



OAC EDUCATION DIVERSITY TOOLKIT

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PREFACE

The Ohio Action Coalition Education Diversity work group developed this toolkit to assist nursing schools and colleges in recruitment and retention of underrepresented nursing students in the State of Ohio. The introduction provides a background of the current demographics of Ohio population and registered nurse (RN) workforce compared to the national demographics.

This toolkit is divided into recruitment and retention strategies focused on administrative leadership, and faculty and staff. The strategies on administrative leadership section focus on institutional mission statements, leadership development, faculty recruitment and promotion of collaborative initiatives reflecting diversity. The strategies on the faculty and staff focus on recruitment, retention, and engagement of diverse student population. Samples of current practices in Ohio nursing schools and colleges are provided for each strategy. Finally, a directory of minority nursing organizations is listed as a resource.

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Introduction

The current demographics on the general population of the United States (US) show that over 300 billion, 17% account for minority groups (US Census Bureau, 2017). See table 1 below.

Table 1. US Population 2016

PEOPLE	
Population	
Population estimates, July 1, 2016, (V2016)	323,127,513
Population estimates base, April 1, 2010, (V2016)	308,758,105
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)	4.7%
Population, Census, April 1, 2010	308,745,538
Race and Hispanic Origin	
White alone, percent, July 1, 2016, (V2016) (a)	76.9%
Black or African American alone, percent, July 1, 2016, (V2016) (a)	13.3%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016) (a)	1.3%
Asian alone, percent, July 1, 2016, (V2016) (a)	5.7%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016) (a)	0.2%
Two or More Races, percent, July 1, 2016, (V2016)	2.6%
Hispanic or Latino, percent, July 1, 2016, (V2016) (b)	17.8%
White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	61.3%

With the increasing diversity in the population, the Institute of Medicine (IOM) published the “Future of Nursing: Leading Change and Advancing Health” recommending increasing diversity in the healthcare systems. IOM recognized nursing as the powerful workforce capable of providing access to health care (OAC, 2016). The federal government responded with the development of the Healthy People 2020 initiative to improve the health of the nation and attain health equity (Fielding & Kumanyika, 2009).

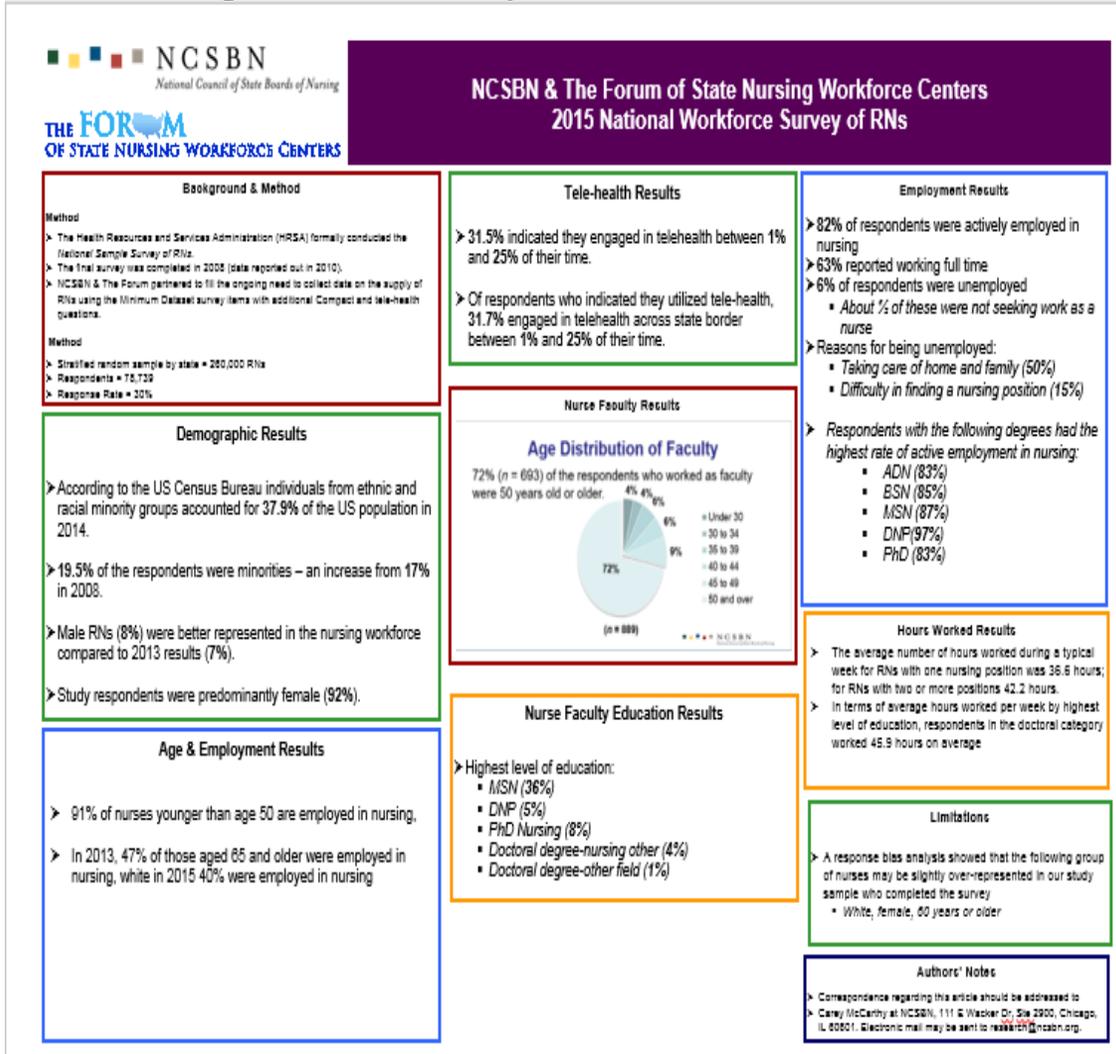
This diversity in the national population is reflected in the population of the State of Ohio. Below is the data from the United Census Bureau for the year 2016. See table 2 below.

Table 2. Population in State of Ohio

PEOPLE	
Population	
Population estimates, July 1, 2016, (V2016)	11,614,373
Population estimates base, April 1, 2010, (V2016)	11,536,727
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)	0.7%
Population, Census, April 1, 2010	11,536,504
Age and Sex	
Persons under 5 years, percent, July 1, 2016, (V2016)	6.0%
Persons under 5 years, percent, April 1, 2010	6.2%
Persons under 18 years, percent, July 1, 2016, (V2016)	22.5%
Persons under 18 years, percent, April 1, 2010	23.7%
Persons 65 years and over, percent, July 1, 2016, (V2016)	16.2%
Persons 65 years and over, percent, April 1, 2010	14.1%
Female persons, percent, July 1, 2016, (V2016)	51.0%
Female persons, percent, April 1, 2010	51.2%
Race and Hispanic Origin	
White alone, percent, July 1, 2016, (V2016) (a)	82.5%
Black or African American alone, percent, July 1, 2016, (V2016) (a)	12.8%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016) (a)	0.3%
Asian alone, percent, July 1, 2016, (V2016) (a)	2.2%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016) (a)	0.1%
Two or More Races, percent, July 1, 2016, (V2016)	2.2%
Hispanic or Latino, percent, July 1, 2016, (V2016) (b)	3.7%
White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	79.5%

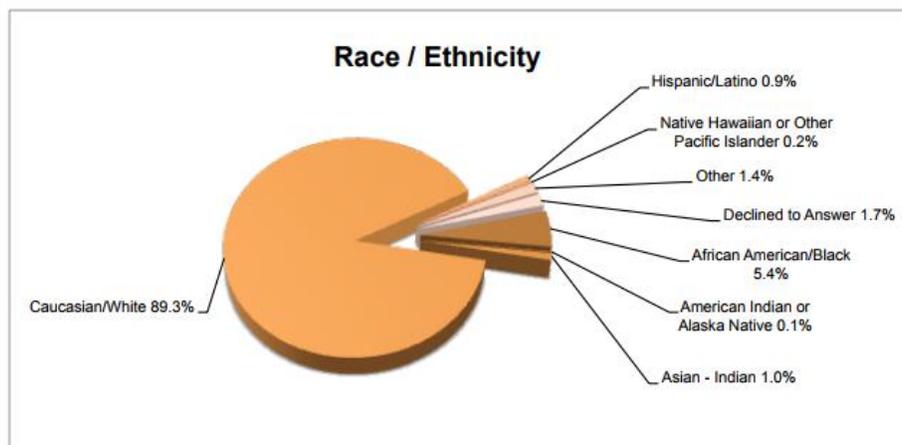
The current demographics on the nursing workforce show that out of three billion registered nurses in the US, 17.5% account for minority nurses (HRSA, 2017). The National Council of State Board of Nursing (NCSBN) and the Forum of State Nursing Workforce Center Published the 2015 National Workforce Survey of RNs. See table 3 below. Nursing leaders value the information on the cultural diversity of the US population and nursing workforce (AACN, 2014). A strong association exists between a culturally diverse workforce and the ability to provide culturally competent care. Additionally, healthcare professionals coming from minority backgrounds are more likely to provide care to ethnically diverse patients (Coffman, Rosenoff & Grumbach, 2001).

Table 3. US Nursing Workforce Diversity



With projected increase in diversity, health care systems need to anticipate the demand for underrepresented health care workers. Colleges and universities offering nursing programs are then challenged to produce nursing graduates coming from minority backgrounds who are prepared to care for ethnically diverse patient population. This gives rise to the importance of recruitment and retention strategies of students in nursing education. This national demographics is reflected in the State of Ohio's nursing workforce as well. Below is the RN Workforce Data Summary from Ohio Board of Nursing in 2015. See table 3 below.

Table 4. RN Workforce in State of Ohio



- 89.3% reported their race/ethnicity as White/Caucasian; the next highest percentage was 5.4% who reported their race/ethnicity as African American/Black
- 92% (167,822) are female; 8% (15,366) are male

With IOM's recommendation to increase diversity in the nursing workforce, the Ohio Action Coalition (OAC) Diversity workgroup determined to address this need by first establishing baseline data to assess current recruitment and retention strategies in nursing education.

In early spring of 2017, a survey was sent to all nursing education institution in the state through Ohio Council of A.D.N Education Administrators (OCADNEA) and Ohio Council of Deans and Directors of Baccalaureate and Higher Degree Nursing Program (OCDD). The OAC Nursing Workforce Diversity Survey for Education aimed to describe the current recruitment and retention strategies of Ohio nursing education institutions. From the total number of nursing colleges and universities in Ohio, thirteen responses were received. Based on the survey, 23% of the nursing programs offered licensed practice nursing, 85% offered the associate degree nursing program, 31% offered the baccalaureate in nursing degree, and 8% offered nursing as a second-degree program. These nursing programs identified American Indian and Hispanic/Latino as the most underrepresented in their student population. The general findings include that there is minimal recruitment and retention efforts for underrepresented nursing students (OAC, 2017). A copy of the survey is found in the appendix section.

This toolkit provides information on the current recruitment and retention strategies of different nursing colleges and universities in the state of Ohio based on the survey as well as interviews, and review of literature.

Definition of Terms

The following terms are defined for the sole purpose of understanding the content of this toolkit:

Diversity

Due to the very broad and inclusive concept of diversity, this toolkit defines diversity focused on race/ethnicity, and gender.

Diversity in Education

Diversity in academic setting recognizes the similarities and differences in race/ethnicity and gender of students, faculty, and staff.

Recruitment

Strategies to increase the number of underrepresented students applying for nursing programs in Ohio

Retention

Strategies to maintain the number of currently enrolled students in nursing program in Ohio

Importance of Diversity to Education

Among the many challenges that underrepresented students face, recruitment and retention strategies need to be timely, individualized, and purposeful. The challenges of underrepresented students include general lack of knowledge of possible resources, difficulty in applications to nursing school, having low economic status, linguistic needs i.e. English as Second Language (ESL), and lack of familial support i.e. first generation to enter college.

The following are the strategies that address the challenges enumerated above. The strategies are divided into administration and faculty / staff. The administrative content is focused on organizational initiatives geared towards recruitment and retention efforts. The faculty and staff content is focused on retention efforts for academic success.

I. Administration

A. Mission Statement

The mission statement of an education institution provides a platform for the institution's aims and values. The inclusion of diversity in the mission statement of a nursing college

or university sets the stage for development of policies and practices supporting strategies for recruitment and retention of underrepresented nursing students.

The National League for Nursing (NLN) Diversity and Inclusion Toolkit (2017) considers the following factors when designing the academic mission: (1) clear statement and commitment to diversity and inclusion; (2) plan on recruitment and retention of administrators, faculty, staff and students from diverse backgrounds; (3) demonstration of support for diversity initiatives by the academic leadership; (4) assessment and tracking of environmental climate issues and ways that resulted in a positive campus climate; (5) evaluation of the measurement of the plan; (6) dedicated department that coordinates diversity initiatives on campus; (7) function of the diversity department and its membership composition; (8) communication of information about diversity initiatives; (9) formal meetings as avenue for diversity discussion with the students and faculty; and (10) available resources designated in supporting diversity initiatives.

Sample Ohio Nursing Schools and Colleges Mission Statement

University of Cincinnati

http://nursing.uc.edu/about_us/diversity.html

Ohio State University

<https://www.osu.edu/initiatives/diversity.html>

Xavier University

<http://www.xavier.edu/diversity-inclusion/>

<http://www.xavier.edu/diversity/Presidents-Statement.cfm>

Central Ohio Technical College

<http://www.cotc.edu/Discover/commitment-to-diversity>

Capital University

<http://www.capital.edu/Diversity-and-Inclusion/>

B. Diversified Administrative Leadership

Diversity in administrative leadership allows inclusion of perspectives, insights and strategies in addressing the needs of a diverse population of faculty and students.

The NLN Diversity and Inclusion Toolkit (2017) considers the following factors when building a diversified academic leadership: (1) percentage of the nurse educators from underrepresented groups serving in administrative role; (2) strategies to develop potential leaders from underrepresented groups; (3) assessment of the recruitment and retention strategies of diversity leadership; and (4) mentoring programs for diverse faculty.

C. Program Recruitment & Retention Plan for Diverse Student Population

An all-inclusive plan for recruitment, retention and graduation of diverse students is important to achieving a diverse nursing workforce.

The NLN Diversity and Inclusion Toolkit (2017) considers the following factors when planning programs to achieve diversity in nursing education: (1) current plan to achieve diversity; (2) grievance policy for faculty, staff, and students; (3) progression plans; (4) awareness of current issues in diversity in nursing education and practice; (5) specific training to facilitate academic success of students with diverse backgrounds; (6) alignment of diversity mission and goals of nursing programs to diversity mission and goals of the university or college; (7) graduation rate of diverse students in the university; and (8) identification of designated staff overseeing diversity in nursing education.

Sample Ohio Nursing Schools and Colleges Recruitment & Retention Program

University of Cincinnati

http://nursing.uc.edu/academic_programs/bsn/leadership.html

D. Recruitment & Retention of Diverse Educational Workforce

A diverse educational workforce drives the success of recruitment and retention of underrepresented nursing students.

The NLN Diversity and Inclusion Toolkit (2017) considers the following factors in recruiting and retaining diverse faculty and staff: (1) marketing and advertising practices of human resources department to attract faculty and staff from underrepresented groups; (2) assessment of credentials of underrepresented groups; (3) effective strategies to promote success of diverse faculty and staff; (4) measurement of outcomes for the recruitment and retention efforts; and (5) formal mentoring process for diverse faculty.

Sample Ohio Nursing Schools and Colleges Recruitment & Retention Strategy for Diverse Educational Workforce

University of Cincinnati

<http://www.uc.edu/inclusion/latest/presidentprovostpartnerships.html>

II. Faculty & Staff

A. Strategies for Recruitment & Retention of Underrepresented Student Population

There are several strategies identified in the literature that can enhance the current recruitment and retention strategies in nursing schools, colleges and universities.

The NLN Diversity and Inclusion Toolkit (2017) considers the following factors when recruiting and retaining diverse students: (1) current practice on recruitment, admission, and retention of underrepresented groups in the nursing education program; (2) successful strategies used in the past; (3) considerations of standardized tests and control for cultural and linguistic bias; (4) assessment of teaching and learning in classroom, laboratory, and clinical settings; (5) holistic admission process; (6) reduction of disparities in admission, retention and graduation rates; (7) funding and scholarship opportunities; (8) metrics for diversity goals of the school; (9) metrics of success in student diversity; and (10) Membership of nursing graduates to professional nursing organizations.

Strategies include:

1. Summer and Bridge Programs

Summer and bridge programs include pre-admission workshops offered in secondary schools to improve college admission test performance. This strategy is created to assist underrepresented individuals experience seamless transition to college life.

Sample Ohio Nursing Schools and Colleges Summer and Bridge Programs

University of Cincinnati

http://nursing.uc.edu/academic_programs/bsn/leadership/leadership-bridge.html

Ursuline College

http://www.cleveland.com/metro/index.ssf/2017/05/ursuline_college_receives_gran_1.html

2. Mentorship

Underrepresented individuals may feel isolated or alienated if they feel they are different. The purpose of mentorship is to establish relationship that would promote the enhancement of the individual skills, knowledge and promote professional development and academic success in chosen field.

Sample Ohio Nursing Schools and Colleges Mentorship Program

Cuyahoga Community College - Protege Mentoring Program

<https://www.tri-c.edu/student-life/documents/16-0663-bac-protege-brochure-pr.pdf>

Cuyahoga Community College - CHOICES

<http://www.tri-c.edu/student-life/documents/choices-brochure.pdf>

3. Leadership Development

Designed for underrepresented students who has the desire to take on leadership positions in nursing academia. Leadership development is an initiative that aims to provide prospective leaders tools for professional advancement in academia.

Sample Ohio Nursing Schools and Colleges Leadership Development Programs

University of Cincinnati

http://nursing.uc.edu/academic_programs/bsn/leadership/leadership-programs-support0.html

Cuyahoga Community College - Minority Male Leadership Academy

<https://www.tri-c.edu/student-life/documents/16-0663-bac-mmla-brochure-lr.pdf>

4. Public Awareness Promotion

To promote diversity awareness among students and staff in nursing schools that would enhance cultural competence in the healthcare system.

Sample Ohio Nursing Schools and Colleges Public Awareness Promotion

Cuyahoga Community College - Black American Council

<http://www.tri-c.edu/student-life/documents/minority-womens-leadership-brochure-revised.pdf>

Cuyahoga Community College - Hispanic Council

<http://www.tri-c.edu/hispanic-council/index.html>

5. Financial Counseling

Prospective nursing students from the underrepresented groups will benefit from discussion of financial expectations including tuition, books, and miscellaneous fees. This session will also include resources such as scholarships and grants available for this population.

6. Scholarship or Grants

The increasing awareness on the significance of diversity has opened up numerous scholarships and grants for students who belong to underrepresented minority groups. This scholarship list are made available to applicants belonging to any underrepresented demographic.

Sample Ohio Nursing Schools and Colleges Scholarships or Grants

Capital University

<http://www.capital.edu/Financial-Assistance/>

Ohio State University

<https://odi.osu.edu/laser/for-students/scholarships.html>

University of Cincinnati

<https://www.uc.edu/nca/DirectApplyAwards/underrepresented---minority-students.html>

Xavier University

<http://www.xavier.edu/study-abroad/Non-Xavier-Scholarships.cfm>

Cuyahoga Community College - Black American Council

<http://www.tri-c.edu/student-life/Frances-M-Franklin.html>

B. Practicing Holistic Pedagogies

A nursing program curriculum must include teaching and learning strategies that are culturally sensitive to the needs of a diversified student population.

The NLN Diversity and Inclusion Toolkit (2017) considers the following factors when practicing a holistic pedagogy: (1) The desired knowledge, skills and attitudes in design of curriculum; (2) current methods to build and maintain a holistic curriculum; (3) successful strategies used in the past; (4) role and accountability of faculty in holistic curriculum; (5) collaboration among students, faculty and health care partners to form holistic pedagogies; (6) administrative assistance and support to holistic curriculum; and (7) evaluation of holistic pedagogy.

C. Community Partnership

Innovative community partnerships include networking with minority group organizations in the community, inclusion of minority group leaders in the advisory council of the program, and membership to professional nursing organizations with specific mission and vision to support minority nursing students and practicing RNs.

Sample Ohio Nursing Schools and Colleges Community Partnerships

University of Cincinnati

<http://www.uc.edu/inclusion/latest/CDOpartnerships.html>

Directory of Minority Organization

Professional Organization Directory

Organization Name	Website
<p><i>Greater Cincinnati American Assembly for Men in Nursing (AAMN)</i></p> <p>AAMN – Glass City Chapter – Toledo</p> <p>AAMN - Christ College of Nursing & Health Sciences Chapter – Cincinnati</p> <p>AAMN - Buckeye Assembly for Men In Nursing – Columbus</p> <p>AAMN - Mercy College Chapter/Mu Epsilon Nu – Toledo</p> <p>AAMN – Miami University – Oxford</p> <p>AAMN - Mid-Ohio American Assembly for Men in Nursing – Columbus</p> <p>AAMN - University of Cincinnati Chapter - Cincinnati</p>	<p>http://www.aamn.org/</p>

<p><i>National Black Nurses Association</i></p> <p>Akron Black Nurses Association</p> <p>Columbus Black Nurses Association</p> <p>Youngstown Warren Black Nurse Association</p> <p>Black Nurses Association of Cincinnati</p> <p>Cleveland Council of Black Nurses</p>	<p>http://www.nbna.org/</p> <p>http://www.cbnaohio.com/</p> <p>https://ywobna.nursingnetwork.com/</p> <p>http://www.clevelandcouncilofblacknurses.org</p>
<p><i>Philippine Nurses Association of America (PNA)</i></p> <p>PNAA Central Ohio Chapter (PNACOh)</p> <p>PNAA Northeast Ohio Chapter (PNAO)</p> <p>PNAA Cin-NKy)</p>	<p>http://mypnaa.org/</p> <p>http://pnaohio.org</p> <p>https://www.pnacinnky.org/</p>
<p><i>Philippine Nurses Association of America Foundation (PNAAF)</i></p>	<p>http://www.mypnaafoundation.org/</p>
<p><i>National Association of Hispanic Nurses – Northeast (NAHN)</i></p> <p><i>National Association of Hispanic Nurses (NAHN)</i></p>	<p>https://nahnneoh.nursingnetwork.com/</p> <p>http://nahnet.org</p>

<p><i>The National Alaska Native American Indian Nurses Association (NANAINA)</i></p>	<p>http://nanainurses.com/</p>
<p><i>Asian American / Pacific Islander Nurses Association, Inc. (AAPINA)</i></p>	<p>http://aapina.org/</p>
<p><i>Affiliation to National Coalition of Ethnic Minority Nurse Associations (NCEMNA)</i></p>	<p>https://www.acronymfinder.com/National-Coalition-of-Ethnic-Minority-Nurse-Associations-(NCEMNA).html</p>

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Appendix A

OHIO ACTION COALITION NURSING WORKFORCE DIVERSITY SURVEY FOR EDUCATION

The Ohio Action Coalition (OAC) is the statewide group that is working to further the IOM (Institute of Medicine) Recommendations for the Future of Nursing in America. One of the initiatives is to increase diversity among the Ohio's nursing workforce. Ohio nurse licensure data reveals that the demographics of the nursing workforce do not reflect the general population of Ohio.

We need to work to ensure that the percent ethnic/male nurses match the state's overall population. We also need to provide culturally diverse and competent education and support to nursing students and new nursing staff.

We have developed a short survey to assess where we currently are and to use the results as baseline data. Please take a few minutes to answer the survey questions, *below*:

1. What type of nursing program do you offer?
 - LPN
 - ADN
 - BSN
 - 2nd Degree Programs (MIDAS)

2. Which among the following minority groups would you consider underrepresented in your institution?
 - American Indian
 - Alaskan Native
 - Asian or Asian American
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian

- Pacific Islander
- Others: _____

3. Do you have recruitment strategies specific for these underrepresented minority groups?
- Yes
 - No

If yes, please select below recruitment strategies that you implement:

- Open House
- Network with minority group organization in community
- Scholarship or Grants
- Financial session/college funding
- Holistic Admission
- Multicultural events/recruitment days/campus visits
- Summer programs
- Newsletter
- Job shadowing
- Others: _____

4. Do you have retention strategies specific for these underrepresented minority groups?
- Yes
 - No

If yes, please select below retention strategies that you implement:

- Orientation
- Peer Mentorship
- Minority Student Organization
- Multicultural Event
- Student Advising

- ESL Support
- Student Success
- Scholarship
- Newsletter
- Career Services
- Multicultural Resources
- Financial Counseling
- Others: _____

5. What challenges do you encounter implementing your recruitment and retention strategies?

- Lack of manpower resources
- Lack of support from administration
- Lack of support from faculty
- Lack of support from students
- Lack of financial resources
- Others: _____

6. May we contact you to discuss details on your response above:

- Yes
- No

Name: _____

Phone No: _____

Email Address: _____

Thank you!