



2017-2018

HEED Award Data Report

Health Professions

2017-2018 *INSIGHT Into Diversity* HEED Award Data Report



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Introduction

As colleges and universities play increasingly important roles in our society, it becomes even more critical for them to perform effectively when it comes to matters of diversity, equity, and inclusion. In response, higher education leaders have demonstrated a growing interest in strategic diversity leadership practices and principles that will help them build high-performing diverse schools.

Despite this new emphasis, little information is available about what works and what does not in regard to building organizational diversity capabilities at colleges and universities. This is largely due to the sector's historic inattention to diversity-themed capacity-building and leveraging the most promising practices to advance diversity. However, this situation is changing as a growing community of diversity leaders is engaging nationally in exciting dialogue around the topic and sharing what works as part of a growing community of practice.

The Health Professions Higher Education Excellence in Diversity Award Data Report

The *2017-2018 INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award Data Report* highlights the characteristics and diversity capabilities of the 24 Health Professions HEED Award recipients of 2017. Leaders at *INSIGHT Into Diversity* created the Health Professions HEED Award to annually recognize schools that meaningfully strive to be leaders in the higher education diversity and inclusion arena.

Every institution that receives the Health Professions HEED Award has applied a strategic diversity leadership approach to advancing diversity, equity, and inclusion efforts at their institution. The award is open to all colleges and universities throughout the U.S. The application process considers an institution's level of achievement and intensity of commitment to broadening diversity and inclusion on its campus through strategic initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff. Applications are comprehensive and cover numerous aspects of campus diversity.

The following charts offer an analysis of the data collected through the 2017 Health Professions HEED Award applications from the 24 institutions recognized by *INSIGHT Into Diversity* as 2017 Health Professions HEED Award recipients.

To learn more about the Health Professions HEED Award and see an example of the 2017 application, visit insightintodiversity.com/heedaward.



2017 INSIGHT Into Diversity
Health Professions HEED Award Recipients

A.T. Still University of Health Sciences

Augusta University, Health Sciences Colleges

California State University, Los Angeles, School of Nursing

Columbia University College of Dental Medicine

Florida State University College of Medicine

Icahn School of Medicine at Mount Sinai

MGH Institute of Health Professions

Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center

Philadelphia College of Osteopathic Medicine

Purdue University College of Veterinary Medicine

Texas A&M College of Veterinary Medicine and Biomedical Sciences

The Medical University of South Carolina

The Ohio State University College of Medicine

The Ohio State University College of Nursing

The Ohio State University College of Veterinary Medicine

University of Cincinnati College of Nursing

University of Florida College of Dentistry

University of Houston College of Nursing

University of Memphis, Loewenberg College of Nursing

University of Minnesota School of Nursing

University of Rochester School of Nursing

University of Tennessee Health Science Center College of Pharmacy

University of Virginia School of Medicine

University of Washington School of Nursing

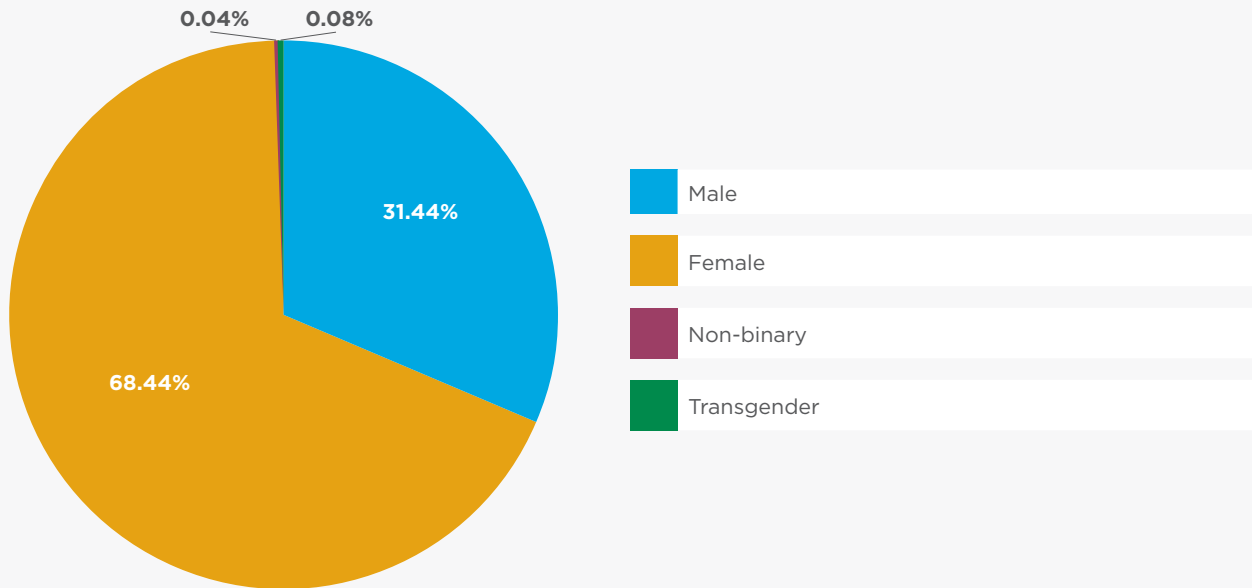
HEALTH PROFESSIONS HEED INSTITUTION CHARACTERISTICS

Type of Institution

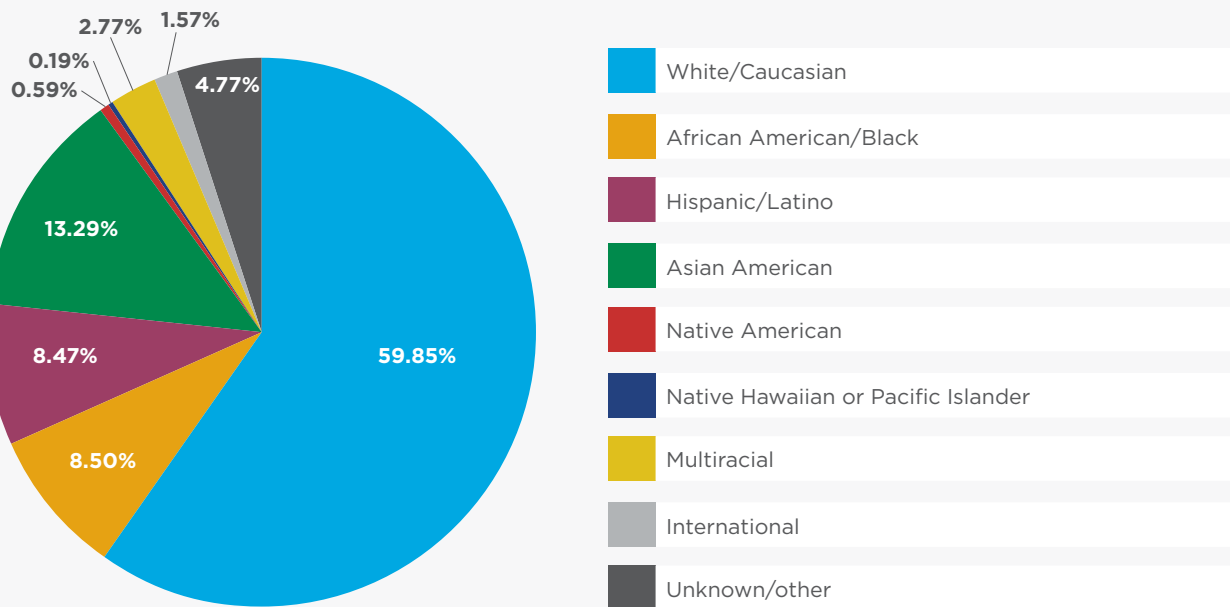
| | Schools | Percentage |
|----------------------------|-----------|----------------|
| Academic health center | 3 | 12.50 |
| Dental school | 2 | 8.34 |
| Medical school | 6 | 25.00 |
| Nursing school | 8 | 33.34 |
| Osteopathic medical school | 1 | 4.16 |
| Pharmacy school | 1 | 4.16 |
| Veterinary school | 3 | 12.50 |
| Total | 24 | 100.00% |

STUDENT DEMOGRAPHICS

Gender of Full-Time Students

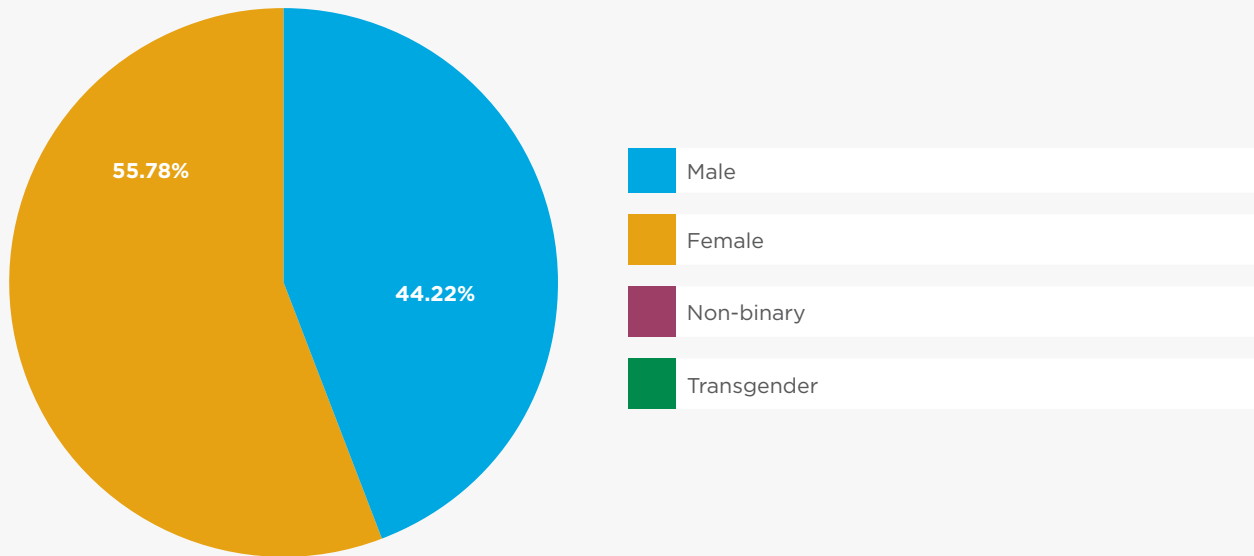


Race/Ethnicity of Full-Time Students

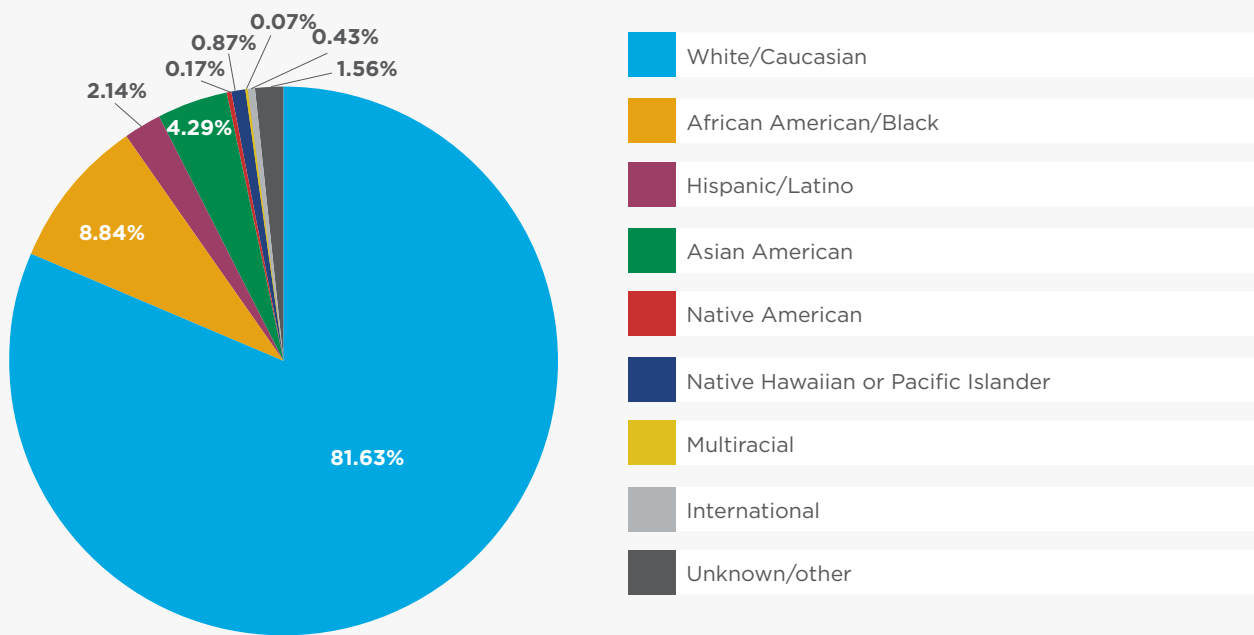


LEADERSHIP DEMOGRAPHICS

Gender of Administrative Leadership

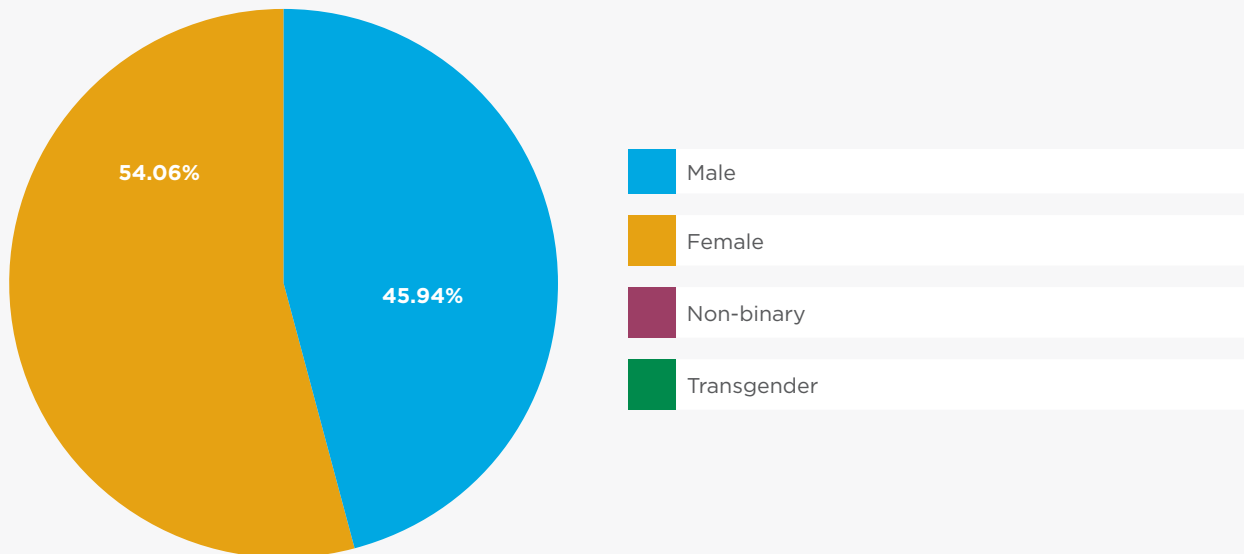


Race/Ethnicity of Administrative Leadership

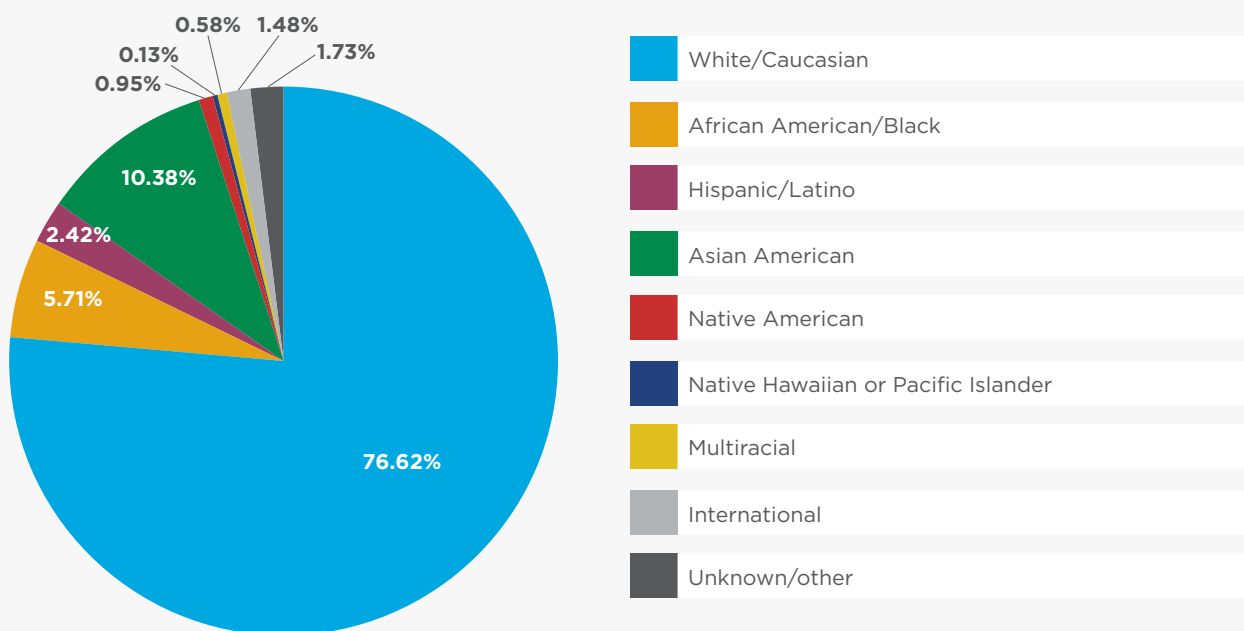


FACULTY AND STAFF DEMOGRAPHICS

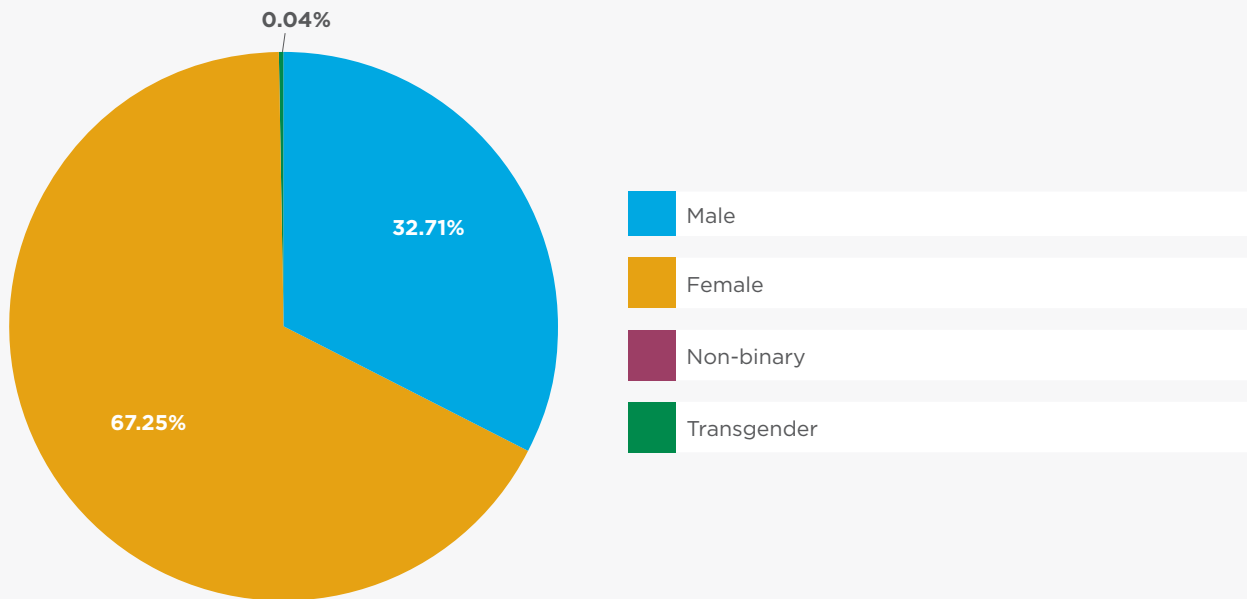
Gender of Full-Time Professor and Associate Professor Faculty



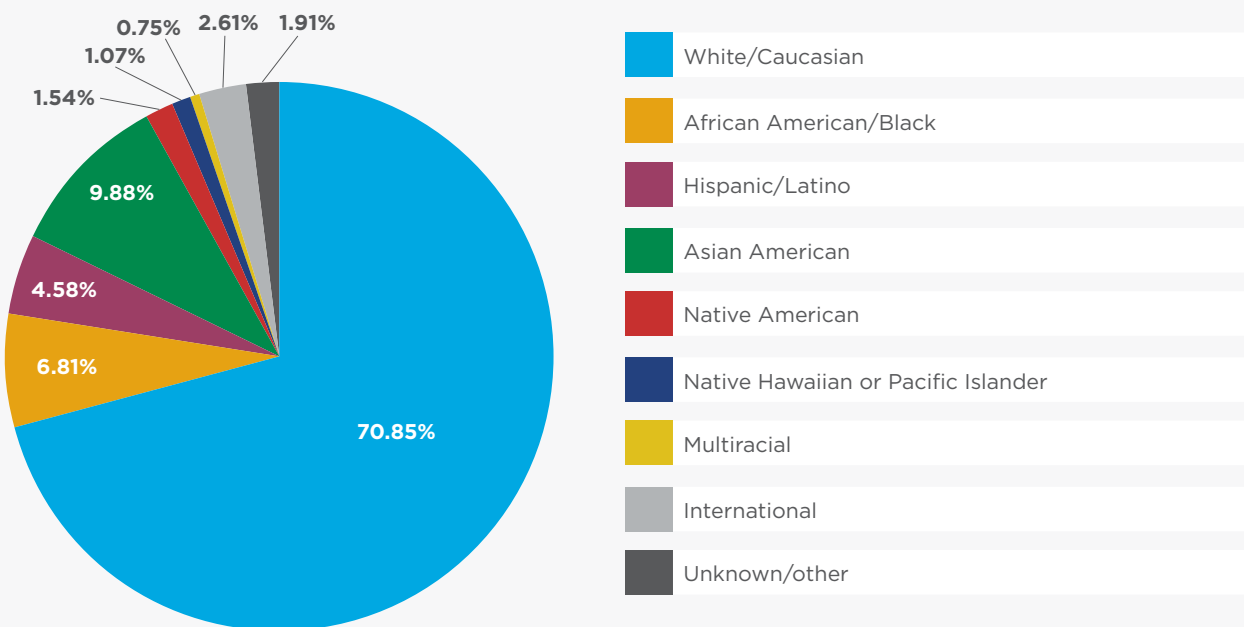
Race/Ethnicity of Full-Time Professor and Associate Professor Faculty



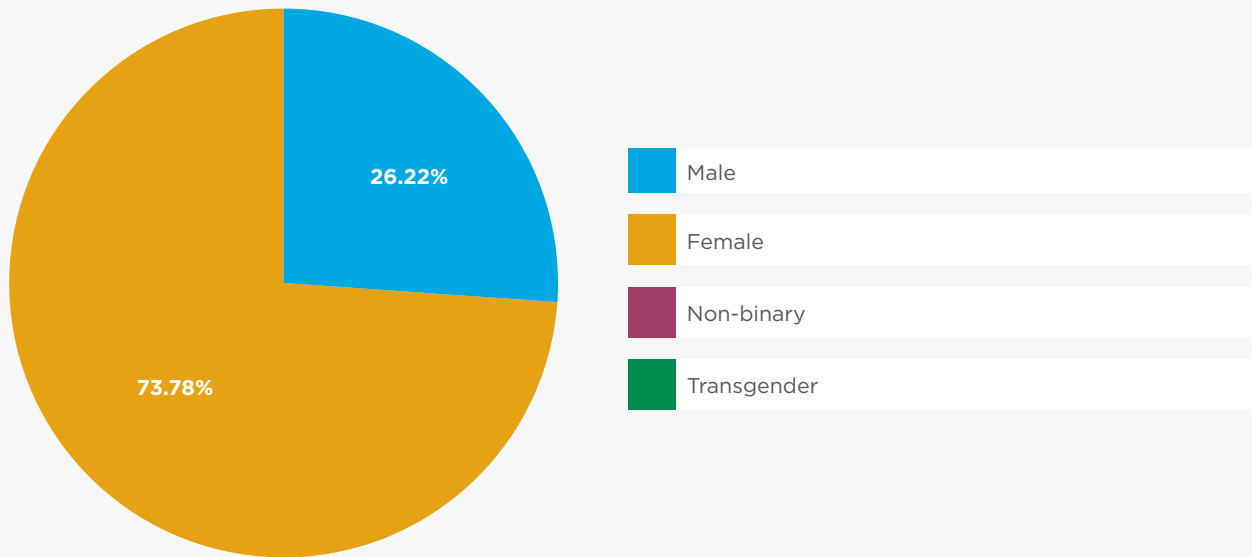
Gender of Full-Time Assistant Professor and Instructional Faculty



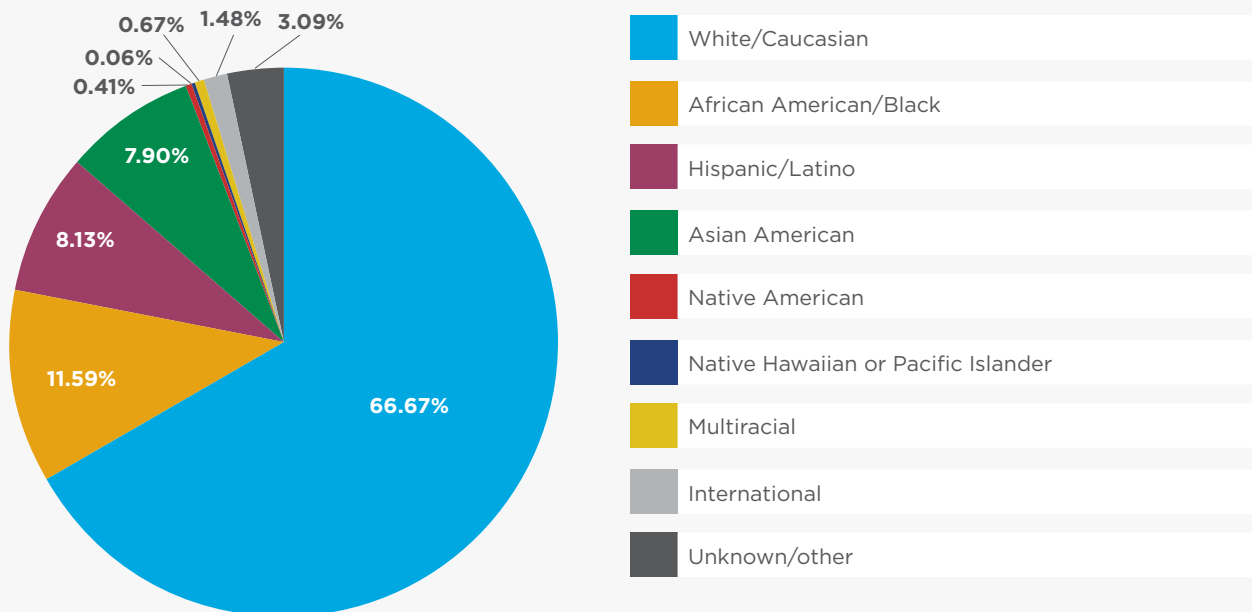
Race/Ethnicity of Full-Time Assistant Professor and Instructional Faculty



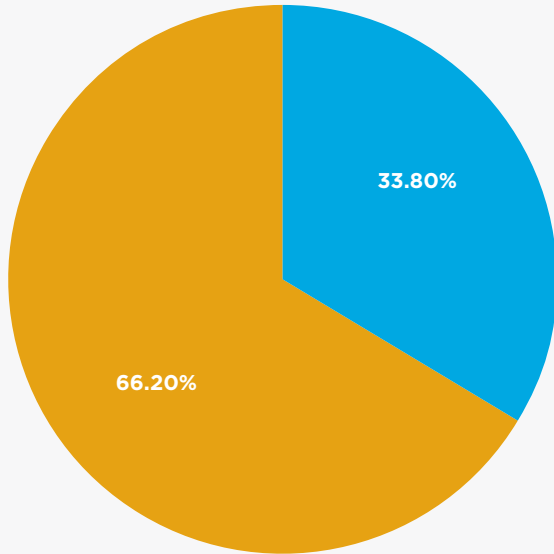
Gender of Full-Time Administrative Staff



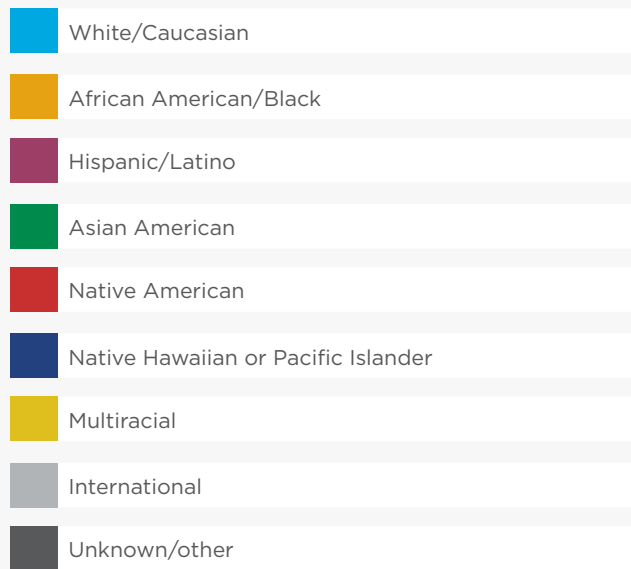
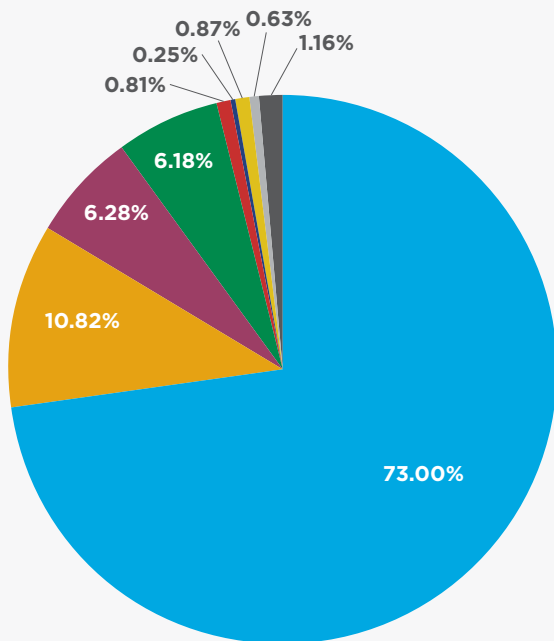
Race/Ethnicity of Full-Time Administrative Staff



Gender of Admissions Review Committee



Race/Ethnicity of Admissions Review Committee



STUDENT RECRUITMENT, CURRICULUM, AND RETENTION

Efforts to Recruit Historically Underrepresented and First-Generation Students

| | Schools | Percentage |
|--|---------|------------|
| Community outreach | 22 | 91.7% |
| Admissions officer with a diversity focus | 22 | 91.7% |
| On-campus diversity recruitment | 22 | 91.7% |
| Social media | 16 | 66.7% |
| Race-conscious scholarships | 17 | 70.8% |
| Economic-conscious scholarships | 23 | 95.8% |
| Exhibits at national diversity meetings and conferences | 17 | 70.8% |
| Summer exposure and enrichment programs focused on underrepresented students | 19 | 79.2% |
| Holistic admissions process | 23 | 95.8% |

Efforts to Improve Retention and Graduation Rates for Historically Underrepresented Students

| | Schools | Percentage |
|---|---------|------------|
| Strategic retention plan | 16 | 66.7% |
| School research on student success patterns | 18 | 75.0% |
| Cohort-based academic success and leadership programs | 17 | 70.8% |
| Supplemental instruction | 18 | 75.0% |
| Free tutoring support | 24 | 100.0% |
| Culturally relevant advising | 19 | 79.2% |
| Summer bridge programs | 10 | 41.7% |
| Early warning systems | 21 | 87.5% |
| First-year experience programs | 10 | 41.7% |
| Academically themed diverse student organizations | 21 | 87.5% |
| Mentorship programs | 20 | 83.3% |

Topics Included in the Curriculum

| | Schools | Percentage |
|--|---------|------------|
| Community health | 24 | 100.0% |
| Cultural diversity | 24 | 100.0% |
| LGBTQ health issues | 22 | 91.7% |
| Global health issues | 24 | 100.0% |
| Health disparities | 23 | 95.8% |
| Interprofessional studies | 22 | 91.7% |
| Minority health issues | 20 | 83.3% |
| Women's health issues | 21 | 87.5% |
| Religious beliefs affecting healthcare | 22 | 91.7% |
| Linguistic diversity | 19 | 79.2% |

Developing Cultural Competence

| | Schools | Percentage |
|---|---------|------------|
| General education diversity requirement | 15 | 62.5% |
| Faculty are requested, where applicable, to incorporate diversity into their curriculum | 21 | 87.5% |
| Offers diversity courses for students | 20 | 83.3% |
| Multicultural events on campus | 24 | 100.0% |
| Multicultural student clubs and organizations | 24 | 100.0% |
| Issues of diversity are woven into the first-year experience program | 16 | 66.7% |

FACULTY RECRUITMENT AND RETENTION

Strategies Used to Increase the Ethnic, Racial, and Gender Diversity of Instructional Faculty

| | Schools | Percentage |
|---|---------|------------|
| Advertisements in diversity-only publications and/or job boards | 20 | 83.3% |
| Participation in diversity recruitment events | 16 | 66.7% |
| Faculty diversity strategic plan | 16 | 66.7% |
| National partnership efforts | 12 | 50.0% |
| Pipeline programs for future faculty | 11 | 45.8% |
| Hosting future faculty diversity symposiums on campus | 12 | 50.0% |
| Grant-funded initiatives to increase retention (e.g., NSF Advance program) | 10 | 41.7% |
| Strategic funds to hire diverse candidates | 15 | 62.5% |
| Strategic funds to increase financial offers to diverse job candidates | 12 | 50.0% |
| Dedicated faculty diversity recruitment specialist | 9 | 37.5% |
| Request diversity accomplishments from job candidates | 11 | 45.8% |
| Require search firms to include diverse candidates | 11 | 45.8% |
| Require diverse job candidates to be included in pool of all job candidates | 10 | 41.7% |

Strategies Used to Retain Faculty of Diverse Ethnicities, Races, and Genders

| | Schools | Percentage |
|---|---------|------------|
| Affinity or employee resource groups for employees | 21 | 87.5% |
| Mentor programs for diverse faculty | 21 | 87.5% |
| Start-up research funds for new diverse faculty | 18 | 75.0% |
| Family-flexible tenure timelines | 14 | 58.3% |
| Graduate research support for new diverse faculty | 16 | 66.7% |
| Participation in diversity-related programming considered in tenure and promotion processes | 14 | 58.3% |
| Cohort-driven leadership programs for diverse junior faculty | 11 | 45.8% |

LEADERSHIP AND ACCOUNTABILITY

Role the Dean Plays in Diversity Policies

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|---|----------------|-------|-----------|----------|-------------------|-------|
| Shows a visible commitment to diversity in speeches, written correspondence, and public appearances | 21 | 3 | 0 | 0 | 0 | 24 |
| Ensures that senior leadership are engaged in school's diversity strategies | 21 | 3 | 0 | 0 | 0 | 24 |
| Charges the school's diversity committee | 17 | 3 | 3 | 1 | 0 | 24 |
| Ensures that resources (financial and staff) are available to drive campus diversity efforts | 21 | 2 | 1 | 0 | 0 | 24 |
| Creates a culture of accountability | 20 | 3 | 1 | 0 | 0 | 24 |

Strategies in Place Around Diversity Planning and Accountability

| | Schools | Percentage |
|---|---------|------------|
| Diversity and inclusion goals and plans embedded in campus-wide strategic plan | 22 | 91.7% |
| School's official mission statement includes diversity and inclusion as one of its core values | 23 | 95.8% |
| School has a diversity committee or task force | 22 | 91.7% |
| Diversity office has opportunity to formally report on campus diversity plans, successes, challenges, and opportunities at meetings of the board of governors, trustees, or regents | 22 | 91.7% |
| School uses a diversity scorecard to measure diversity progress | 14 | 58.3% |
| Diversity office submits and makes public an annual diversity report | 14 | 58.3% |

Diversity Training Programs

| | Voluntary | Required | Upon Hiring | Annually | Every Two Years | No Training | Unconscious Bias Training |
|--------------------------|-----------|----------|-------------|----------|-----------------|-------------|---------------------------|
| Senior administrators | 10 | 14 | 0 | 2 | 0 | 0 | 21 |
| Full-time faculty | 13 | 11 | 12 | 13 | 4 | 0 | 22 |
| Full-time staff | 13 | 11 | 12 | 13 | 5 | 0 | 21 |
| Search committee heads | 3 | 20 | 9 | 12 | 1 | 1 | 21 |
| Full-time students | 10 | 14 | 8 | 12 | 0 | 0 | 21 |
| Search committee members | 6 | 17 | 9 | 11 | 2 | 1 | 21 |

Activation of Institutional Diversity Plan

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | N/A | Total |
|--|----------------|-------|-----------|----------|-------------------|-----|-------|
| Chief diversity officer provides point leadership in the campus-wide implementation process | 20 | 2 | 0 | 0 | 0 | 2 | 24 |
| School's diversity committee ensures that many different people are involved in shaping the diversity strategy | 22 | 1 | 1 | 0 | 0 | 0 | 24 |
| Students' opinions play a key role in leading diversity-related change efforts | 21 | 3 | 0 | 0 | 0 | 0 | 24 |
| Diversity efforts are data-driven and evidence-based | 20 | 4 | 0 | 0 | 0 | 0 | 24 |
| Adequate financial resources exist to drive diversity efforts | 13 | 9 | 1 | 0 | 0 | 1 | 24 |
| Senior leadership ensure that diversity is prioritized | 20 | 4 | 0 | 0 | 0 | 0 | 24 |

Diversity-Focused Financial Strategies

| | Schools | Percentage |
|--|---------|------------|
| Diversity goals are embedded into the overall budget process | 22 | 91.7% |
| Diversity incentive grants | 8 | 33.3% |
| Diversity-themed alumni fundraising campaign | 8 | 33.3% |
| Qualified diversity endowment fund | 7 | 29.2% |
| Annual diversity fundraising program campaign | 4 | 16.7% |
| Apply for federal diversity grants (NSF, NIH, Department of Education, etc.) | 20 | 83.3% |
| Dedicated development officer focused on diversity | 7 | 29.2% |

Response to Campus Incidents

| | Did Nothing | Called Police | President Responded | Other Administrator Responded | Only Chief Diversity Officer Responded | Media Presence Triggered Response | Ongoing Resolutions Are Being Addressed | Protests Continue |
|--|-------------|---------------|---------------------|-------------------------------|--|-----------------------------------|---|-------------------|
| Student protests on campus | 1 | 6 | 45 | 43 | 1 | 2 | 33 | 3 |
| List of demands by students for change | 1 | 1 | 38 | 36 | 2 | 0 | 38 | 1 |
| Hate speech in public areas | 0 | 28 | 44 | 35 | 2 | 2 | 33 | 0 |
| Vandalism to buildings | 0 | 24 | 19 | 18 | 1 | 0 | 18 | 0 |
| Controversial speakers on campus | 2 | 6 | 16 | 15 | 0 | 2 | 10 | 0 |
| Political protests on campus | 1 | 3 | 26 | 23 | 0 | 1 | 14 | 0 |

INSTITUTIONAL BRANDING

Multicultural Branding and Communication Techniques

| | Schools | Percentage |
|---|---------|------------|
| Social media used for multicultural marketing (e.g., YouTube, Instagram, Twitter, Facebook, etc.) | 22 | 91.7% |
| Student ambassadors communicate campus diversity to prospective students | 21 | 87.5% |
| Diversity-focused admissions materials and brochures | 19 | 79.2% |
| Display all diversity awards on website | 19 | 79.2% |
| Annual diversity report | 21 | 87.5% |
| Link to diversity office and/or programming on website homepage | 11 | 45.8% |
| Marketing/advertising in diversity publications and websites | 22 | 91.7% |

Diversity-Related Pages on School Website

| | Schools | Percentage |
|---|---------|------------|
| Every open job posting on human resources page includes an AA/EEO statement | 23 | 95.8% |
| International office page includes information about groups, clubs, etc. for international students | 13 | 54.2% |
| Human resources page includes information about diversity training | 15 | 62.5% |
| Study abroad page includes specific opportunities for underrepresented students (e.g., scholarships) | 0 | 0.0% |
| Procurement/supplier diversity office page lists opportunities for minority- and women-owned businesses | 11 | 45.8% |
| Disability services office page links to the career services page | 16 | 66.7% |
| Human resources page includes information about affinity/resource groups | 13 | 54.2% |

CHIEF DIVERSITY OFFICER ROLE

Tactics Used to Understand Issues of Campus Climate, Inclusion, and Satisfaction

| | Schools | Percentage |
|---|---------|------------|
| Campus climate survey for students | 21 | 87.5% |
| Campus climate survey for administrators | 18 | 75.0% |
| Campus climate survey for faculty | 20 | 83.3% |
| Campus climate survey for staff | 19 | 79.2% |
| Exit interviews for employees | 18 | 75.0% |
| Exit interviews for students | 16 | 66.7% |
| Diversity mapping of institutional capabilities | 17 | 70.8% |
| Diversity benchmarking efforts | 10 | 41.7% |

Chief Diversity Officer's Role Positioned for Success

| | Schools | Percentage |
|---|---------|------------|
| Chief diversity officer has input into the budget allocated to his/her office | 16 | 66.7% |
| Chief diversity officer has his/her own budget | 15 | 62.5% |
| Chief diversity officer position is an executive-level or cabinet person | 15 | 62.5% |
| Chief diversity officer reports to the dean | 13 | 54.2% |
| Chief diversity officer has a deciding vote on the diversity council | 11 | 45.8% |
| No dedicated chief diversity officer | 7 | 29.2% |

Annual Celebrations

| | Schools | Percentage |
|--|---------|------------|
| African American History Month | 23 | 95.8% |
| National Hispanic Heritage Month | 21 | 87.5% |
| Martin Luther King Jr. Day | 22 | 91.7% |
| LGBTQ Pride Month | 21 | 87.5% |
| Women's History Month | 20 | 83.3% |
| Asian-Pacific American Heritage Month | 12 | 50.0% |
| Native American Heritage Month | 11 | 45.8% |
| National Disability Employment Awareness Month | 12 | 50.0% |

Affinity or Employee Resource Groups

| | Schools | Percentage |
|---------------------------------|---------|------------|
| African American | 21 | 87.5% |
| LGBTQ | 20 | 83.3% |
| Hispanic/Latino | 21 | 87.5% |
| Women | 20 | 83.3% |
| Asian American/Pacific Islander | 15 | 62.5% |
| Veterans | 18 | 75.0% |
| Native American | 9 | 37.5% |
| Disability | 10 | 41.7% |
| Religious | 11 | 45.8% |
| Multiracial | 2 | 8.3% |
| No affinity groups | 7 | 29.2% |

Diversity Council

| | Schools | Percentage |
|---|---------|------------|
| No diversity council | 2 | 8.3% |
| Diversity council reports to the dean | 13 | 54.2% |
| Diversity council meets at least quarterly | 21 | 87.5% |
| Diversity council members include administrators | 22 | 91.7% |
| Diversity council members include faculty | 22 | 91.7% |
| Diversity council members include staff | 22 | 91.7% |
| Diversity council members include students | 19 | 79.2% |
| Diversity council has input on campus-wide diversity planning | 20 | 83.3% |

Accommodations for Students with Disabilities

| | Schools | Percentage |
|---|---------|------------|
| Instructional materials in accessible formats | 23 | 95.8% |
| Wheelchair-accessible curbs and building ramps | 24 | 100.0% |
| Wheelchair-accessible buildings (excluding certified historic ones) | 24 | 100.0% |
| Online learning systems accessible to all students | 23 | 95.8% |
| Sign language translators in the classroom | 19 | 79.2% |
| Elevators in all buildings (excluding certified historic ones) | 23 | 95.8% |
| Computer-Assisted Real-Time Captioning | 19 | 79.2% |
| Accessible online employment application | 20 | 83.3% |
| Textbooks in braille | 14 | 58.3% |
| Section 508 website compliance | 17 | 70.8% |

LGBTQ Issues

| | Schools | Percentage |
|--|---------|------------|
| Gender-neutral bathrooms | 22 | 91.7% |
| Same-sex partner healthcare benefits for employees | 23 | 95.8% |
| Trans-inclusive health benefits for employees | 12 | 50.0% |

INSTITUTIONAL DIVERSITY PROGRESS

Increases in Underrepresented Students and Employees

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|---|----------------|-------|-----------|----------|-------------------|-------|
| We have increased the number of underrepresented minorities in full-time professor positions over the past five years | 12 | 8 | 1 | 3 | 0 | 24 |
| We have increased the number of women in full-time professor positions over the past five years | 15 | 6 | 2 | 1 | 0 | 24 |
| We have increased the number of underrepresented minorities in administrative leadership positions over the past five years | 10 | 7 | 3 | 3 | 1 | 24 |
| We have increased the number of women in leadership positions in the past five years | 15 | 7 | 1 | 1 | 0 | 24 |
| We have increased the number of full-time underrepresented students in the past five years | 20 | 4 | 0 | 0 | 0 | 24 |

About *INSIGHT Into Diversity*

INSIGHT Into Diversity is the oldest and largest diversity magazine and website in higher education today. For over 40 years, *INSIGHT Into Diversity* has connected potential employees with institutions and businesses choosing to embrace a workforce more reflective of our local and national communities.

ADVERTISING

Employers advertising with *INSIGHT Into Diversity* magazine reach hundreds of thousands of readers per issue. In addition, more than 250,000 people visit our website monthly. No other diversity publication comes close to our numbers.

We serve as a comprehensive recruiting vehicle for our advertisers because our definition of diversity goes beyond race and ethnicity. Our pool of job seekers is broad and vast, in part because we've formed strategic partnerships with organizations representing a wide range of talented individuals.

INSIGHT Into Diversity successfully connects employers to the most highly qualified individuals regardless of race, color, national origin, religion, gender, age, disability, medical condition or history, veteran status, gender identity or expression, and sexual orientation.

NEWS & FEATURES

The magazine also strives to advance the national conversation about diversity and inclusion through thought-provoking articles on current trends and relevant news; interviews with innovators, thought leaders, and experts; explorations of best practices; and profiles of successful programs and initiatives. We hope to engage readers with the goal of achieving a more inclusive culture on both academic and corporate campuses.



NOW AVAILABLE!

The Most Comprehensive, Affordable Campus Climate Assessment Tool

Understanding your campus's climate is an important first step toward ensuring a positive, enriching experience for all students and employees.

Viewfinder™ Campus Climate Surveys are designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators.

Brought to you by the diversity experts at *INSIGHT Into Diversity* magazine, the most well-respected diversity and inclusion publication in higher education, Viewfinder™ is the only campus climate survey instrument of its kind. With in-depth, targeted questions, our surveys provide insight into what shapes the experiences and perceptions of all individuals on campus — including all underrepresented groups — with regard to diversity, equity, inclusion, and culture to help institutions create more inclusive campuses.

We, like you, are committed to ensuring that all students and employees have the opportunity to live, learn, and work in a safe, supportive, respectful, and welcoming environment.

Starting at just \$4,250, including administration, Viewfinder™ Campus Climate Surveys:

- Address many of the requirements of higher education accrediting agencies to help institutions meet standards
- Ensure anonymity and increase response rates with external administration by Campus Climate Surveys, LLC
- Allow institutions to make an unlimited number of survey modifications
- Give institutions the ability to offer incentives to respondents
- Provide updates on response rates via interim and final reports
- Offer consulting services from one of the most knowledgeable diversity experts in the U.S., Dr. Ken Coopwood Sr.

To purchase or learn more about Viewfinder™ Campus Climate Surveys, visit viewfindersurveys.com or email Deneen Wilson at dwilson@viewfindersurveys.com.

INSIGHT *Into Diversity*®

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