

The Christ College of Nursing and Health Sciences
Diversity and Inclusion Annual Report
2016 - 2017 Academic Year



Introduction:

As part of The Christ College of Nursing and Health Science Diversity & Inclusion Action Plan for 2016-2020, The Diversity & Inclusion Committee is to publish an annual diversity report that highlights the achievements and progress of the institution during each academic year.

This publication will be made available on the College's website where it is available for public viewing.

The definition of diversity at The Christ College of Nursing and Health Sciences (TCCNHS) is broad; it includes, but is not limited to, individual differences, such as personality, learning styles and life experiences, and group/social differences such as age, race and ethnicity, gender, gender identity, and sexual orientation, socioeconomic status, language, nationality, physical and mental abilities, political viewpoint, and religion (Adapted from Association of American Colleges & Universities, 2009).

2016-2017 Members of the Diversity and Inclusion Committee:

Elisabeth A. Timmerman, Chair

Travis D. Speice

Josephine Kershaw

Jane Crenshaw

Sheri Johnson-Strodes

Regina Hartman

Sandy Haungs

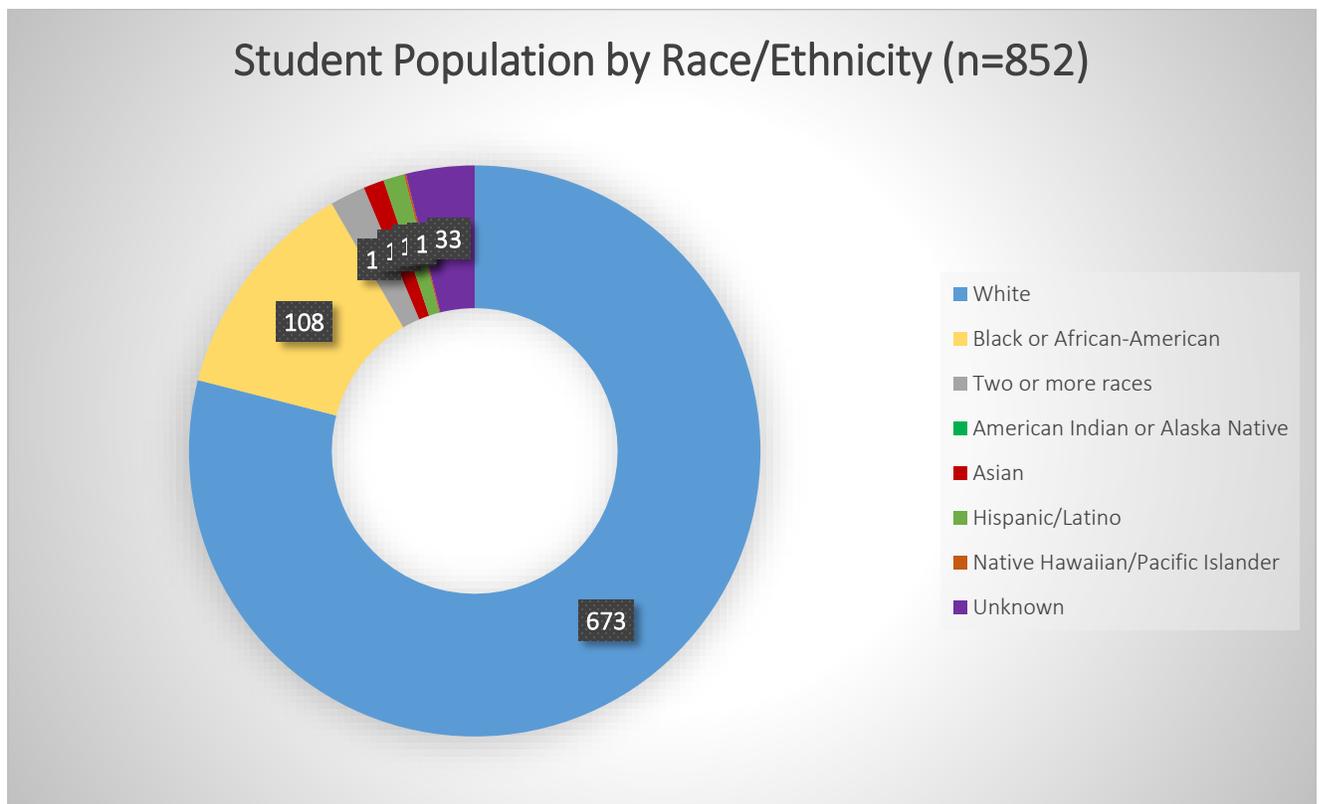
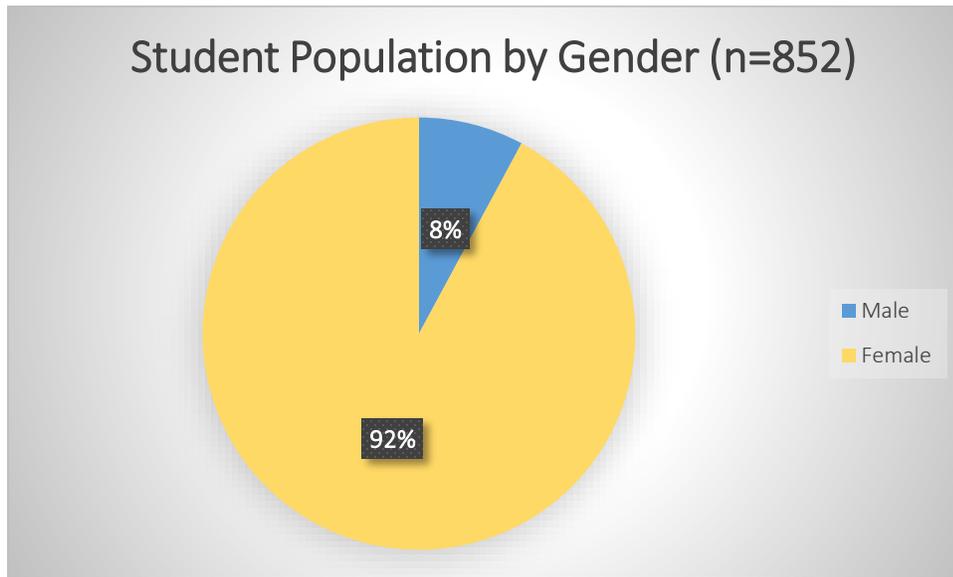
Cheryl Waklatsi

Pam Wright

Anita Frazier

Carolyn Hunter

Student Demographics (Data as of Fall Semester 2016-2017 headcount):



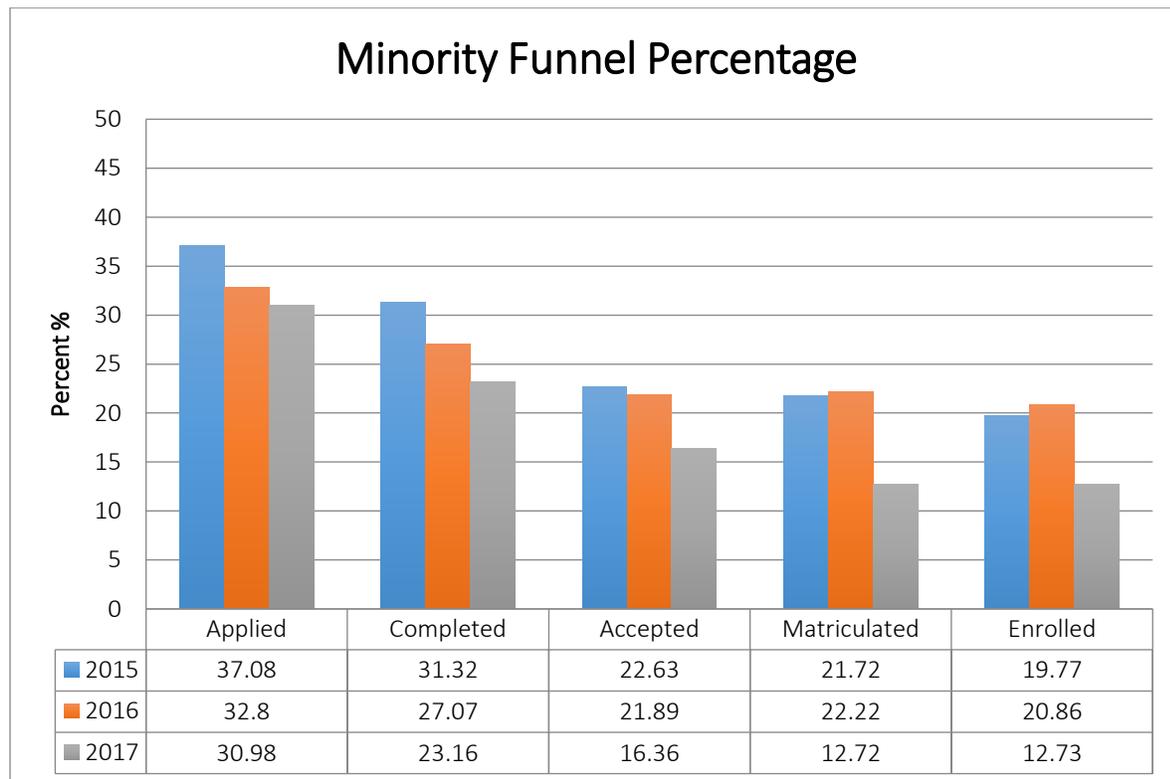
Student demographic information is prepared each semester by the Registrar's office. This information is also publically available on TCCNHS website: <http://www.thechristcollege.edu/demographics>

Admissions and Recruitment of Minority Students, Academic Year 2016-2017

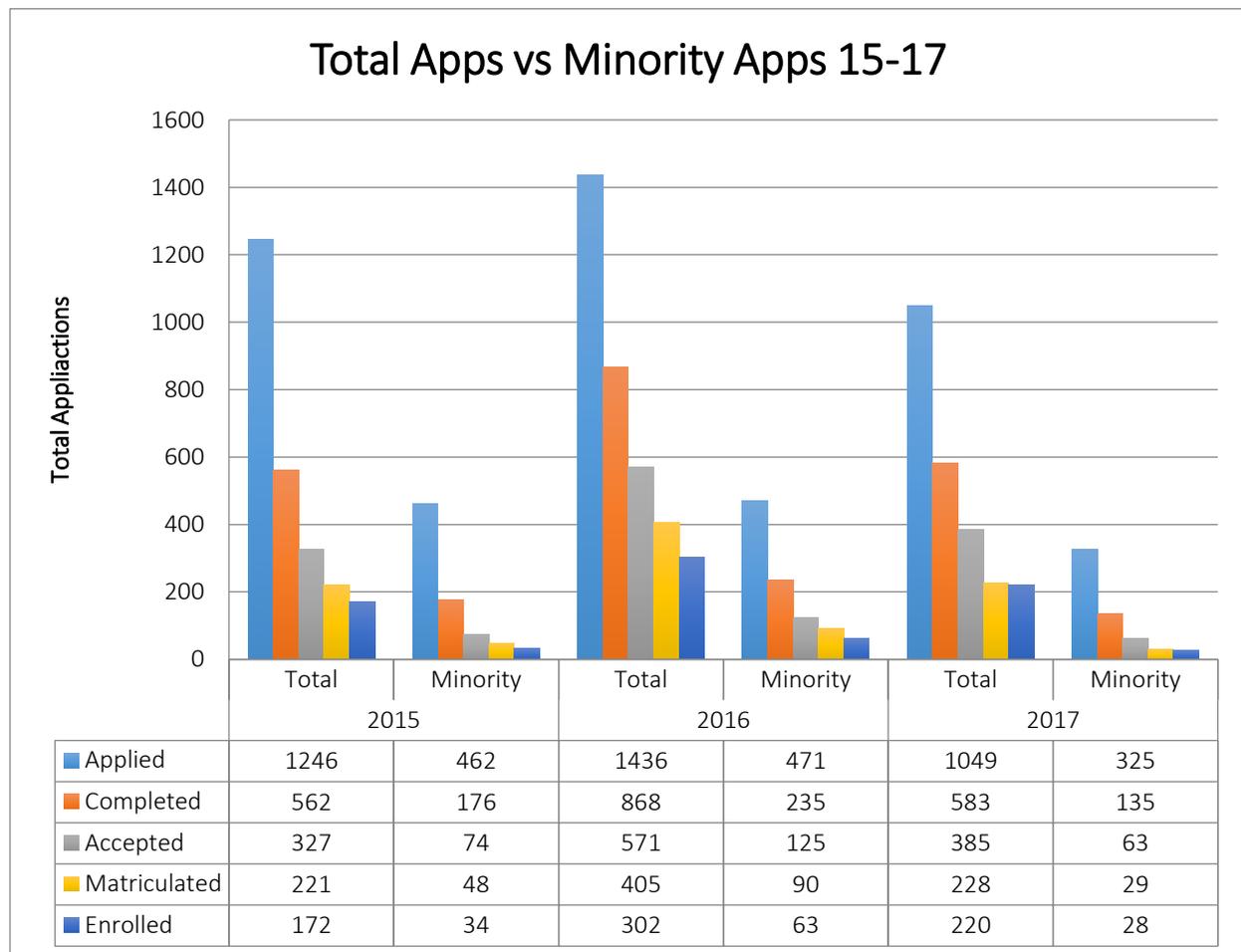
Trends Fall 2015-Present

	2015		2016		2017	
	Total	Minority	Total	Minority	Total	Minority
Applied	1246	462	1436	471	1049	325
Completed	562	176	868	235	583	135
Accepted	327	74	571	125	385	63
Matriculated	221	48	405	90	228	29
Enrolled	172	34	302	63	220	28

***Please note:** The enrolled number is an estimate as TCCNHS does not update a student's enrollment status in the Client Relations Manager (CRM – application tracking software) once s/he matriculates.



Total Applications vs. Minority Applications and Enrollment 2015-2017:



Targeted Recruitment to TriState High Schools with Large Minority Populations include:

- Newport
- Western Hills
- Woodward
- Withrow
- Shroder
- Scarlet Oaks
- Princeton
- North College Hill
- Mt. Healthy
- Hughes
- Clark Montessori
- Colerain

TCCNHS Faculty and Staff Demographics, 2016-2017:

Employee demographic data are gathered by TCCNHS for submission to the Integrated Postsecondary Education Data System (IPEDS) as part of an annual reporting process. All data is as of November 1, 2016.

Full and part time Faculty:

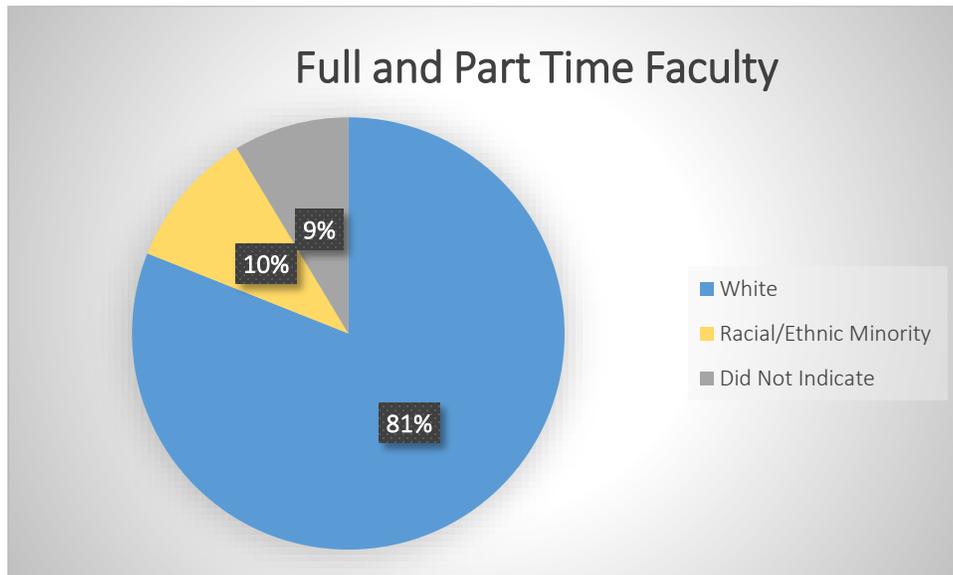
85% are Female

15% are Male

81% identify as White

10% identify as a racial/ethnic minority

9% did not indicate their race/ethnicity



Staff:

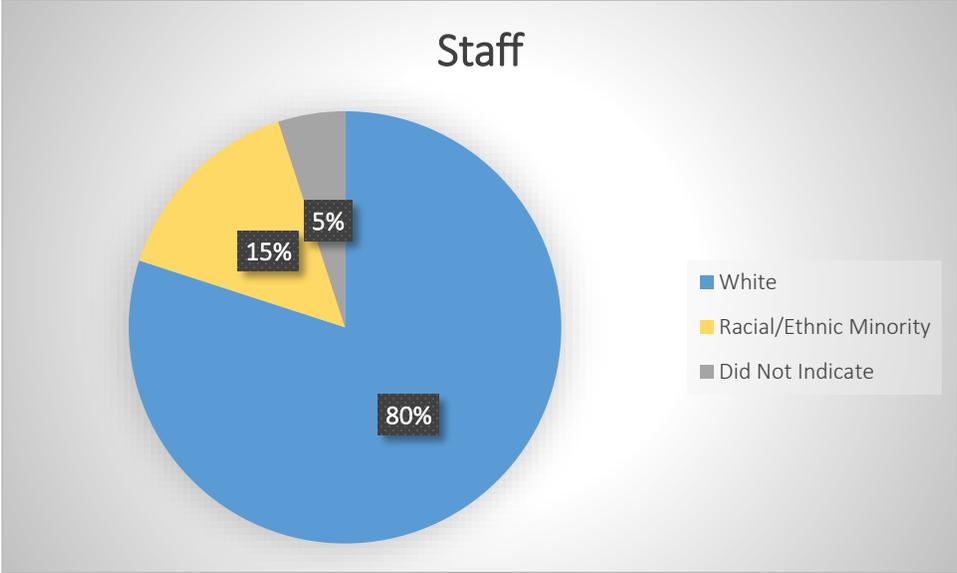
75% are Female

25% are Male

80% identify as White

15% identify as a racial/ethnic minority

5% did not indicate their race/ethnicity

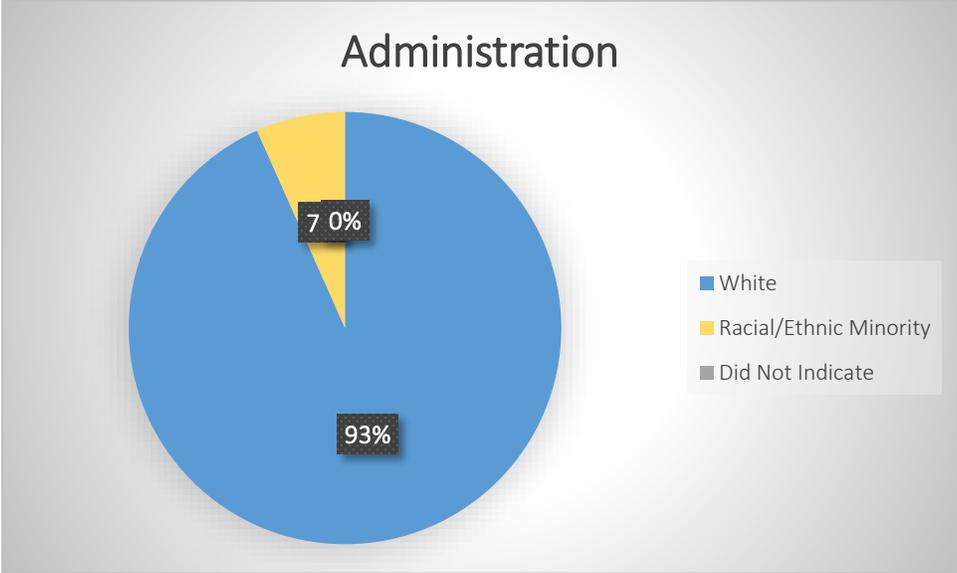


Administration:

Administration category contains Director-level and above, including those who do not supervise. Academic program directors however, are considered full-time faculty, not administration.

73% are Female
27% are Male

93% Identify as White
7% Identify as a racial/ethnic minority
0% Did not indicate their race/ethnicity



Highlighted Events, Accomplishments, and Programs Sponsored by the Diversity and Inclusion Committee, Academic Year 2016-2017:



Diversity Action Plan 2016-2020, Focus Area 2 is concerned with Campus Climate. Focus 2, Outcome 2.1 gives the expectation that TCCNHS pursue a campus that is “welcoming, diverse, equitable and inclusive.”

In alignment with this directive, two single occupancy, ADA compliant restrooms were designated as “all gender”. Signage was ordered and put up to identify these restrooms as gender inclusive and available to all, including employees or visitors who do not identify within one of the binary genders (or simply wish to use a non-gendered, private restroom). This change was then communicated to all student, faculty and staff constituents.

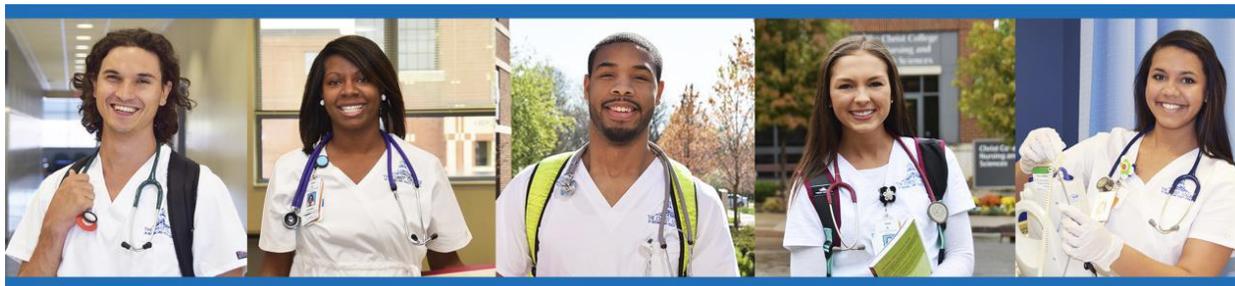


Why Our Language Matters: Integrating the LGBTQ Community Into Your Campus Policies and Procedures

The Diversity and Inclusion Committee participated in a webinar addressing how we as faculty, staff and administrators can best serve our LGBTQ student population. Per the Victim Rights Law Center:

“On college campuses, the LGBTQ community experiences high rates of violence and harassment, to which campuses are required to respond. This webinar will provide an overview of the issues impacting LGBTQ survivors on college campuses around the country. Participants will identify current LGBTQ terminology and discuss tangible ways to implement inclusive language into policies and procedures on campus. Participants will also explore what it means to be an effective ally and how to meet the needs of LGBTQ survivors. Finally, this webinar will address guidance from the U.S. Department of Education's Office for Civil Rights and help participants understand the intersectionality of Title IX protections and LGBTQ identity.”

Diversity Mentorship Program: Bridging College to Career



2016-2017 saw the pilot year of the Diversity Mentorship Program, a partnership with The Christ Hospital to provide students the opportunity to seek guidance and advice from working nurse professionals. Participating student focus includes those whose race, ethnicity or gender is underrepresented in the nursing field. Health care is undergoing significant demographic changes, and cultural diversity and competence within this profession is critical to deliver quality care. Nurse mentors had the opportunity to assist students with educational goals and provide insight on career objectives. Desired outcomes of the pilot year and those moving forward include enhanced student success and retention, and the promotion of the hiring of diverse RN graduates into competitive nursing roles with The Christ Hospital Health Network.

2016-2017 Assessment Summit: Charla Weiss, PhD, Manager of Cultural and Language Diversity Services, Cincinnati Children's Hospital Medical Center

Presentation: Cultural Sensitivity vs. Cultural Competency, regarding how to go from merely aware and sensitive to diversity of thought, experience and culture, to a competency in engaging with diverse patients and populations. Other foci included cultural humility and practical tips on how to change a conversation when cultural assumptions are at play.



Adopt-a-Family Gift Drive

Student Congress, the Student Nurse Association of The Christ College (SNACC),

and the TCCNHS chapter of the American Association of Men in Nursing (AAMN) banded together along with College faculty, staff, leadership and the Diversity and Inclusion Committee to sponsor Christmas for a family of 9 in our Mt. Auburn Community. This event was in partnership with the Mt Auburn Chamber of Commerce and William Howard Taft Elementary, a Cincinnati Public Schools STEM school, and served local families in need.



Free SafeZone Training offered to students by Rachel Bauer, SafeZone Trainer. Goals included preparing students to care for diverse patients and populations as a student and upon entering practice. SafeZone training and proficiency in competently interacting with the LGBTQ population was identified as a key component to being a culturally competent RN and knowledgeable caregiver for transgender patients especially.

Celebration of Black History Month (February)

A purple and blue poster for TCCNHS Black History Month celebration. It includes the title "TCCNHS Celebrates Black History Month", the date "MONDAY February 20th - 11:00am-1:00pm", the location "Parlor & Drawing Room", and a list of activities: "FREE Southern Soul Food Lunch Catered by Bistro 1889", "Featuring Black History Month Trivia, PRIZES including a FitBit Flex 2, and Joseph Beth Gift Cards!!", and "*Sponsored by TCCNHS Diversity and Inclusion Committee*". There are also four portraits of historical figures: a woman in a white headscarf, a woman in a dark coat, Martin Luther King Jr., and a man with a beard.

- Educational materials projected on digital signage and display created on diversity bulletin board with information about significant leaders in black history, as well as biographical information and trivia about African-American leaders in nursing and medicine.

- Trivia was offered with a soul food themed lunch, and participants in trivia were entered into a raffle of either one of two FitBit Flex fitness trackers, gift cards to Joseph Beth Booksellers, or a pair of tickets to the National Underground Railroad Freedom Center in Cincinnati.



Mt. Auburn Chamber of Commerce Community Involvement

- Winter Coat Drive: Drive supplying coats, gloves, hats and other winter gear to Mt. Auburn residents and particularly children in need via the MACOC.
- School Supply Drive: Occurring at the end of summer to assist underprivileged youth to prepare for the school year at William Howard Taft Elementary (a CPS STEM school).

Noel Levitz Student Satisfaction Survey Focus Groups

Following the 2016 Noel Levitz Student Satisfaction survey, results indicated that on average, the subset of results including African-American student responses were rated as less satisfied than the category showing “all” students’ average ratings in regards to a few key areas of College experience. In this survey, African-American students were more likely than their white counterparts to give a lower rating on their perception of College success in delivering on the following statements: “There is a strong commitment to racial harmony on this campus” and “Most students feel a sense of belonging here”.

A focus group comprised of African-American students who volunteered to give their opinion and qualitative evaluation of their experiences at TCCNHS was held in April 2017. The focus group was facilitated by The Christ Hospital Network Learning department, in order to ensure comfort and confidentiality of participants, as well as the expertise of a department focused in organizational change management.

Themes that emerged from this focus group as opportunities for improvement moving forward included: Representation (People and Education), Cultural Competency, Perceived Disparities and Learning Support/Resources/Environment.

These results will continue to guide the work of the Diversity and Inclusion Committee moving forward into AY 2017-2018 and further into the strategic Diversity Action Plan. TCCNHS preliminary reactions include plans to: increase student representation and voice on the D&I Committee, offer further cultural competency training for students, faculty, and staff, create structured environments for students to learn and work with peers with whom they otherwise might not, and current efforts to explore the use of expert diversity consultants to guide the College with best practices on continuous cultural evolution towards inclusivity for all.

Additional Events and Efforts:

- Sponsorship for Black Nurses Association of Greater Cincinnati Scholarship Gala.
- Allocation of \$100,000 for Minority/Diversity Scholarships to begin AY 2017-18 – Diversity and Inclusion Committee determining criteria and number of scholarships to be awarded, renewable annually.
- Diversity Bulletin Board: Keeps students, faculty, and staff aware of events sponsored by the Diversity and Inclusion committee, significant observances in the annual diversity calendar, and any other diversity or inclusion related opportunities taking place in the community.
- Formulation of Diversity and Inclusion bylaws to formalize the group purpose, functions, membership, member roles, and protocols under the Shared Governance structure.
- General education and Nursing courses containing instruction on community needs and problem-solving approaches to these needs; focusing vocational training to meet real-world challenges in diverse communities.
- The First Year Experience (FYE) course in the BSN program containing a cultural competency module in which students must immerse themselves in situations or populations which they otherwise would not in their day-to-day lives, students are asked to reflect and write about these experiences, as well as discuss and share with classmates for a grade.
- Staff Congress Professional Development Days included education on understanding First-Generation students and their needs, as well as workplace environments with multi-generational co-workers.