2nd diversity fellowship by February 1, 2013   1. Verify materials 2. posted and Blackboard site accessible by May, 2013 |

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| **Leadership Development Plan Narrative Summary** |

**\*\*Evaluation of 2011-2012 Leadership Plan and Activities**

2011 – 2012 and 2012 – 2013 have been transition years here at the Boston College Connell School of Nursing (CSON).

There have been significant changes in leadership within the Boston College OSP office, the CSON and the NCIN program. The former Associate Dean of Graduate Programs and NCIN liaison, Dr. Patricia Tabloski, is no longer in those positions and is currently on sabbatical. The current NCIN liaison and Associate Dean of Graduate Programs, Kathy Hutchinson, is new to the BC CSON as of August, 2012. As a result, this report is based upon the written leadership plan for 2011 – 2012, a current assessment and evaluation of the culture, curriculum, dynamics and resources, and the plans for future development in these areas.

**Accomplishment Chart for 2011-2012 Leadership Plan**

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|  | **Fully**  **Implemented** | **Implemented**  **in Part** | **Not**  **Implemented** | **Unable to**  **Evaluate** ## |
| **Cultural Characteristics** | **X** |  |  |  |
| **Curriculum** | **X** |  |  |  |
| **Student Dynamics** |  |  |  | **X** |
| **Faculty Dynamics** |  |  |  | **X** |
| **Resources** |  |  |  | **X** |

## The degree of implementation for these items could not be evaluated as goals in these areas were not specified in the 2011-2012 Leadership Plan

**Changes to Leadership Plan for 2012-2013 Based Upon Current Assessment and Evaluation**

The goals, activities and evaluation plan for the 2012-2013 Leadership Plan were based upon a current organizational assessment as described on pages 7 – 17 of the NCIN Leadership Development Toolkit (4th edition, 2012). The current organizational assessment score ranges from 15 – 17, depending on one’s interpretation of individual items. As such, the Level IV plan proposed in 2011-2012 is appropriate for the organization. BC CSON has numerous strengths in terms of cultural characteristics, curriculum, dynamics and resources that position the school well for strengthening leadership development and taking it to the next level. The school has been very successful in recruiting and retaining top students from diverse and under-represented groups into one of the leading accelerated master’s entry programs in nursing. RWJ NCIN funding has allowed BC CSON to help these top students to afford a premiere education and enter the nursing profession in advanced practice roles. While this will continue, the focus going forward is to extend the past accomplishments of the NCIN program at BC CSON beyond the 5 or 10 individual scholars who are funded each year and to more fully realize the vision of the NCIN program permeating throughout the school’s culture, curriculum, dynamics and patterns of resource allocation. The revised goals and plans are summarized in 2012-2013 Leadership plan (above).

**Cultural Characteristics and Resources**. The continuing and growing organizational commitment to diversity is evidenced by the CSON’s strategic plan, resource allocation and leadership. Since assuming the deanship at BC CSON, Dean Susan Gennaro has made increasing and valuing diversity at the school a strategic priority. Significant amounts of resources have been allocated in terms of time, funding, and personnel. Staff and faculty leadership changes have been implemented to facilitate the full realization of this strategic aim. While there have been great successes, there have also been challenges. For example, CSON now has 4 full-time male faculty members. The school was also successful in recruiting a very well-qualified Latina assistant professor who had just completed a post-doc at the University of Washington. At the same time, one of our African American faculty members left the school in order to relocate back to the south for personal and family reasons. The school continues to recruit diverse faculty and engage with diverse nursing groups through the Diversity Advisory Board and ongoing relationships with diverse nursing organizations. The Dean and leadership team have committed to furthering these efforts in the coming year by sponsoring a summit meeting of representatives for regional and national diverse nursing organizations at Boston College, sponsoring a “Stand Up to Racism” event in April, 2013, furthering multi-disciplinary collaborations at BC, increasing funding for the recruitment of diverse students and faculty, and creating more leadership opportunities for diverse students within CSON. Faculty efforts also demonstrate their commitment to diversity; several faculty members have obtained funding or are seeking funding for diversity initiatives. Undergraduate Associate Dean Cathy Read obtained a HRSA KILN grant to recruit and retain diverse undergraduate nursing students; she recently obtained additional funding from the Price Family Fdn. to continue this work and extend it to include graduate students in the accelerated master’s entry (MSE) program.

Associate Dean Hutchinson is submitting an application to the Helene Fuld Trust in November, 2012, to further support diverse students in the MSE program. Other evidence in the Graduate Programs office is an ongoing evaluation and development of best practices in how tuition remission and other support is awarded to graduate students and the implementation of systematic evaluations of doctoral student and alumni experiences in the PhD program.

**Curriculum, Student and Faculty Dynamics.**. The leadership plan for the coming year includes expanding activities to include all students, not just those who are RWJ NCIN scholars. As was described above, the plan also includes specific initiatives to increase depth and leveling of diversity and cultural competence content that is taught across graduate levels of the curriculum and to increase the engagement of faculty (of all backgrounds) in diversity initiatives. Beyond recruiting and retaining diverse students into CSON graduate nursing programs, the school aims to actively foster these students to develop their fullest potential and re-examining all policies and procedures for funding, tuition remission, special opportunities, TAs, GAs, RAs and other faculty-student collaborations. We seek to ensure that diverse students are fully sharing in the many opportunities that BC affords its students. Clinical and classroom faculty will also be encouraged and reminded to foster the learning opportunities inherent in group assignments by ensuring that student groups are as diverse as possible. As was described above, while the school has been successful in recruiting male and Latina faculty, continued efforts are necessary to recruit and retain more ethnically and racially diverse faculty and PhD students. Plans are in place for extensive recruitment efforts at conferences, journal advertisements, and through partnerships with diverse nursing organizations.

**Barriers and Strategies for Full Implementation**

Time has been a major barrier for full implementation of previous leadership plans with the individual RWJ NCIN scholars. Because the accelerated MSE program is condensed and time-intensive, it is very difficult for students to find time to engage in mentoring and leadership activities. Increasing student funding through additional grants and/or tuition remission will reduce students’ needs to work and allow them more time to fully engage in career-enhancing leadership activities. Similarly, opening leadership program activities to all students will normalize the experiences and facilitate the incorporation of diverse students into these as mainstream activities. A lack of personal resources, for many of the second degree students in the MSE program, is also a significant barrier. Those who do not have additional financial support from their families often have to work to support themselves. This limits their ability to fully engage in leadership activities. Being able to provide more students with more support over a longer period of time (2 years vs. 1) will allow them to fully engage in the leadership opportunities that can facilitate their future career success and long-term career trajectories.

**Issues Related to Resource Adequacy and Allocation**

Although every school has budgetary constraints, the institutional commitment to diversity at the Boston College Connell School of Nursing is supported by financial resources at both the school (CSON) and university (BC) levels. For the coming academic year, CSON has included budgets to revise the graduate program websites in order to clearly present the school’s commitment to diversity, current initiatives, successes, funding and opportunities. There are also funds for advertisement and conference attendance to actively recruit diverse graduate students and faculty. There are set-aside funds for a 3-year fully funded pre-doctoral fellowship (full tuition and stipend) for qualified PhD applicants from diverse backgrounds. This fellowship is in addition to other full fellowships that are available for which diverse students may also apply. Despite budgetary constraints, the school will be increasing its visibility and support of diverse nursing organizations (e.g., the national and regional Black nurses associations, Hispanic nurses association, Filipino nurses association and men in nursing organizations). At the October, 2012, meeting of the Diversity Advisory Board, plans were made to host a cross-organizational meeting at BC CSON. Plans were also made to sponsor an activity on “Stand up to Racism Day” in April, 2013. In addition to the significant funds that CSON allocates to diversity activities, the university provost’s commitment to diversity is evident in his willingness to fund special projects in this area. Diversity, service to others and for the common good, and promoting the maximum development of each individual (“ever to excel”) are core values of Boston College and the Connell School of Nursing; as such, they are priorities for funding allocation.