# 2017-2018

## HEED Award Data Report

Public vs. Private Institutions

insightintodiversity.com

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# 2017-2018 *INSIGHT Into Diversity*
# **HEED Award Data Report**
# Public vs. Private Institutions


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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 institutions.

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 Higher Education Excellence in Diversity Award Data Report

The *2017-2018 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award Data Report* highlights the characteristics and diversity capabilities of the 80 HEED Award recipients of 2017. Leaders at *INSIGHT Into Diversity* created the HEED Award to annually recognize institutions that meaningfully strive to be leaders in the higher education diversity and inclusion arena.

Every institution that receives the 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 HEED Award applications from the 80 institutions recognized by *INSIGHT Into Diversity* as 2017 HEED Award recipients.

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

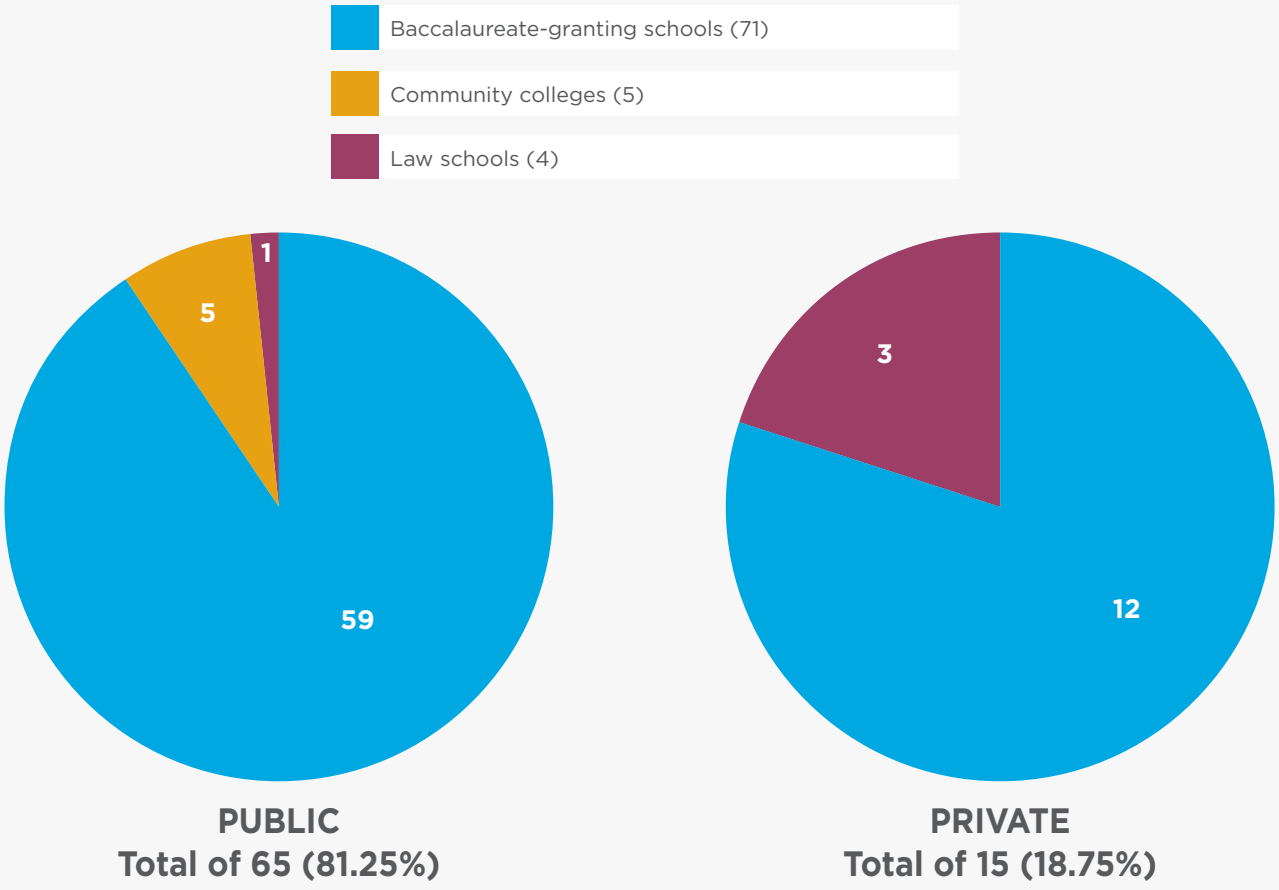
# 2017 *INSIGHT Into Diversity*
# **HEED Award Recipients**

Arizona Summit Law School
Augusta University
Ball State University
California State University, East Bay
California State University, Fresno
California State University, Northridge
California State University San Marcos
Case Western Reserve University
Central Washington University
Clemson University
Cleveland State University
Columbia University in the City of New York*
Cuyahoga Community College
Davenport University
DePaul University
East Carolina University
Eastern Kentucky University
El Paso County Community College District
Florida Coastal School of Law
Florida State University*
Georgia Institute of Technology
Georgia State University
Greenville Technical College
Indiana University-Bloomington*
Indiana University-Purdue University Indianapolis
James Madison University*
Kansas State University
Kennesaw State University*
Kent State University*
Louisiana State University and
Agricultural and Mechanical College
Metropolitan State University
Metropolitan State University of Denver*
Millersville University
North Carolina State University
Northeastern University
Northern Virginia Community College
Oklahoma State University*
Palo Alto University
Raritan Valley Community College
Rochester Institute of Technology*
Salem State University
San Diego State University
Seminole State College of Florida
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
Southwestern Law School
Stockton University
SUNY Buffalo State College
SUNY Oneonta
SUNY System Administration
Swarthmore College
Texas Tech University
The Pennsylvania State University
The School of the Art Institute of Chicago
The University of Georgia
The University of South Carolina
The University of Texas at Austin
The University of Tulsa
Union College in New York
University of Central Florida
University of Cincinnati*
University of Colorado Boulder
University of Delaware
University of Houston
University of Houston Law Center
University of Illinois at Urbana-Champaign
University of Kentucky*
University of Louisville
University of Minnesota-Twin Cities
University of North Carolina at Chapel Hill
University of North Carolina Wilmington
University of North Florida*
University of Oklahoma*
University of Pittsburgh
University of Virginia*
Virginia Polytechnic Institute and State University*
Western Michigan University
West Virginia University
William Marsh Rice University (Rice University)
William Rainey Harper College (Harper College)

*Also a 2017 *INSIGHT Into Diversity* Diversity Champion school, ranking in the top tier of HEED Award recipients

# HEED INSTITUTION CHARACTERISTICS

## Type of Institution




**PUBLIC**
**Total of 65 (81.25%)**

**PRIVATE**
**Total of 15 (18.75%)**

# STUDENT DEMOGRAPHICS

## Full-Time Undergraduate Students

| | Public Schools | Private Schools | Total | Percentage |
|---|---|---|---|---|
| 0-4,999 | 2 | 8 | 10 | 13.16% |
| 5,000-9,999 | 10 | 1 | 11 | 14.47% |
| 10,000-14,999 | 7 | 0 | 7 | 9.21% |
| 15,000-29,999 | 31 | 3 | 34 | 44.74% |
| 30,000 and over | 14 | 0 | 14 | 18.42% |
| **Total** | **64** | **12** | **76** | **95.00%** |

## Full-Time Graduate Students

| | Public Schools | Private Schools | Total | Percentage |
|---|---|---|---|---|
| 0-999 | 14 | 7 | 21 | 29.58% |
| 1,000-2,999 | 13 | 1 | 14 | 19.72% |
| 3,000-4,999 | 10 | 1 | 11 | 15.49% |
| 5,000 and over | 21 | 4 | 25 | 35.21% |
| **Total** | **58** | **13** | **71** | **88.75%** |

## Gender of Full-Time Undergraduate Students

| | Public Schools | Private Schools |
|---|---|---|
| Male | 49.90% | 46.72% |
| Female | 50.03% | 53.20% |
| Non-binary | 0.03% | 0.05% |
| Transgender | 0.04% | 0.03% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Full-Time Undergraduate Students

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 59.78% | 48.24% |
| African American/Black | 9.79% | 5.20% |
| Hispanic/Latino | 13.56% | 8.98% |
| Asian American | 6.56% | 11.32% |
| Native American | 0.39% | 0.40% |
| Native Hawaiian or Pacific Islander | 0.22% | 0.08% |
| Multiracial | 3.67% | 3.75% |
| International | 3.72% | 12.99% |
| Unknown/other | 2.31% | 9.04% |
| **Total** | **100.00%** | **100.00%** |

## Gender of Full-Time Graduate Students

| | Public Schools | Private Schools |
|---|---|---|
| Male | 47.21% | 44.02% |
| Female | 52.74% | 55.97% |
| Non-binary | 0.05% | 0.01% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Full-Time Graduate Students

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 57.28% | 43.35% |
| African American/Black | 6.46% | 6.99% |
| Hispanic/Latino | 7.10% | 8.60% |
| Asian American | 4.96% | 6.74% |
| Native American | 0.39% | 0.74% |
| Native Hawaiian or Pacific Islander | 0.07% | 0.28% |
| Multiracial | 2.24% | 2.09% |
| International | 17.33% | 24.73% |
| Unknown/other | 4.17% | 6.48% |
| **Total** | **100.00%** | **100.00%** |

# LEADERSHIP DEMOGRAPHICS

## Gender of Administrative Leadership (Deans and Above)

| | Public Schools | Private Schools |
|---|---|---|
| Male | 55.92% | 48.65% |
| Female | 44.08% | 51.35% |
| Non-binary | 0.00% | 0.00% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Administrative Leadership

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 77.74% | 74.87% |
| African American/Black | 10.40% | 9.96% |
| Hispanic/Latino | 5.00% | 6.66% |
| Asian American | 3.89% | 3.23% |
| Native American | 0.84% | 1.03% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.07% |
| Multiracial | 0.50% | 2.80% |
| International | 0.20% | 0.00% |
| Unknown/other | 1.43% | 1.38% |
| **Total** | **100.00%** | **100.00%** |

# FACULTY AND STAFF DEMOGRAPHICS

## Gender of Full-Time Tenured and Tenure-Track Faculty

| | Public Schools | Private Schools |
|---|---|---|
| Male | 59.27% | 57.76% |
| Female | 40.73% | 42.24% |
| Non-binary | 0.00% | 0.00% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Full-Time Tenured and Tenure-Track Faculty

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 70.39% | 75.11% |
| African American/Black | 6.29% | 6.43% |
| Hispanic/Latino | 5.25% | 4.15% |
| Asian American | 11.46% | 8.88% |
| Native American | 0.30% | 0.33% |
| Native Hawaiian or Pacific Islander | 0.09% | 0.05% |
| Multiracial | 0.65% | 0.78% |
| International | 3.23% | 3.25% |
| Unknown/other | 2.34% | 1.02% |
| **Total** | **100.00%** | **100.00%** |

## Gender of Full-Time Non-tenured Faculty

| | Public Schools | Private Schools |
|---|---|---|
| Male | 46.82% | 43.46% |
| Female | 53.18% | 56.54% |
| Non-binary | 0.00% | 0.00% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Full-Time Non-tenured Faculty

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 75.20% | 74.95% |
| African American/Black | 5.13% | 5.76% |
| Hispanic/Latino | 5.35% | 6.63% |
| Asian American | 6.36% | 5.00% |
| Native American | 0.34% | 1.07% |
| Native Hawaiian or Pacific Islander | 0.09% | 0.03% |
| Multiracial | 0.81% | 0.68% |
| International | 2.96% | 4.51% |
| Unknown/other | 3.76% | 1.37% |
| **Total** | **100.00%** | **100.00%** |

## Gender of Adjunct Faculty

| | Public Schools | Private Schools |
|---|---|---|
| Male | 49.35% | 54.22% |
| Female | 50.61% | 45.78% |
| Non-binary | 0.04% | 0.00% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Adjunct Faculty

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 76.74% | 74.20% |
| African American/Black | 5.75% | 5.92% |
| Hispanic/Latino | 5.00% | 4.28% |
| Asian American | 5.17% | 4.33% |
| Native American | 0.38% | 0.48% |
| Native Hawaiian or Pacific Islander | 0.07% | 0.02% |
| Multiracial | 0.87% | 1.19% |
| International | 1.89% | 1.44% |
| Unknown/other | 4.13% | 8.14% |
| **Total** | **100.00%** | **100.00%** |

## Gender of Full-Time Non-instructional Staff

| | Public Schools | Private Schools |
|---|---|---|
| Male | 42.47% | 42.57% |
| Female | 57.53% | 57.43% |
| Non-binary | 0.00% | 0.00% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Full-Time Non-instructional Staff

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 68.83% | 63.58% |
| African American/Black | 13.12% | 10.31% |
| Hispanic/Latino | 8.42% | 9.75% |
| Asian American | 4.78% | 7.75% |
| Native American | 0.50% | 0.76% |
| Native Hawaiian or Pacific Islander | 0.16% | 0.19% |
| Multiracial | 1.07% | 2.18% |
| International | 1.03% | 2.70% |
| Unknown/other | 2.09% | 2.78% |
| **Total** | **100.00%** | **100.00%** |

## Gender of Governing Board Members

| | Public Schools | Private Schools |
|---|---|---|
| Male | 69.17% | 66.70% |
| Female | 30.83% | 33.30% |
| Non-binary | 0.00% | 0.00% |
| Transgender | 0.00% | 0.00% |
| **Total** | **100.00%** | **100.00%** |

## Race/Ethnicity of Governing Board Members

| | Public Schools | Private Schools |
|---|---|---|
| White/Caucasian | 75.93% | 78.56% |
| African American/Black | 11.03% | 10.17% |
| Hispanic/Latino | 6.82% | 3.17% |
| Asian American | 3.33% | 4.47% |
| Native American | 0.09% | 0.14% |
| Native Hawaiian or Pacific Islander | 0.05% | 0.00% |
| Multiracial | 0.73% | 2.20% |
| International | 0.00% | 0.40% |
| Unknown/other | 2.02% | 0.89% |
| **Total** | **100.00%** | **100.00%** |

# STUDENT RECRUITMENT AND RETENTION EFFORTS

## Efforts to Recruit Historically Underrepresented and First-Generation Students

| | Public Schools | Private Schools | Total |
|---|---|---|---|
| Community outreach efforts | 65 | 15 | 80 |
| Admissions officers with a diversity focus | 61 | 13 | 74 |
| On-campus diversity recruitment efforts | 63 | 14 | 77 |
| Community college bridge programs | 55 | 7 | 62 |
| Pre-college programs for K-12 students | 64 | 12 | 76 |
| Social media outreach | 62 | 12 | 74 |
| National strategic partnerships (Posse Foundation, Questbridge, etc.) | 40 | 10 | 50 |
| Race-conscious scholarships | 48 | 11 | 59 |
| Economic-conscious scholarships | 61 | 14 | 75 |
| Holistic admissions process | 51 | 11 | 62 |
| Recruiter attendance at underrepresented student conferences | 49 | 13 | 62 |

## Efforts to Improve Retention and Graduation Rates for Historically Underrepresented Students

| | Public Schools | Private Schools | Total |
|---|---|---|---|
| Free tutoring support | 64 | 13 | 77 |
| Academically themed diverse student organizations | 62 | 13 | 75 |
| First-year experience programs | 63 | 12 | 75 |
| Cohort-based academic success and leadership programs | 63 | 11 | 74 |
| Early-warning systems | 60 | 10 | 70 |
| Institutional research on student success patterns | 61 | 12 | 73 |
| Summer bridge programs | 56 | 14 | 70 |
| Campus-wide retention strategic plan | 55 | 10 | 65 |
| Supplemental instruction | 58 | 10 | 68 |
| Culturally relevant advising | 54 | 13 | 67 |
| Mentorship programs | 63 | 11 | 74 |

# STUDENT GRADUATION RATES

## Community College Three-Year Graduation Rates for Full-Time Students

| | Public Schools | Private Schools | Overall |
|---|---|---|---|
| **Overall** | **21.09%** | **N/A** | **21.09%** |
| White/Caucasian | 30.59% | N/A | 30.59% |
| African American/Black | 11.27% | N/A | 11.27% |
| Hispanic/Latino | 15.80% | N/A | 15.80% |
| Asian American | 20.85% | N/A | 20.85% |
| Native American | 9.06% | N/A | 9.06% |
| Native Hawaiian or Pacific Islander | 18.31% | N/A | 18.31% |
| Multiracial | 9.30% | N/A | 9.30% |
| International | 19.02% | N/A | 19.02% |
| Unknown | 16.61% | N/A | 16.61% |

## Baccalaureate-Granting Institution Six-Year Graduation Rates for Full-Time Students

| | Public Schools | Private Schools | Overall |
|---|---|---|---|
| **Overall** | **59.33%** | **76.38%** | **65.05%** |
| White/Caucasian | 61.40% | 78.28% | 67.01% |
| African American/Black | 48.88% | 65.47% | 53.89% |
| Hispanic/Latino | 54.88% | 70.89% | 60.04% |
| Asian American | 59.92% | 75.07% | 66.17% |
| Native American | 45.31% | 43.45% | 49.30% |
| Native Hawaiian or Pacific Islander | 35.65% | 24.25% | 45.78% |
| Multiracial | 46.21% | 63.82% | 55.44% |
| International | 56.26% | 51.02% | 62.70% |
| Unknown | 51.60% | 45.13% | 59.14% |

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

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Advertisements in diversity-only publications and/or job boards | 60 | 92% | 14 | 93% | 74 | 93% |
| Participation in diversity recruitment events | 54 | 83% | 11 | 73% | 65 | 81% |
| Faculty diversity strategic plan | 43 | 66% | 11 | 73% | 54 | 68% |
| National partnership efforts | 49 | 75% | 10 | 67% | 59 | 74% |
| Pipeline programs for future faculty | 37 | 57% | 11 | 73% | 48 | 60% |
| Hosting future faculty diversity symposiums on campus | 35 | 54% | 8 | 53% | 43 | 54% |
| Grant-funded initiatives to increase retention (e.g., NSF Advance program) | 37 | 57% | 6 | 40% | 43 | 54% |
| Strategic funds to hire diverse candidates | 44 | 68% | 6 | 40% | 50 | 63% |
| Strategic funds to increase financial offers to diverse job candidates | 44 | 68% | 9 | 60% | 53 | 66% |
| Dedicated faculty diversity recruitment specialist | 32 | 49% | 6 | 40% | 38 | 48% |
| Diversity-themed postdoctoral fellowships | 28 | 43% | 7 | 47% | 35 | 44% |
| Diverse faculty exchange programs (e.g., with HBCUs) | 14 | 22% | 5 | 33% | 19 | 24% |
| Request diversity accomplishments from job candidates | 37 | 57% | 7 | 47% | 44 | 55% |
| Require search firms to include diverse candidates | 38 | 58% | 11 | 73% | 49 | 61% |
| Require diverse job candidates to be included in pool of all job candidates | 21 | 32% | 6 | 40% | 27 | 34% |

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

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Affinity or employee resource groups for employees | 54 | 83% | 7 | 47% | 61 | 76% |
| Mentor programs for diverse junior faculty | 55 | 85% | 13 | 87% | 68 | 85% |
| Start-up research funds for new diverse faculty | 35 | 54% | 8 | 53% | 43 | 54% |
| Family-flexible tenure timelines | 45 | 69% | 10 | 67% | 55 | 69% |
| Graduate research support for new diverse faculty | 35 | 54% | 9 | 60% | 44 | 55% |
| Participation in diversity-related programming considered in tenure and promotion processes | 38 | 58% | 9 | 60% | 47 | 59% |
| Cohort-driven leadership programs for diverse junior faculty | 26 | 40% | 9 | 60% | 35 | 44% |

# LEADERSHIP AND ACCOUNTABILITY

## Role the Chancellor or President Plays in Campus Diversity Policies

| | Public Schools | | | | Private Schools | | |
|---|---|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Total | Strongly Agree | Agree | Total |
| Shows a visible commitment to diversity in speeches, written correspondence, and public appearances | 61 | 4 | 0 | 65 | 15 | 0 | 15 |
| Ensures that senior leadership are engaged in campus diversity agenda | 52 | 13 | 0 | 65 | 13 | 2 | 15 |
| Charges campus-wide diversity committee | 46 | 18 | 1 | 65 | 11 | 4 | 15 |
| Ensures that resources (funding and staff) are available to drive campus diversity efforts | 49 | 16 | 0 | 65 | 12 | 3 | 15 |
| Creates a culture of accountability | 47 | 17 | 1 | 65 | 13 | 2 | 15 |

## Strategies in Place Around Diversity Planning and Accountability

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Diversity and inclusion goals and plans embedded in campus-wide strategic plan | 58 | 89% | 14 | 93% | 72 | 90% |
| Institution's official mission statement includes diversity and inclusion language | 58 | 89% | 12 | 80% | 70 | 88% |
| Institution has a campus-wide diversity planning committee or task force | 63 | 97% | 12 | 80% | 75 | 94% |
| Diversity office has opportunity to formally report on campus diversity at meetings of the board of governors, trustees, or regents | 53 | 82% | 12 | 80% | 65 | 81% |
| Institution uses a diversity scorecard process to measure diversity progress | 28 | 43% | 5 | 33% | 33 | 41% |
| Institution requires diversity plans from individual schools or colleges | 28 | 43% | 5 | 33% | 33 | 41% |
| Campus has a centralized diversity plan | 47 | 72% | 10 | 67% | 57 | 71% |
| Diversity officer makes public institution's annual diversity report | 36 | 55% | 7 | 47% | 43 | 54% |

## Diversity Training Programs: Public Schools

| | Voluntary | Required | No Training | N/A | Total |
|---|---|---|---|---|---|
| Full-time faculty | 44 | 19 | 2 | 0 | 65 |
| Full-time staff | 40 | 24 | 1 | 0 | 65 |
| Adjunct faculty | 47 | 16 | 2 | 0 | 65 |
| Board of trustees or regents | 36 | 9 | 15 | 5 | 65 |
| Full-time students | 44 | 20 | 1 | 0 | 65 |
| LGBTQ training for athletic department | 37 | 18 | 6 | 4 | 65 |
| Senior leadership | 40 | 24 | 1 | 0 | 65 |
| Search committee heads | 16 | 48 | 1 | 0 | 65 |
| Search committee members | 26 | 38 | 1 | 0 | 65 |
| Campus police force | 42 | 20 | 0 | 3 | 65 |

## Diversity Training Programs: Private Schools

| | Voluntary | Required | No Training | N/A | Total |
|---|---|---|---|---|---|
| Full-time faculty | 6 | 6 | 3 | 0 | 15 |
| Full-time staff | 7 | 6 | 2 | 0 | 15 |
| Adjunct faculty | 7 | 5 | 3 | 0 | 15 |
| Board of trustees or regents | 7 | 3 | 5 | 0 | 15 |
| Full-time students | 5 | 6 | 4 | 0 | 15 |
| LGBTQ training for athletic department | 3 | 2 | 3 | 7 | 15 |
| Senior leadership | 4 | 7 | 4 | 0 | 15 |
| Search committee heads | 4 | 9 | 2 | 0 | 15 |
| Search committee members | 4 | 9 | 2 | 0 | 15 |
| Campus police force | 5 | 5 | 1 | 4 | 15 |

## Unconcious Bias Training: Public Schools

| | Yes | No | N/A | Total |
|---|---|---|---|---|
| Full-time tenured faculty | 54 | 8 | 3 | 65 |
| Full-time non-tenured faculty | 54 | 9 | 2 | 65 |
| Adjunct faculty | 49 | 11 | 5 | 65 |
| Full-time staff | 53 | 9 | 3 | 65 |
| Senior leadership | 52 | 10 | 3 | 65 |
| Search committee heads | 55 | 7 | 3 | 65 |
| Search committee members | 55 | 7 | 3 | 65 |
| Full-time students | 45 | 13 | 7 | 65 |
| Campus police force | 54 | 7 | 4 | 65 |
| Governing board members | 30 | 19 | 16 | 65 |
| Athletic department staff | 49 | 9 | 7 | 65 |

## Unconcious Bias Training: Private Schools

| | Yes | No | N/A | Total |
|---|---|---|---|---|
| Full-time tenured faculty | 9 | 3 | 3 | 15 |
| Full-time non-tenured faculty | 9 | 3 | 3 | 15 |
| Adjunct faculty | 9 | 3 | 3 | 15 |
| Full-time staff | 10 | 3 | 2 | 15 |
| Senior leadership | 8 | 4 | 3 | 15 |
| Search committee heads | 11 | 3 | 1 | 15 |
| Search committee members | 11 | 3 | 1 | 15 |
| Full-time students | 9 | 4 | 2 | 15 |
| Campus police force | 8 | 2 | 5 | 15 |
| Governing board members | 4 | 8 | 3 | 15 |
| Athletic department staff | 5 | 3 | 7 | 15 |

## Activation of Institutional Diversity Plan: Public Schools

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|---|---|---|---|---|---|---|
| Chief diversity officer provides point leadership in the campus-wide diversity implementation process | 56 | 8 | 1 | 0 | 0 | 65 |
| Campus-wide diversity committee ensures that many different people are involved in shaping the campus's diversity strategy | 55 | 9 | 1 | 0 | 0 | 65 |
| Senior leadership ensure that diversity is prioritized in their respective schools, colleges, and divisional units | 36 | 26 | 3 | 0 | 0 | 65 |
| Students play a key role in leading diversity change efforts on campus | 50 | 13 | 2 | 0 | 0 | 65 |
| Campus diversity efforts are data-driven and evidence-based | 44 | 17 | 3 | 1 | 0 | 65 |
| Adequate financial resources exist to drive campus diversity efforts | 28 | 28 | 4 | 5 | 0 | 65 |

## Activation of Institutional Diversity Plan: Private Schools

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|---|---|---|---|---|---|---|
| Chief diversity officer provides point leadership in the campus-wide diversity implementation process | 11 | 4 | 0 | 0 | 0 | 15 |
| Campus-wide diversity committee ensures that many different people are involved in shaping the campus's diversity strategy | 11 | 4 | 0 | 0 | 0 | 15 |
| Senior leadership ensure that diversity is prioritized in their respective schools, colleges, and divisional units | 11 | 4 | 0 | 0 | 0 | 15 |
| Students play a key role in leading diversity change efforts on campus | 11 | 4 | 0 | 0 | 0 | 15 |
| Campus diversity efforts are data-driven and evidence-based | 11 | 2 | 2 | 0 | 0 | 15 |
| Adequate financial resources exist to drive campus diversity efforts | 9 | 6 | 0 | 0 | 0 | 15 |

## Diversity-Focused Financial Strategies

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| We apply for federal diversity grants (e.g., NSF, NIH, U.S. Department of Education) | 59 | 91% | 10 | 67% | 69 | 86% |
| Diversity goals are embedded into the overall budget process | 50 | 77% | 15 | 100% | 65 | 81% |
| We have campus-wide diversity incentive grants (e.g., pool of funds for which anyone can compete) | 41 | 63% | 10 | 67% | 51 | 64% |
| We have a diversity-themed alumni fundraising program | 41 | 63% | 7 | 47% | 48 | 60% |
| We have a qualified diversity endowment | 25 | 39% | 5 | 33% | 30 | 38% |
| We have an annual diversity fundraising program | 28 | 43% | 4 | 27% | 32 | 40% |
| We have a dedicated development officer focused on diversity | 26 | 40% | 11 | 73% | 37 | 46% |
| We have financial resources set aside for internal diversity and inclusion awards | 48 | 73% | 10 | 67% | 58 | 72% |

## Response to Campus Incidents: Public Schools

| | 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 | 5 | 41 | 38 | 1 | 1 | 30 | 2 |
| List of demands by students for change | 1 | 1 | 33 | 31 | 2 | 0 | 33 | 1 |
| Hate speech in public areas | 0 | 25 | 39 | 31 | 2 | 2 | 30 | 0 |
| Vandalism to buildings | 0 | 22 | 15 | 14 | 0 | 0 | 15 | 0 |
| Controversial speaker on campus | 1 | 5 | 14 | 14 | 0 | 2 | 9 | 0 |
| Political protests on campus | 0 | 3 | 23 | 21 | 0 | 1 | 14 | 0 |

## Response to Campus Incidents: Private Schools

| | 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 | 0 | 1 | 4 | 5 | 0 | 1 | 3 | 1 |
| List of demands by students for change | 0 | 0 | 5 | 5 | 0 | 0 | 5 | 0 |
| Hate speech in public areas | 0 | 3 | 5 | 4 | 0 | 0 | 3 | 0 |
| Vandalism to buildings | 0 | 2 | 4 | 4 | 1 | 0 | 3 | 0 |
| Controversial speaker on campus | 1 | 1 | 2 | 1 | 0 | 0 | 1 | 0 |
| Political protests on campus | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 0 |

# INSTITUTIONAL BRANDING

## Multicultural Branding and Communication Techniques

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Social media used for multicultural marketing (e.g., YouTube, Instagram, Twitter, Facebook, etc.) | 63 | 97% | 14 | 93% | 77 | 96% |
| Diversity advertising and outreach campaigns (e.g., display/image advertising in diversity publications, billboards, commercials, etc.) | 60 | 92% | 14 | 93% | 74 | 93% |
| Student ambassadors communicate campus diversity to prospective students and their parents | 61 | 94% | 13 | 87% | 74 | 93% |
| Diversity-themed admissions materials and brochures | 54 | 83% | 14 | 93% | 68 | 85% |
| Display all diversity awards received on website | 62 | 95% | 12 | 80% | 74 | 93% |
| Diversity link on website homepage | 48 | 74% | 13 | 87% | 61 | 76% |
| Multicultural communications officer or specialist | 27 | 42% | 4 | 27% | 31 | 39% |

## Diversity-Related Pages on Institutional Website

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Disability services office | 65 | 100% | 15 | 100% | 80 | 100% |
| Diversity office | 65 | 100% | 13 | 87% | 78 | 98% |
| International office | 65 | 100% | 12 | 80% | 77 | 96% |
| Veterans' office | 64 | 98% | 7 | 47% | 71 | 89% |
| Study abroad office | 60 | 92% | 13 | 87% | 73 | 91% |
| LGBTQ office | 50 | 77% | 7 | 47% | 57 | 71% |
| Supplier diversity office | 33 | 51% | 5 | 33% | 38 | 48% |
| Religious services office | 24 | 37% | 8 | 53% | 32 | 40% |
| Multicultural affairs office | 51 | 78% | 11 | 73% | 62 | 78% |

## Diversity-Related Information on Institutional Website

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Every open job listing on our human resources page includes an AA/EEO statement | 65 | 100% | 15 | 100% | 80 | 100% |
| Our international office page includes information about groups that students can join | 58 | 89% | 14 | 93% | 72 | 90% |
| Our human resources page includes information about diversity training | 45 | 69% | 6 | 40% | 51 | 64% |
| Our study abroad page includes specific opportunities for underrepresented students (e.g., scholarships) | 52 | 80% | 8 | 53% | 60 | 75% |
| Our procurement office/supplier diversity page lists opportunities for minority- and women-owned businesses | 44 | 68% | 6 | 40% | 50 | 63% |
| Our disability services office page links to the career services page | 42 | 65% | 8 | 53% | 50 | 63% |
| Our human resources page includes information about affinity groups employees can join | 26 | 40% | 6 | 40% | 32 | 40% |

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

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Campus climate survey for students | 58 | 89% | 15 | 100% | 73 | 91% |
| Campus climate survey for administrators | 53 | 82% | 7 | 47% | 60 | 75% |
| Campus climate survey for faculty | 57 | 88% | 13 | 87% | 70 | 88% |
| Campus climate survey for staff | 56 | 86% | 9 | 60% | 65 | 81% |
| Exit interviews for employees | 51 | 78% | 13 | 87% | 64 | 80% |
| Exit interviews for students | 27 | 42% | 12 | 80% | 39 | 49% |
| Diversity mapping of institutional capabilities | 24 | 37% | 9 | 60% | 33 | 41% |
| Diversity benchmarking efforts | 45 | 69% | 9 | 60% | 54 | 68% |
| Follow-up with job candidates who declined job offers | 21 | 32% | 8 | 53% | 29 | 36% |

## Diversity Council

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Diversity council reports to the president | 32 | 49% | 10 | 67% | 42 | 53% |
| Diversity council meets at least quarterly | 54 | 83% | 11 | 73% | 65 | 81% |
| Diversity council includes administrators | 60 | 92% | 14 | 93% | 74 | 93% |
| Diversity council includes faculty | 61 | 94% | 14 | 93% | 75 | 94% |
| Diversity council includes staff | 61 | 94% | 14 | 93% | 75 | 94% |
| Diversity council includes students | 51 | 78% | 12 | 80% | 63 | 79% |
| Diversity council has input on campus-wide diversity planning | 56 | 86% | 13 | 87% | 69 | 86% |

## Chief Diversity Officer's Role Positioned for Success

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Our chief diversity officer has input in the budget for his/her office | 59 | 91% | 13 | 87% | 72 | 90% |
| Our chief diversity officer has his/her own budget | 61 | 94% | 12 | 80% | 73 | 91% |
| Our chief diversity officer position is an executive-level role | 58 | 89% | 12 | 80% | 70 | 88% |
| Our chief diversity officer can attend governing board meetings to present the case for diversity | 58 | 89% | 11 | 73% | 69 | 86% |
| Our chief diversity officer reports to the president | 49 | 75% | 9 | 60% | 53 | 66% |
| Our chief diversity officer has a deciding vote on the diversity council | 41 | 63% | 10 | 67% | 51 | 64% |

## Strategies for Helping Students Develop Cultural Competence

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Multicultural clubs and/or organizations for minority students | 65 | 100% | 15 | 100% | 80 | 100% |
| Multicultural events on campus | 65 | 100% | 15 | 100% | 80 | 100% |
| Issues of diversity are woven into first-year experience program | 61 | 94% | 11 | 73% | 72 | 90% |
| General education diversity course — voluntary | 44 | 68% | 6 | 40% | 50 | 63% |
| Program that provides opportunities for Pell Grant students to study abroad | 47 | 72% | 11 | 73% | 58 | 73% |
| Faculty are requested to incorporate diversity into their curriculum | 51 | 78% | 9 | 60% | 60 | 75% |
| Diversity courses for students | 62 | 95% | 13 | 87% | 75 | 94% |

## Campus Celebrations

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| African American History Month | 65 | 100% | 15 | 100% | 80 | 100% |
| Hispanic American Heritage Month | 64 | 98% | 13 | 87% | 77 | 96% |
| Martin Luther King Jr. Day | 64 | 98% | 15 | 100% | 79 | 99% |
| LGBTQ Pride Month | 61 | 94% | 12 | 80% | 73 | 91% |
| Women's History Month | 63 | 97% | 13 | 87% | 76 | 95% |
| Asian-Pacific American Heritage Month | 55 | 85% | 11 | 73% | 66 | 83% |
| Native American Heritage Month | 48 | 74% | 10 | 67% | 58 | 73% |
| National Disability Employment Awareness Month | 52 | 80% | 9 | 60% | 61 | 76% |

## Affinity or Employee Resource Groups

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| African American/Black affinity group | 58 | 89% | 8 | 53% | 66 | 83% |
| LGBTQ affinity group | 50 | 77% | 8 | 53% | 58 | 73% |
| Hispanic/Latino affinity group | 50 | 77% | 7 | 47% | 57 | 71% |
| Women's affinity group | 47 | 72% | 7 | 47% | 54 | 68% |
| Asian American/Pacific Islander affinity group | 34 | 52% | 6 | 40% | 40 | 50% |
| Veterans' affinity group | 35 | 54% | 5 | 33% | 40 | 50% |
| Native American affinity group | 21 | 32% | 5 | 33% | 26 | 33% |
| Disability affinity group | 26 | 40% | 3 | 20% | 29 | 36% |
| Religious-affiliated affinity groups | 20 | 31% | 5 | 33% | 25 | 31% |

## Offerings for Students with Disabilities

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Instructional materials in accessible formats | 64 | 98% | 15 | 100% | 79 | 99% |
| Wheelchair-accessible curbs and building ramps | 65 | 100% | 15 | 100% | 80 | 100% |
| Wheelchair-accessible buildings (excluding certified historic ones) | 64 | 98% | 15 | 100% | 79 | 99% |
| Online learning systems accessible to all students | 62 | 95% | 15 | 100% | 77 | 96% |
| Sign language translators for the classroom | 64 | 98% | 15 | 100% | 79 | 99% |
| Elevators in all buildings (excluding certified historic ones) | 61 | 94% | 12 | 80% | 73 | 91% |
| Computer-Assisted Real-Time Captioning | 57 | 88% | 14 | 93% | 71 | 89% |
| Accessible online employment application | 55 | 85% | 14 | 93% | 69 | 86% |
| Textbooks in braille | 58 | 89% | 14 | 93% | 72 | 90% |
| Section 508 website compliance | 59 | 91% | 13 | 87% | 72 | 90% |

## LGBTQ Issues

| | Public Schools | | Private Schools | | Total | |
|---|---|---|---|---|---|---|
| | Institutions | Percentage | Institutions | Percentage | Institutions | Percentage |
| Gender-neutral bathrooms | 64 | 98% | 13 | 87% | 77 | 96% |
| Same-sex partner healthcare benefits for employees | 57 | 88% | 13 | 87% | 70 | 88% |
| Trans-inclusive health benefits | 31 | 48% | 10 | 67% | 41 | 51% |

# INSTITUTIONAL DIVERSITY PROGRESS

## Increases in Underrepresented Students and Employees: Public Schools

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|---|---|---|---|---|---|---|
| We have increased the racial and ethnic diversity of full-time tenured faculty over the past five years | 20 | 29 | 7 | 8 | 1 | 65 |
| We have increased the number of female full-time tenured faculty over the past five years | 22 | 36 | 3 | 3 | 1 | 65 |
| We have increased the racial and ethnic diversity of full-time non-tenured faculty over the past five years | 17 | 31 | 9 | 8 | 0 | 65 |
| We have increased the number of female full-time non-tenured faculty over the past five years | 20 | 37 | 4 | 4 | 0 | 65 |
| We have increased the number of women in leadership positions (deans and above) over the past five years | 26 | 36 | 0 | 2 | 1 | 65 |
| We have increased the number of female STEM faculty members over the past five years | 17 | 35 | 9 | 4 | 0 | 65 |
| We have increased the number of full-time underrepresented students over the past five years | 35 | 28 | 1 | 0 | 1 | 65 |

## Increases in Underrepresented Students and Employees: Private Schools

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|---|---|---|---|---|---|---|
| We have increased the racial and ethnic diversity of full-time tenured faculty over the past five years | 4 | 7 | 2 | 2 | 0 | 15 |
| We have increased the number of female full-time tenured faculty over the past five years | 6 | 5 | 1 | 2 | 1 | 15 |
| We have increased the racial and ethnic diversity of full-time non-tenured faculty over the past five years | 4 | 7 | 2 | 2 | 0 | 15 |
| We have increased the number of female full-time non-tenured faculty over the past five years | 5 | 6 | 3 | 1 | 0 | 15 |
| We have increased the number of women in leadership positions (deans and above) over the past five years | 6 | 8 | 0 | 1 | 0 | 15 |
| We have increased the number of female STEM faculty members over the past five years | 5 | 6 | 2 | 2 | 0 | 15 |
| We have increased the number of full-time underrepresented students over the past five years | 5 | 6 | 3 | 1 | 1 | 15 |

# 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.

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