### UC Blue Ash College

|  |  |
| --- | --- |
| **Office of Institutional Research**  Muntz Hall 140  9555 Plainfield Rd.  Blue Ash, OH 45236-1007 | P: (513) 745-5736  F: (513) 745-5780  [ucbair@uc.edu](mailto:ucbair@uc.edu) [UC Blue Ash Institutional Research Office](http://www.ucblueash.edu/ir) |

UCBA 2018-19 Diversity Inventory Survey Results

Administered: Spring 2019 Report Prepared: 5/02/2019

Responses- Faculty/Staff: 102 / 517 = 19.7%

### Note: 7 respondent emails bounced or opted out and are not included in above totals.

Number who reported an initiative for the year: 47

**2018-19 UCBA Diversity Inventory Survey results**

## facstaff Staff or Faculty respondent

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Faculty | 66 | 64.7 | 64.7 | 64.7 |
| Staff | 36 | 35.3 | 35.3 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

**bi11 Are you aware of or do you have a diversity initiative to record for the 2018-19 academic year?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | No (End of survey.) | 55 | 53.9 | 53.9 | 53.9 |
| Yes | 47 | 46.1 | 46.1 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

**Frequencies**

**facstaff Staff or Faculty respondent**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | Faculty | 25 | 53.2 | 53.2 | 53.2 |
| Staff | 22 | 46.8 | 46.8 | 100.0 |
| Total | 47 | 100.0 | 100.0 |  |

*\*For the initiative item below, this means there were 36 respondents who indicated they were aware of 1 initiative; 7 respondents indicated they were aware of 2 initiatives; and 4 respondents indicated 3 initiatives.*

**initiative**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 1 | 36 | 76.6 | 76.6 | 76.6 |
| 2 | 7 | 14.9 | 14.9 | 91.5 |
| 3 | 4 | 8.5 | 8.5 | 100.0 |
| Total | 47 | 100.0 | 100.0 |  |

**bi11 Are you aware of or do you have a diversity initiative to record for the 2018-19 academic year?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | | Percent | Valid Percent | Cumulative Percent |
| Valid Yes | 47 | 100.0 | 100.0 | 100.0 |

**bi12a Init-back: Name or title**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 17 |
| Accessibility Learning Community | 1 |
| Advancing Minority Healthcare Career Pathways Through Modeling Behavior | 1 |
| AIS 4088 Special Topics | 1 |
| AIS 4099 Senior Capstone 15 hour projects | 1 |
| Art of Valor | 1 |
| Barrier Busters | 1 |
| Black Male Group | 1 |
| Communicating with Patients with Autism Spectrum Disorders Presentation | 1 |
| Department of English and Communication | 1 |
| Diversity and Inclusion Learning Circle | 1 |
| Diversity in the dental hygiene curriculum | 1 |
| Diversity is Beautiful Award | 1 |
| ENGL 2080 U.S. Ethnic Literature | 1 |
| English and Communication Department Equity and Inclusion Study | 1 |
| Equity and Inclusion in the UCBA English Reading, Composition and Communication Sequences | 1 |
| Equity and Inclusion research in English and Communication | 1 |
| Higher Education Mentoring Initiative | 1 |
| Inclusion Institute | 1 |
| Inclusion Learning Circle | 1 |
| Inclusion Session in the Student Leadership and Professional Development Institute (SLPDI) | 1 |
| Increasing Diversity Through Modeling Behavior | 1 |
| Latinx en Accion | 1 |
| Les Tournées French Film Festival | 1 |
| Sisters in Arms | 1 |
| Student Ambassador - Diversity Training (2 parts) | 1 |
| UCBA Library Diversity Awareness program | 1 |
| UCBA Library Diversity Awareness Program | 1 |
| UCBA Veteran Scholarship | 1 |
| Women of the World | 1 |
| World Fest Cultural Talent Show | 1 |
| Total | 47 |

**bi12b Init-back:Description**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 20 |
| A grant funded festival which showcases contemporary French cinema which would not ordinarily been shown in the MidWest | 1 |
| A monthly faculty discussion group based on assigned readings | 1 |
| A study using qualitative and quantitative methods to assess supports and barriers to students' success at UCBA. | 1 |
| Accessibility Resources along with faculty, Multicultural and Latino Affairs, and students, this event to ignite intentional and reflective conversation about Inclusion, equity, and access. It is our hope that this becomes not just an annual event but a movement that helps to define what all persons experience when attending UCBA. Further it is our hope that the Inclusion moves beyond an annual event and become ingrained into our culture | 1 |
| adding projects and activities to make students more aware and able to adapt to others better | 1 |
| Allow men of color to gather in support and encouragement of their college journey | 1 |
| an award to recognize inclusive excellence | 1 |
| Ethical Leadership Course-Service Learning Project | 1 |
| Faculty development about equity, inclusion, access, and privilege | 1 |
| Group that includes CPS schools, multiple UC representatives and community college access partners to increase persistence in college by removing barriers | 1 |
| Internal training initiative to help library faculty, staff and students better serve our diverse community. | 1 |
| Multiple events throughout March focusing on issues of gender, politics, and race, and equity in these areas | 1 |
| Organization created to recognize and support female's who have served in the Armed Forces. | 1 |
| Provides the library | 1 |
| Regular meetings of faculty and staff interested in inclusion focused on a range of topics chosen by the group. | 1 |
| research project on student success | 1 |
| Seniors do Service Learning and participated in a Pay It Forward Grant | 1 |
| Series of four minority speakers, speaking on four topics: academic motivation, student belongingness, healthcare disparities and healthcare careers. | 1 |
| Strategies for Inclusive Leadership | 1 |
| Student organization that allows Latino students to gather in support of one another | 1 |
| This elective literature course is focused on the literatures of various voices and subcultures that contribute to and coexist with American culture. We examine historical contexts of these literatures along with close reading and discussion of the texts and the issues raised within them. | 1 |
| This is a collaboration between UC Blue Ash Allied Health Department members and Ponitz Career Center African American male sophomore, juniors, and seniors. We facilitated a speaker series featuring African American speakers with professional expertise and experiences, to explore personal and social issues that impact most African American males. These speakers focused on academic motivation, student belongingness, healthcare disparities and healthcare careers. Leadership in health care was also emphasized as the students completed and discussed a student leadership inventory. | 1 |

**bi12b Init-back:Description**

Frequency

|  |  |  |
| --- | --- | --- |
|  | Two sessions for ambassadors - 1 as part of training before the semester, and 1 mid- semester to check-in and refresh. | 1 |
| UCBA WorldFest is a period of cultural celebration where students, staff, and faculty of various ethnic and cultural backgrounds can express, share, and celebrate in their cultural and ethnic heritage. | 1 |
| Veterans created a piece of art work for presentation during the Inclusion Institute to educate community members on the very different experiences of our Veteran population on campus. | 1 |
| We are investigating how our first year students would like to be supported in their courses appropriately to address issues of equity and inclusion. | 1 |
| We are using Grant money awarded by the DAV to supplement the cost of college for Veterans that may not be fully entitled to GI Benefits. | 1 |
| Total | 47 |

**bi12c Init-back:Dates**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 19 |
| 09/21/2018, 12/13/2018, 01/17/2019 and 03/15/2019 | 1 |
| 1/14/2019 - Present | 1 |
| 2/20/2019 | 1 |
| 2018-2019 academic year | 1 |
| 2018-2019 acdamic year | 1 |
| 2018-2019 UCBA HEMI | 1 |
| 3/7/2019 | 1 |
| 8/10/18 and 12/3/18 | 1 |
| 8/27/18 - Present | 1 |
| 9-1-2018 thru 4-1-2019 | 1 |
| About once per month | 1 |
| Academic year 2018-2019 | 1 |
| annual | 1 |
| August 23, 2018, December 18, 2018 | 1 |
| Fall Semester | 2 |
| Jan-April 2019, Spring Semester | 1 |
| March 28, 2018 to present (ongoing) | 1 |
| Meet once a month | 1 |
| monthly meetings | 1 |
| Numerous events throughout the month of March | 1 |
| October 15th & 16, 2018 | 1 |
| October 2018 | 1 |
| October and November 2018 | 1 |
| ongoing | 1 |
| third Monday of the month | 1 |

**bi12c Init-back:Dates**

Frequency

|  |  |  |
| --- | --- | --- |
|  | Tuesday, September 25 | 1 |
| various dates in FS18 and SS 19 (October, December, February, and upcoming in April) | 1 |
| Total | 47 |

**bi12d Init-back:Contact person name**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 19 |
| Amber Peplow and Sonja Andrus | 1 |
| Beth Monnin | 1 |
| Catherine Willoughby | 1 |
| Claudia Skutar | 1 |
| Eric Charlton | 1 |
| Helene Harte and Rankey, Pamela | 1 |
| Jill Cochran | 1 |
| Jody Ballah | 1 |
| Joshua Monson | 1 |
| Julie Gill | 1 |
| Julie Gill, PhD, RT(R)(QM) | 1 |
| Michele Kegley | 2 |
| Michelle McKinney | 1 |
| Molly Scruta | 2 |
| Neely McLaughlin | 2 |
| Neely McLaughlin, Jordan Crabbe, Sana Clason | 1 |
| Nick Castro | 1 |
| Nick Castro was the presenter | 1 |
| Pamela Goines | 1 |
| Ruth Benander | 3 |
| Samantha Orme | 1 |
| Sarah Wolfe | 1 |
| Zac Tabler | 1 |
| Total | 47 |

**bi12e Init-back:Contact title**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 22 |
| Academic Tutor | 1 |
| Academic Unit Head and Professor, UCBA Allied Health Department | 1 |
| Assistant Director - Inclusion and Involvement | 1 |
| Assistant professor | 1 |
| Assistant professor of English | 1 |
| Assistant Professor- Allied Health | 1 |
| Associate Professor | 1 |
| Associate Professor of English | 1 |
| Associate Professor of French | 1 |
| Associate Professors | 1 |
| Communication Program Coordinator (Amber) and Composition Coordinator (Sonja) | 1 |
| Director of Student Engagemenr | 1 |
| Director, Accessibility Resources | 1 |
| Dr./Prof. | 1 |
| Inclusion and Involvement, Program Coordinator | 2 |
| na | 1 |
| Professor | 2 |
| Program Coordinator | 1 |
| Program Manager of Diversity and Inclusion | 1 |
| Reference and Web Services Librarian | 1 |
| SIA President | 1 |
| Sr. Academic Advisor | 1 |
| Vet Success on Campus Counselor | 1 |
| Total | 47 |

**bi12f Init-back:Contact email**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 23 |
| 937-321-5918 | 1 |
| [amber.peplow@uc.edu](mailto:amber.peplow@uc.edu) and [Sonja.Andrus@UC.edu](mailto:Sonja.Andrus@UC.edu) | 1 |
| [ballahjy@uc.edu](mailto:ballahjy@uc.edu) | 1 |
| [benandre@ucmail.uc.edu](mailto:benandre@ucmail.uc.edu) | 1 |
| [catherine.willoughby@uc.edu](mailto:catherine.willoughby@uc.edu) | 1 |
| [claudia.skutar@uc.edu](mailto:claudia.skutar@uc.edu) | 1 |
| [gillji@ucmail.uc.edu](mailto:gillji@ucmail.uc.edu) | 1 |
| Higher Education Mentoring Initiative | 1 |
| [jill.cochran@va.gov](mailto:jill.cochran@va.gov) | 1 |
| [joshua.monson@uc.edu](mailto:joshua.monson@uc.edu) | 1 |
| [kegleymd@ucmail.uc.edu](mailto:kegleymd@ucmail.uc.edu) | 2 |
| [mckinnmp@ucmail.uc.edu](mailto:mckinnmp@ucmail.uc.edu) | 1 |
| [mclaugnd@ucmail.uc.edu](mailto:mclaugnd@ucmail.uc.edu) | 1 |
| [monnineh@ucmail.uc.edu](mailto:monnineh@ucmail.uc.edu) | 1 |
| [neely.mclaughlin@uc.edu](mailto:neely.mclaughlin@uc.edu) | 2 |
| [nicholas.castro@uc.edu](mailto:nicholas.castro@uc.edu) | 1 |
| [ormesr@mail.uc.edu](mailto:ormesr@mail.uc.edu) | 1 |
| [pamela.goines@uc.edu](mailto:pamela.goines@uc.edu) | 1 |
| Rankey, Pamela (rankeyp) | 1 |
| [ruth.benander@uc.edu](mailto:ruth.benander@uc.edu) | 1 |
| [sarah.wolfe@uc.edu](mailto:sarah.wolfe@uc.edu) | 1 |
| [zacary.tabler@uc.edu](mailto:zacary.tabler@uc.edu) | 1 |
| Total | 47 |

**bi12g Init-back:Contact dept**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 22 |
| Academic Advising | 1 |
| Accessibility Resources | 1 |
| Allied Health | 2 |
| Allied Health Department | 1 |
| English | 1 |
| English and Communication | 5 |
| Foreign Language | 1 |
| Student Life | 7 |
| Student Veteran Affairs | 1 |
| UCBA Allied Health | 1 |
| UCBA Business & Economics | 1 |
| UCBA English and Communication | 1 |
| UCBA Library | 1 |
| Writing & Study Skills Center | 1 |
| Total | 47 |

**bi12h Init-back: Initiative website or URL**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 40 |
| https://guides.libraries.uc.edu/ucba-diversity | 1 |
| https://ucblueash.edu/students/leadership/sldi.html | 1 |
| n/a | 2 |
| N/A | 1 |
| NA | 1 |
| ucba.edu | 1 |
| Total | 47 |

**bi14ltext Init-Initiative category: Other text**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 45 |
| In some workshops, the focus has been on developing course materials or reconsidering what we do in our classes. In other workshops, we have focused more on general topics to consider to build awareness. | 1 |
| Multi constituent committee | 1 |
| Total | 47 |

*\*The diversity plan goal the reported initiatives most support are attributed to the following...*

* *57.4% Students*
* *38.3% Faculty*
* *34.0% Culture/Climate*
* *27.7% Staff*

**Custom Tables**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Not selected | | | Selected | | Total | |
| Count | | Row Valid N % | Count | Row Valid N % | Count | Row Valid N % |
| Init-Which diversity plan goal does initiative best support: Students | 20 | 42.6% | 27 | 57.4% | 47 | 100.0% |
| Init-Which diversity plan goal does initiative best support: Faculty | 29 | 61.7% | 18 | 38.3% | 47 | 100.0% |
| Init-Which diversity plan goal does initiative best support: Staff | 34 | 72.3% | 13 | 27.7% | 47 | 100.0% |
| Init-Which diversity plan goal does initiative best support: Culture/Climate | 31 | 66.0% | 16 | 34.0% | 47 | 100.0% |
| Init-Which diversity plan goal does initiative best support: Supplier diversity, Comm relations, Alumni | 39 | 83.0% | 8 | 17.0% | 47 | 100.0% |
| Init-Which diversity plan goal does initiative best support: Accountability metrics | 46 | 97.9% | 1 | 2.1% | 47 | 100.0% |

*\*The categories that best describe the initiative are identified as...*

* *34.0% Event*
* *25.5% Training*
* *21.3% Service*
* *17.0% Course*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Not selected | | | Selected | | Total | |
| Count | | Row Valid N % | Count | Row Valid N % | Count | Row Valid N % |
| Init-Initiative category: Course | 39 | 83.0% | 8 | 17.0% | 47 | 100.0% |
| Init-Initiative category: Event | 31 | 66.0% | 16 | 34.0% | 47 | 100.0% |
| Init-Initiative category: Facility | 47 | 100.0% | 0 | 0.0% | 47 | 100.0% |
| Init-Initiative category: Grant/Scholarship/Sponsor ship | 42 | 89.4% | 5 | 10.6% | 47 | 100.0% |
| Init-Initiative category: Highlight of Student/Staff/Faculty | 45 | 95.7% | 2 | 4.3% | 47 | 100.0% |
| Init-Initiative category: Policy | 47 | 100.0% | 0 | 0.0% | 47 | 100.0% |
| Init-Initiative category: Practice | 44 | 93.6% | 3 | 6.4% | 47 | 100.0% |
| Init-Initiative category: Publication/Presentation | 45 | 95.7% | 2 | 4.3% | 47 | 100.0% |
| Init-Initiative category: Research | 44 | 93.6% | 3 | 6.4% | 47 | 100.0% |
| Init-Initiative category: Service | 37 | 78.7% | 10 | 21.3% | 47 | 100.0% |
| Init-Initiative category: Training | 35 | 74.5% | 12 | 25.5% | 47 | 100.0% |
| Init-Initiative category: Other | 45 | 95.7% | 2 | 4.3% | 2 | 100.0% |

**Frequencies**

**bi14ltext Init-Initiative category: Other text**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 45 |
| In some workshops, the focus has been on developing course materials or reconsidering what we do in our classes. In other workshops, we have focused more on general topics to consider to build awareness. | 1 |
| Multi constituent committee | 1 |
| Total | 47 |

**Frequencies**

**Statistics**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| bi15a Init- Initiative details: How many people utilized the initiative? | | | bi15b Init- Initiative details: How many fac/staff assisted with initiative? | bi15c Init- Initiative details: About how many personnel hours were devoted to initiative? | bi15d Init- Initiative details: About how much in personnel salary was devoted to initiative? | bi15e Init- Initiative details: About how much university funding was used? | bi15f Init- Initiative details: About how much external funding was used? |
| N | Valid | 17 | 20 | 11 | 7 | 12 | 14 |
| Missing | 30 | 27 | 36 | 40 | 35 | 33 |
| Mean | | 48.71 | 4.50 | 34.64 | 142.86 | 1011.67 | 1064.29 |
| Median | | 17.00 | 2.50 | 40.00 | .00 | .00 | .00 |
| Mode | | 15 | 2 | 40 | 0 | 0 | 0 |
| Std. Deviation | | 90.090 | 4.583 | 27.105 | 377.964 | 2112.951 | 2672.612 |
| Minimum | | 6 | 1 | 3 | 0 | 0 | 0 |
| Maximum | | 320 | 20 | 100 | 1000 | 5800 | 10000 |

**Frequency Table**

**bi15a Init-Initiative details: How many people utilized the initiative?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 6 | 1 | 2.1 | 5.9 | 5.9 |
| 10 | 2 | 4.3 | 11.8 | 17.6 |
| 11 | 1 | 2.1 | 5.9 | 23.5 |
| 15 | 4 | 8.5 | 23.5 | 47.1 |
| 17 | 1 | 2.1 | 5.9 | 52.9 |
| 19 | 1 | 2.1 | 5.9 | 58.8 |
| 20 | 2 | 4.3 | 11.8 | 70.6 |
| 22 | 1 | 2.1 | 5.9 | 76.5 |
| 24 | 1 | 2.1 | 5.9 | 82.4 |
| 39 | 1 | 2.1 | 5.9 | 88.2 |
| 250 | 1 | 2.1 | 5.9 | 94.1 |
| 320 | 1 | 2.1 | 5.9 | 100.0 |
| Total | 17 | 36.2 | 100.0 |  |
| Missing System | | 30 | 63.8 |  |  |
| Total | | 47 | 100.0 |  |  |

**bi15b Init-Initiative details: How many fac/staff assisted with initiative?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 1 | 4 | 8.5 | 20.0 | 20.0 |
| 2 | 6 | 12.8 | 30.0 | 50.0 |
| 3 | 2 | 4.3 | 10.0 | 60.0 |
| 4 | 1 | 2.1 | 5.0 | 65.0 |
| 5 | 2 | 4.3 | 10.0 | 75.0 |
| 8 | 3 | 6.4 | 15.0 | 90.0 |
| 10 | 1 | 2.1 | 5.0 | 95.0 |
| 20 | 1 | 2.1 | 5.0 | 100.0 |
| Total | 20 | 42.6 | 100.0 |  |
| Missing System | | 27 | 57.4 |  |  |
| Total | | 47 | 100.0 |  |  |

**bi15c Init-Initiative details: About how many personnel hours were devoted to initiative?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 3 | 2 | 4.3 | 18.2 | 18.2 |
| 10 | 1 | 2.1 | 9.1 | 27.3 |
| 25 | 1 | 2.1 | 9.1 | 36.4 |
| 30 | 1 | 2.1 | 9.1 | 45.5 |
| 40 | 4 | 8.5 | 36.4 | 81.8 |
| 50 | 1 | 2.1 | 9.1 | 90.9 |
| 100 | 1 | 2.1 | 9.1 | 100.0 |
| Total | 11 | 23.4 | 100.0 |  |
| Missing System | | 36 | 76.6 |  |  |
| Total | | 47 | 100.0 |  |  |

**bi15d Init-Initiative details: About how much in personnel salary was devoted to initiative?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 0 | 6 | 12.8 | 85.7 | 85.7 |
| 1000 | 1 | 2.1 | 14.3 | 100.0 |
| Total | 7 | 14.9 | 100.0 |  |
| Missing System | | 40 | 85.1 |  |  |
| Total | | 47 | 100.0 |  |  |

**bi15e Init-Initiative details: About how much university funding was used?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 0 | 7 | 14.9 | 58.3 | 58.3 |
| 20 | 1 | 2.1 | 8.3 | 66.7 |
| 150 | 1 | 2.1 | 8.3 | 75.0 |
| 1000 | 1 | 2.1 | 8.3 | 83.3 |
| 5170 | 1 | 2.1 | 8.3 | 91.7 |
| 5800 | 1 | 2.1 | 8.3 | 100.0 |
| Total | 12 | 25.5 | 100.0 |  |
| Missing System | | 35 | 74.5 |  |  |
| Total | | 47 | 100.0 |  |  |

**bi15f Init-Initiative details: About how much external funding was used?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| Valid | 0 | 8 | 17.0 | 57.1 | 57.1 |
| 50 | 1 | 2.1 | 7.1 | 64.3 |
| 150 | 1 | 2.1 | 7.1 | 71.4 |
| 1000 | 1 | 2.1 | 7.1 | 78.6 |
| 1200 | 1 | 2.1 | 7.1 | 85.7 |
| 2500 | 1 | 2.1 | 7.1 | 92.9 |
| 10000 | 1 | 2.1 | 7.1 | 100.0 |
| Total | 14 | 29.8 | 100.0 |  |
| Missing System | | 33 | 70.2 |  |  |
| Total | | 47 | 100.0 |  |  |

**Frequencies**

**bi16text Init-Briefly describe any results or impacts of this initiative**

Frequency

|  |  |  |
| --- | --- | --- |
| Valid | -No response provided- | 27 |
| 50 people participated and 4 faculty helped to organize it. | 1 |
| As Veterans presented the art work during the institutes 2 day presentation, a number of conversations and educational opportunities emerged for students, staff, and faculty in participation. The art piece shined light on very tough topics surrounding the Veteran community such as suicide, PTSD, military sexual trauma, service connected disabilities, and the diversity within our campus Veteran population. | 1 |
| Class started a BTAS club and organized a Hygiene and Paper Product Drive for Operation Give Back. They collected over 2000 items. | 1 |
| Female service members have a platform to share their experiences with the UCBA community, and be recognized for their sacrifices. While they are engaging with campus stakeholders; more importantly, they are creating a community of support where they are addressing many of the personal issues female Veterans are plagued by because of the stigma of women in uniform. | 1 |
| Greater student understanding of the many voices, subcultures, and differences of experience that exist within the overall American culture, as well as greater student understanding of the historical contexts contributing to/coming from the literatures of those voices, subcultures, and experiences. | 1 |
| Historically the Grant money was awarded subjectively as cases of "qualification" were identified by University staff. Beginning in Fall 2018, the practice shifted toward an intentional focus where we made the scholarship known to all campus Veterans. For the entire semester, we communicated and made available a link to apply for the scholarship funds, so that Veterans could self identify as having a need. Though funds were limited, we chose as many candidates as possible to receive funding. Keeping equity in mind, we made intentional efforts to award funds in a manner which reflected our community demographics. As one example, if 13% of the Veteran population identified as African American, we ensured that at LEAST 13% of recipients who applied were African American (etc.). Since there were fewer applicants, the process was simple in the first year, and 5 of the 6 recipients were under represented members of the Veteran community. | 1 |
| in progress-we hope a lot | 1 |
| Informed teaching practices and workplace practices of faculty and staff | 1 |
| Open to the university and wider community, these films showcased the diversity of French language cinema and provided a venue for thought-provoking discussion and interaction. | 1 |
| Over 300 hours of community engagement through service learning. | 1 |
| Sharing information on student initiatives, aligning services, have designed a flip chart college going guide for distribution to CPS students, families and others(design process almost complete, ready to send to printers); looking at textbook costs etc. | 1 |
| Students learned how inclusion is important in the context of leadership. The session helped students understand they bring various identities to school, work, etc. | 1 |
| The research is still in process. Results will be reported to the college in the fall of 2019 as well as presented at regional and national conferences. | 1 |
| The study is ongoing. | 1 |
| This initiative is currently ongoing. There will be a full exit report upon series conclusion. | 1 |
| This initiative shows that the college values inclusion and diversity. | 1 |

**bi16text Init-Briefly describe any results or impacts of this initiative**

Frequency

|  |  |  |
| --- | --- | --- |
|  | This learning circle facilitates conversations around inclusion, which benefits those faculty and staff participating, and those with whom they interact (including students). This kind of dialogue facilitates an atmosphere of inclusion, gives people an opportunity to get feedback on ideas and questions, educates us through readings and discussion, and leads to changes in perspective and policy at times. | 1 |
| Thus far, the assessment data has indicated that the students have a stronger sense of belonging and academic success. They also indicated the value of spirituality in reaching their academic and personal goals. | 1 |
| UCBA Library faculty, staff and students learned about the mental health resources available to students and discussed ways to better refer students in need of assistance. | 1 |
| We have seen a number of faculty having additional conversations and making changes to their course materials and teaching methods already. We believe that as we continue, we will see more and more such changes. | 1 |
| Total | 47 |

## Diversity Inventory Survey 2018-19

UCBA's Diversity & Inclusion Committee and Office of Multicultural Affairs is asking that you complete the following survey to help us collect information on diversity and inclusion events for the 2018-19 academic year. Please reply by March 24.

This survey was created as an effort to enhance UCBA strengths and identify opportunities for improvement in conjunction with UCBA staff, faculty and student focus groups. Your feedback is important.

For questions regarding the survey please contact:

Jordan J. Crabbe, PhD, Diversity and Inclusion Committee, Chair ( crabbejn@uc.edu) -or-

Nick Castro, JD, Assistant Director of Inclusion and Involvement ( Nicholas.Castro@uc.edu) -or- Molly Scruta, MA, Coordinator of Inclusion & Involvement ( Molly.Scruta@uc.edu)

For technical issues or questions, please contact the Office of Institutional Research at ( ucbair@uc.edu). Thank you for your feedback.

Definitions-

Diversity: The wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, coexisting in American culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more.

Inclusion: Authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making.

Initiative: Any faculty, staff, committee, unit, college, or university level efforts impacting multiple groups of students, staff, faculty, or community partners. This could include a course or class session, activity, program, facility, grant, award, policy, practice, publication / presentation, research, service, training, etc.

1. Are you aware of or do you have a diversity initiative (e.g., course or class session, activity, program, facility, grant, award, policy, practice, publication / presentation, research, service, training, etc.) to record for the 2018-19 academic year?

Yes (In the following questions, enter as much information as possible regarding the initiative. You can enter up to 3 initiatives.) No (End of survey. Please click 'Next' to submit your responses and leave the survey.)

## Diversity Inventory Survey 2018-19

### Initiative 1-

As best you can, enter information regarding the diversity initiative below. Skip any items to which you do not know the answer.

1. Initiative background-
   1. Initiative name or title
   2. Description
   3. Dates
   4. Contact person name
   5. Contact title
   6. Contact email
   7. Contact department
   8. Initiative website or URL
2. Which diversity plan goal does the initiative best support? (check all that apply)
   1. Students
   2. Faculty
   3. Staff
   4. Culture/Climate
   5. Supplier Diversity, Community Relations, Alumni Engagement
   6. Accountability metrics
3. Which category best describes the initiative? (check all that apply)
   1. Course: a class, lecture material, readings, activities, and/or projects
   2. Event: organized activity or program
   3. Facility: A building or designated space
   4. Grant/Scholarship/Sponsorship: a sum of money awarded to defray expense
   5. Highlight of Student/Staff/Faculty: special recognition or award
   6. Policy: standardized, documented operating procedures
   7. Practice: a common way of documenting business
   8. Publication/Presentation: prepared report
   9. Research: methodical investigation into a subject
   10. Service: work, advocacy, or special actions on behalf of an individual or group
   11. Training: an activity to raise awareness, enhance skills, change behavior, and build a culture of inclusion
   12. Other (please specify)
4. Initiative details- (enter a number value only, such as 5 or 1000, or leave blank. No characters)
   1. How many people utilized the initiative?
   2. How many faculty/staff assisted with the initiative?
   3. About how many personnel hours were devoted to the initiative?
   4. About how much in personnel salary was devoted to the initiative?
   5. About how much university funding was used?
   6. About how much external funding was used?
5. Briefly describe any results/impacts of this initiative.
6. Are you aware of or do you have another diversity initiative to record for the 2018-19 academic year?
   1. Yes (In the following questions, enter as much information as possible regarding the initiative)
   2. No (End of survey. Please click 'Next' to submit your responses and leave the survey.)

## Diversity Inventory Survey 2018-19

### Initiative 2-

As best you can, enter information regarding the diversity initiative below. Skip any items to which you do not know the answer.

1. Initiative background-
   1. Initiative name or title
   2. Description
   3. Dates
   4. Contact person name
   5. Contact title
   6. Contact email
   7. Contact department
   8. Initiative website or URL
2. Which diversity plan goal does the initiative best support? (check all that apply)
   1. Students
   2. Faculty
   3. Staff
   4. Culture/Climate
   5. Supplier Diversity, Community Relations, Alumni Engagement
   6. Accountability metrics
3. Which category best describes the initiative? (check all that apply)
   1. Course: a class, lecture material, readings, activities, and/or projects
   2. Event: organized activity or program
   3. Facility: A building or designated space
   4. Grant/Scholarship/Sponsorship: a sum of money awarded to defray expense
   5. Highlight of Student/Staff/Faculty: special recognition or award
   6. Policy: standardized, documented operating procedures
   7. Practice: a common way of documenting business
   8. Publication/Presentation: prepared report
   9. Research: methodical investigation into a subject
   10. Service: work, advocacy, or special actions on behalf of an individual or group
   11. Training: an activity to raise awareness, enhance skills, change behavior, and build a culture of inclusion
   12. Other (please specify)
4. Initiative details- (enter a number value only, such as 5 or 1000, or leave blank. No characters)
   1. How many people utilized the initiative?
   2. How many faculty/staff assisted with the initiative?
   3. About how many personnel hours were devoted to the initiative?
   4. About how much in personnel salary was devoted to the initiative?
   5. About how much university funding was used?
   6. About how much external funding was used?
5. Briefly describe any results/impacts of this initiative.
6. Are you aware of or do you have another diversity initiative to record for the 2018-19 academic year?
   1. Yes (In the following questions, enter as much information as possible regarding the initiative)
   2. No (End of survey. Please click 'Next' to submit your responses and leave the survey.)

## Diversity Inventory Survey 2018-19

### Initiative 3-

As best you can, enter information regarding the diversity initiative below. Skip any items to which you do not know the answer.

1. Initiative background-
   1. Initiative name or title
   2. Description
   3. Dates
   4. Contact person name
   5. Contact title
   6. Contact email
   7. Contact department
   8. Initiative website or URL
2. Which diversity plan goal does the initiative best support? (check all that apply)
   1. Students
   2. Faculty
   3. Staff
   4. Culture/Climate
   5. Supplier Diversity, Community Relations, Alumni Engagement
   6. Accountability metrics
3. Which category best describes the initiative? (check all that apply)
   1. Course: a class, lecture material, readings, activities, and/or projects
   2. Event: organized activity or program
   3. Facility: A building or designated space
   4. Grant/Scholarship/Sponsorship: a sum of money awarded to defray expense
   5. Highlight of Student/Staff/Faculty: special recognition or award
   6. Policy: standardized, documented operating procedures
   7. Practice: a common way of documenting business
   8. Publication/Presentation: prepared report
   9. Research: methodical investigation into a subject
   10. Service: work, advocacy, or special actions on behalf of an individual or group
   11. Training: an activity to raise awareness, enhance skills, change behavior, and build a culture of inclusion
   12. Other (please specify)
4. Initiative details- (enter a number value only, such as 5 or 1000, or leave blank. No characters)
   1. How many people utilized the initiative?
   2. How many faculty/staff assisted with the initiative?
   3. About how many personnel hours were devoted to the initiative?
   4. About how much in personnel salary was devoted to the initiative?
   5. About how much university funding was used?
   6. About how much external funding was used?
5. Briefly describe any results/impacts of this initiative.

Thank you for your feedback. When you click the 'Done' button below, your responses are submitted and you will be taken to a 'Thank you' page.