



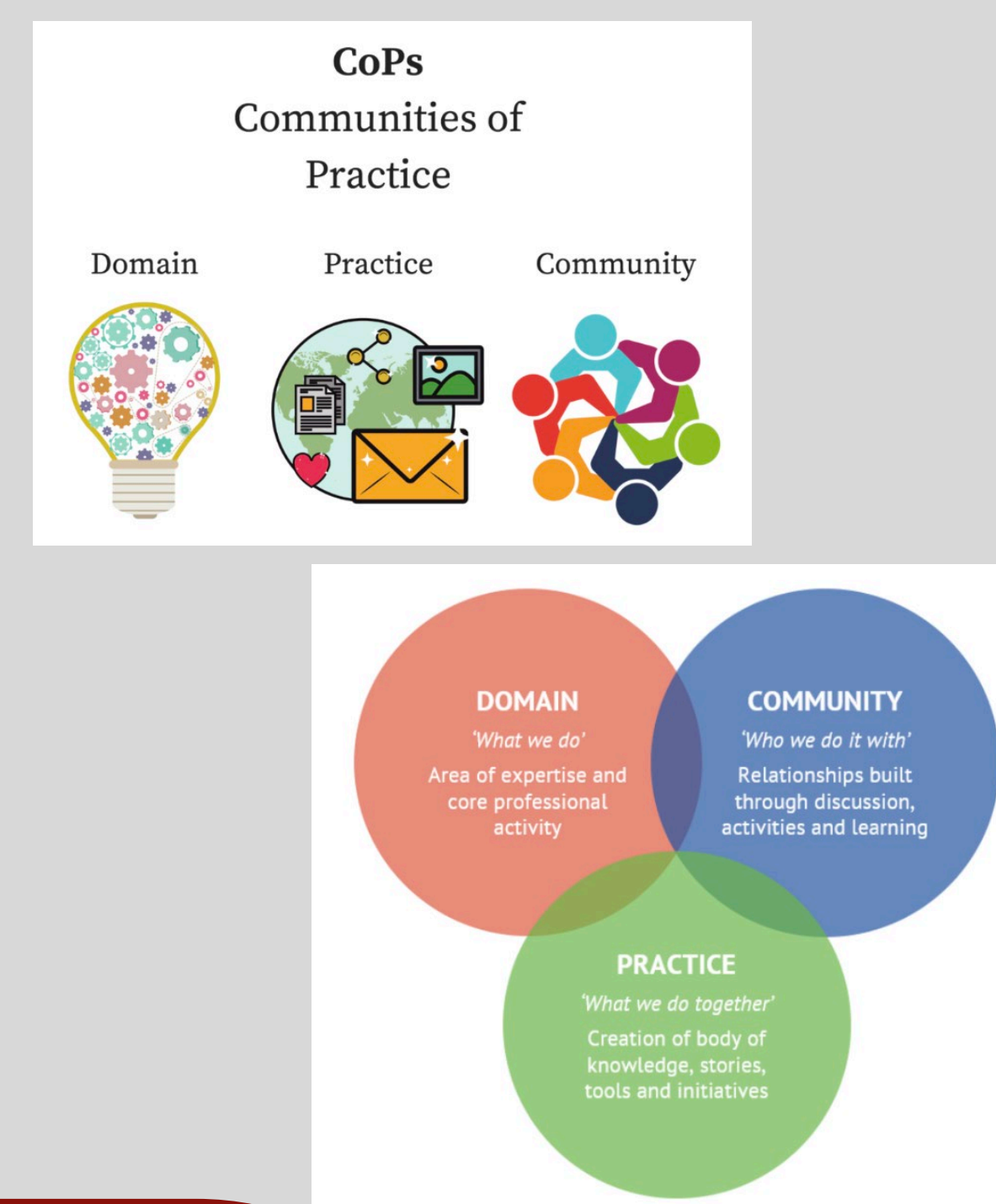
Problem/Question

The term diversity, equity, and inclusion (DEI) is under attack. What was once a time of heightened racial reckoning, in 2020 following the murder of George Floyd, DEI has present day become a weaponized tool by conservative lawmakers to eliminate the term, positions and offices committed to the work of DEI, and extinguish necessary momentum where DEI has demonstrated improvements and benefits. These efforts have been largely effective. Could a school of nursing in Massachusetts, a state with no regulation, serve as a HUB of ongoing DEI and belonging work for and with fellow colleges utilizing the CoP model?

Background

- During the time of racial reconciliation many organizations affirmed their commitment to addressing racism and prioritizing DEI and belonging,. The profession of nursing and nursing education was at the forefront of that commitment
- On June 29, 2023, the Supreme Court of the United States held that certain race-conscious college admissions policies violate the Equal Protection Clause of the Fourteenth Amendment
- Shortly after the Supreme Courts decision the assault on DEI in higher education began across hundreds of collages and nearly two dozen states
- Under scrutiny and siege, colleges with DEI offices, leading faculty, and staff have be strategizing to maintain the heart of the mission of their work for the overall benefit of educating nursing students with the preparation to care for a diverse society

Framework



Next Steps/Anticipated Outcomes

- A deeper dive into the literature
- Develop partnership with other schools of nursing (SON)
- Learn about challenges and goals of partnering SON
- Introduce BC CSON Diversity, Inclusive Excellence, and Belonging Strategic Aims in an effort to create alignment with fellow SON to build upon
- Identify team members at BC CSON who will be best suited to serve as resources for training and partnering with partnering SON.
- Develop a outlined goals and meeting structure to be carried out during the formation of the CoP
- Evaluate outcomes via a variety of tools (survey's, focused interviewing, etc)
- Continue to meet at regular cadence with partner SON to build larger united CoP with partnering SON

Methods & Approach

Utilizing what already exists at BC CSON in addition to the ongoing work and growth connected to mission of diversity, inclusive excellence, and belonging in an unrestricted state BC CSON will serve as a resource to other SON committed to DEI and belonging centering around best practices continuation of this work directly connected to nursing education and nursing practice.

BC CSON will offer our experiences, staff, and faculty as content experts to our colleagues at other SON forming a CoP grounded in our mutual commitment to this work.

Moving as a CoP will help support our colleagues at other SON through use of the CoP characteristics of domains, community, and practice to:

- A) continue the momentum of the work utilizing necessary terms to describe the work in restricted states
- B) Utilized the nursing and healthcare foundational documents that oblige us to this work
- C) Advance nursing education for the benefit our our students and the overall profession

References

- Wenger, E.(2015). Communities of practice, a brief introduction. <https://www.wenger-trayner.com/introduction-to-communities-of-practice/>
- Mangan, K. (2024). Under Siege, DEI Officers Strategize to Fight Back. Chronical of Higher Education. <https://www.chronicle.com/article/under-siege-dei-officers-strategize-to-fight-back>

Acknowledgement

- Gratitude and appreciated to Dean Katherine Gregory and the BC CSON community for their commitment to the work of inclusive excellence, diversity, and belonging



How a Community of Practice (CoP) Model can server as a HUB for Centering Diversity, Inclusion, and Belonging in Nursing Higher Education During Societal Times of Challenge

Leah Gordon, DNP, RN, MSN, FNP-C

Biography

Leah Gordon, D.N.P., RN, CNP, FNP-C, is associate dean for Inclusive Excellence, Diversity, and Belonging as well as an associate professor of the practice at Boston College Connell School of Nursing (CSON).

Dr. Gordon received an associate's degree in nursing from Massachusetts Bay Community College in 2003. She went on to pursue her bachelor's, master of science in nursing and family nurse practitioner degrees from Regis College. In 2017, she earned a doctor of nursing practice degree (nursing education track), also from Regis College, with a focus on culturally competent and attentive nursing education.

In addition to her roles at CSO, Dr. Gordon currently works one day a week as a nurse practitioner in the Department of Radiation Oncology at Massachusetts General Hospital (MGH). She previously worked as a staff nurse at Brigham and Women's Hospital and as a chemotherapy infusion nurse at Massachusetts General Hospital (MGH) and Dana-Farber Cancer Institute (DFCI). She has also worked as a nurse and nurse practitioner in medical oncology at DFCI and MGH.

Dr. Gordon's career in nursing academia includes serving as adjunct faculty at various Boston area schools of nursing, at Simmons University as a mentor to diverse nursing students in the Dotson Scholars Program, and an Academic Advisor to nursing students at the MGH Institute of Health Professions. She served as assistant director of Multicultural Programming and Inclusion at the MGH Institute of Health Profession, as track coordinator for the UMass Boston Family Nurse Practitioner program, and diversity director for Nursing and Patient Care Services at MGH.

Contact Information



Leah Gordon, DNP, RN, MSN, FNP-C
Associate Dean for Inclusive Excellence and Belonging
Boston College Connell School of Nursing
gordonlp@bc.edu