INSIGHT Into Diversity

Higher Education Excellence in Diversity Award

2017

The only national higher education diversity award

2017-2018

HEED Award Data Report

Institutional Totals

insightintodiversity.com

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 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.

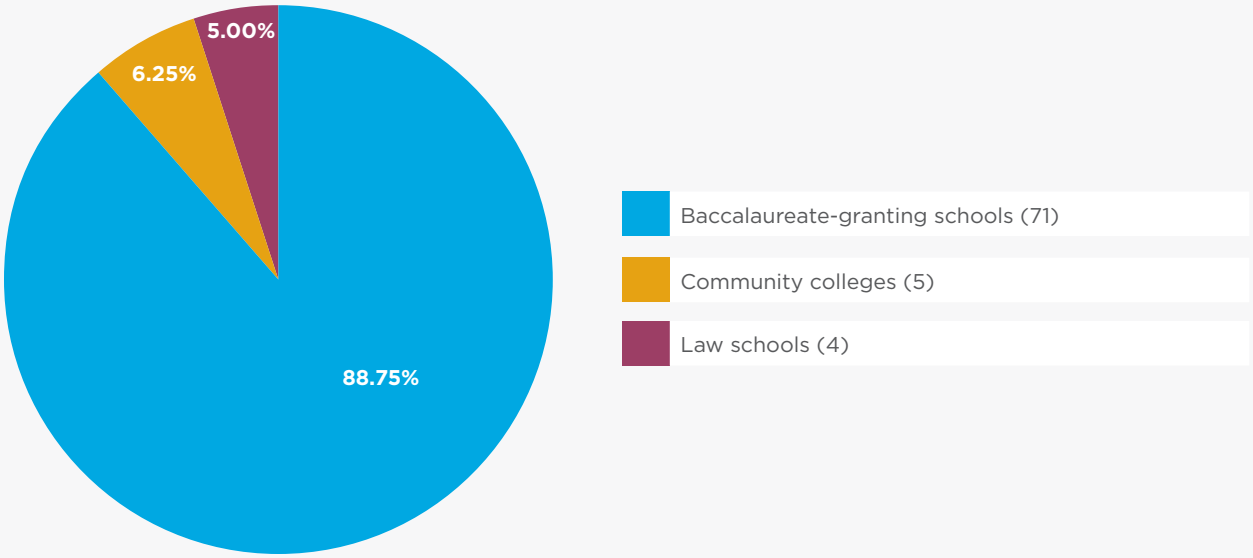
2017 *INSIGHT Into Diversity*
HEED Award Recipients

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)

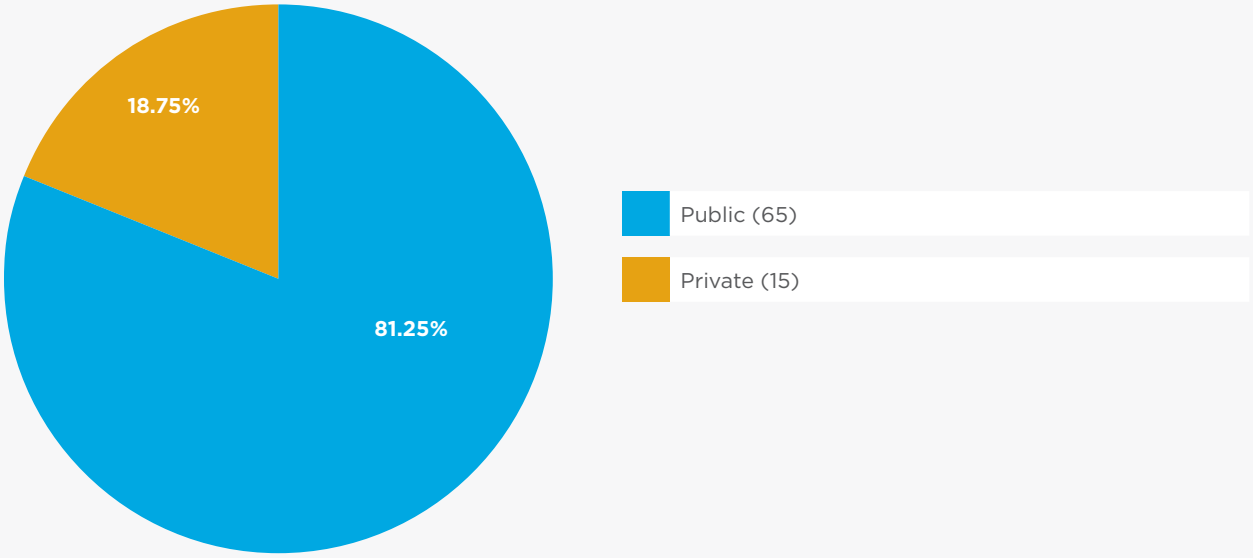
*Also a 2017 *INSIGHT Into Diversity* Diversity Champion school, ranking in the top tier of HEED Award recipients

HEED INSTITUTION CHARACTERISTICS

Type of Institution

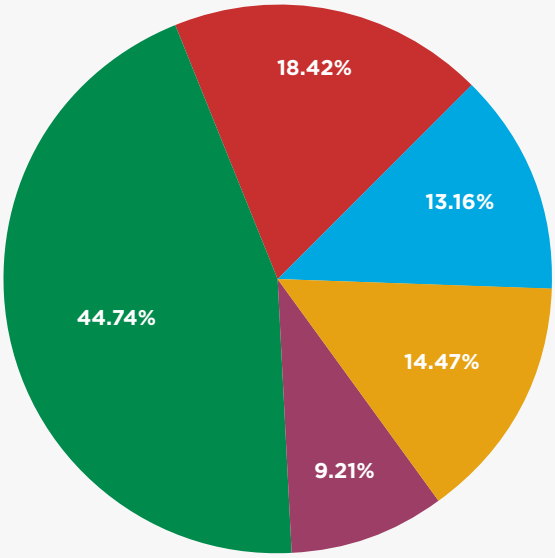


Public vs. Private



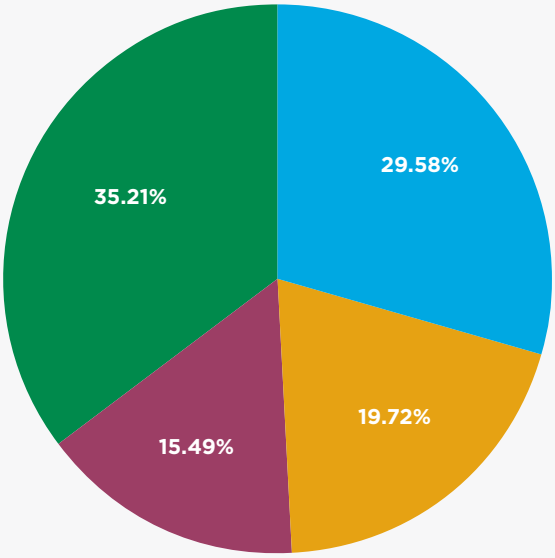
STUDENT DEMOGRAPHICS

Full-Time Undergraduate Students



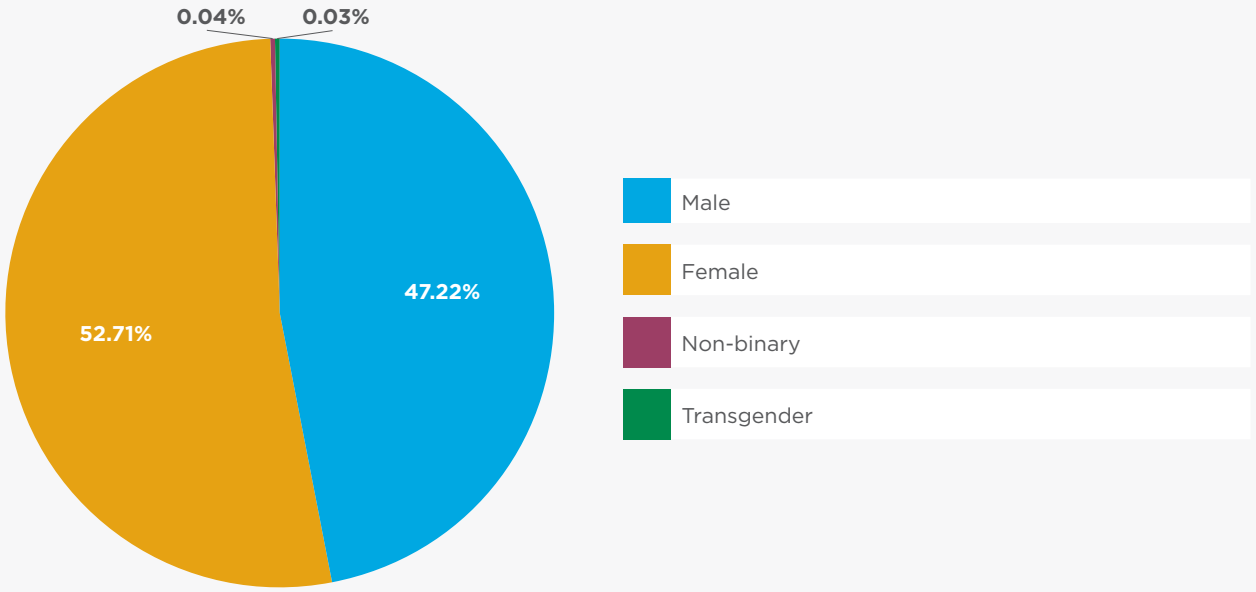
- 0-4,999 students (10)
- 5,000-9,999 students (11)
- 10,000-14,999 students (7)
- 15,000-29,999 students (34)
- 30,000 students and over (14)

Full-Time Graduate Students

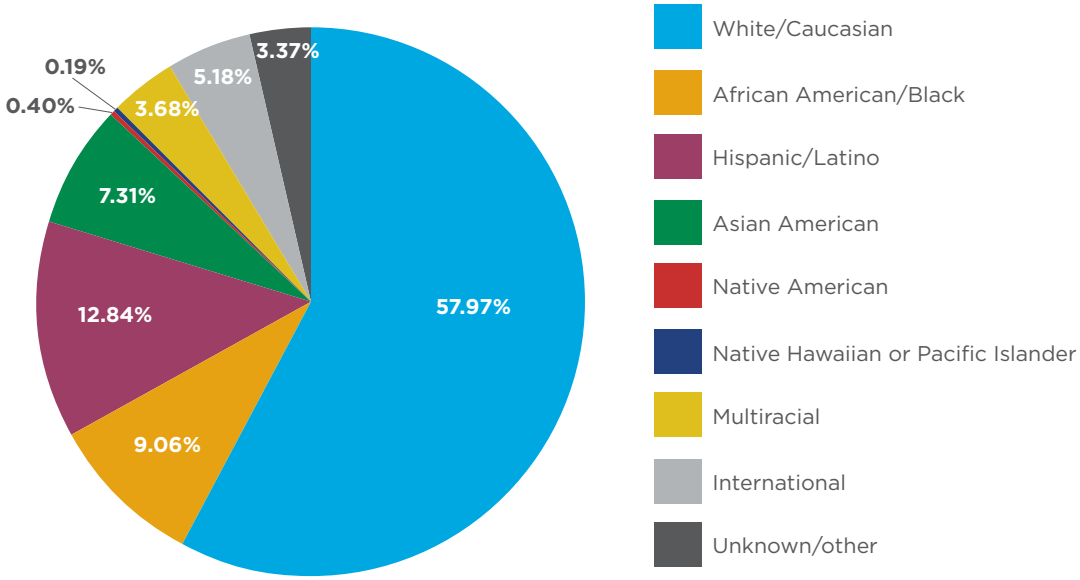


- 0-999 students (21)
- 1,000-2,999 students (14)
- 3,000-4,999 students (11)
- 5,000 students and over (25)

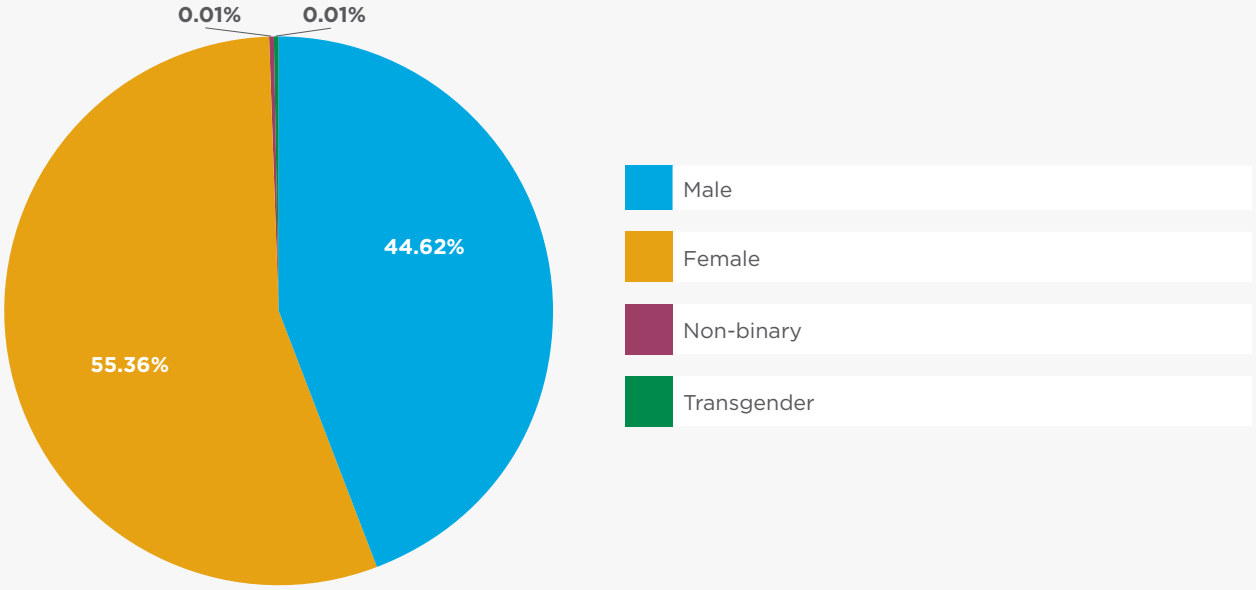
Gender of Full-Time Undergraduate Students



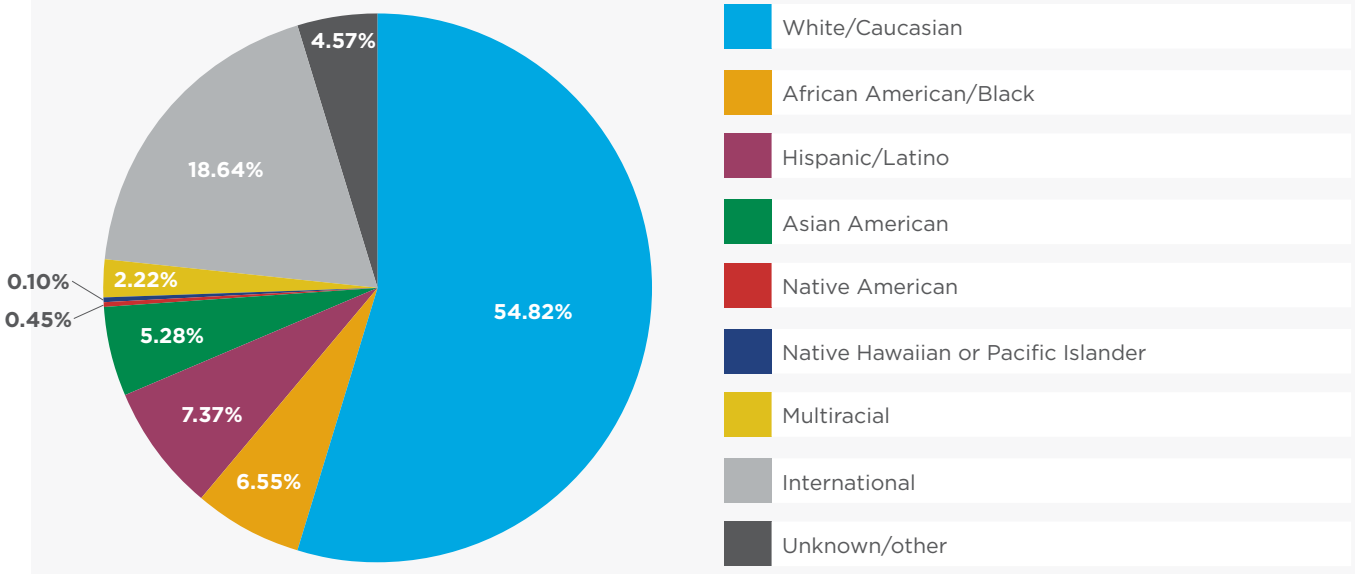
Race/Ethnicity of Full-Time Undergraduate Students



Gender of Full-Time Graduate Students

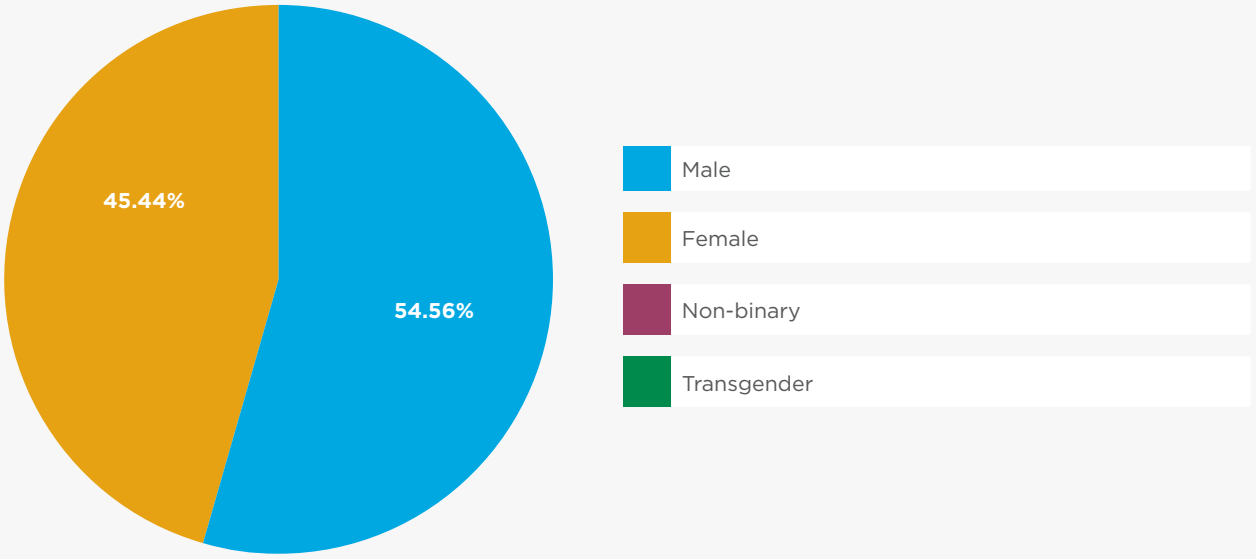


Race/Ethnicity of Full-Time Graduate Students

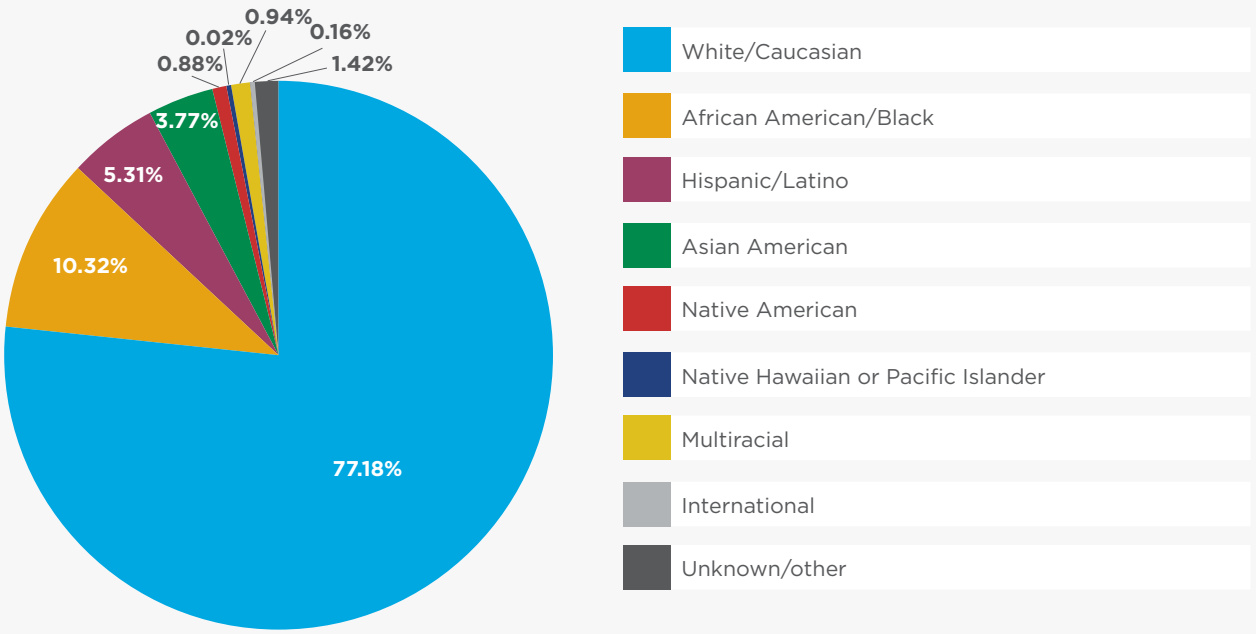


LEADERSHIP DEMOGRAPHICS

Gender of Administrative Leadership (Deans and Above)

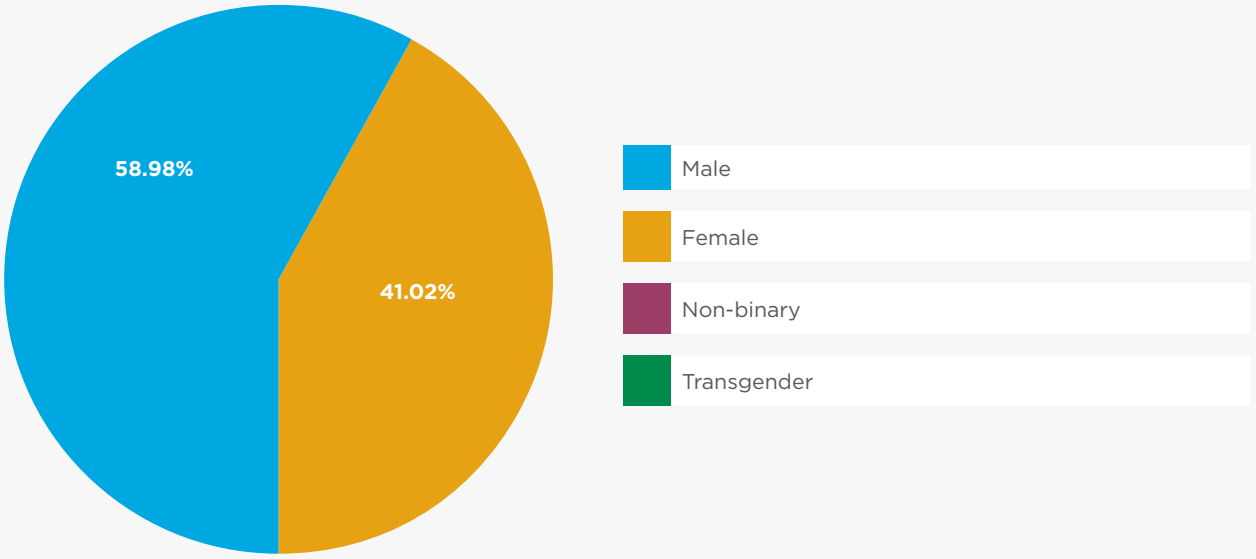


Race/Ethnicity of Administrative Leadership

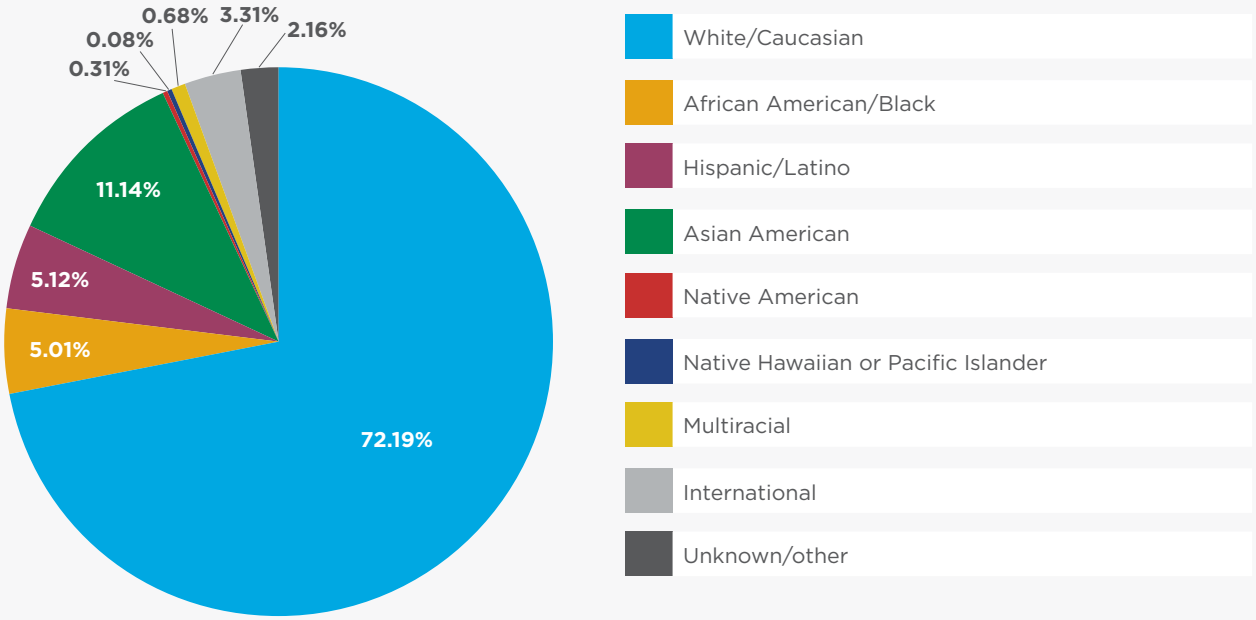


FACULTY AND STAFF DEMOGRAPHICS

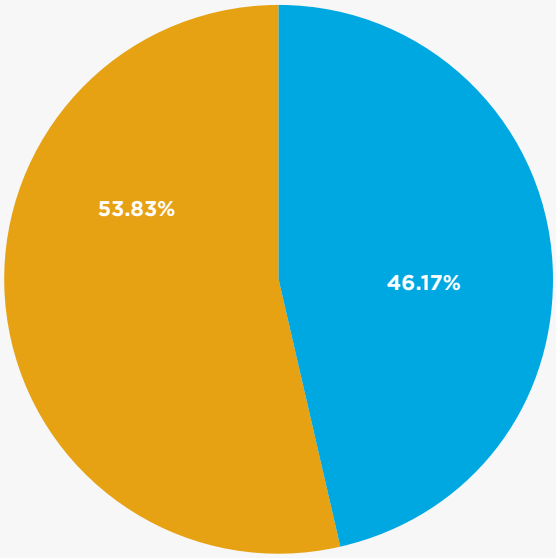
Gender of Full-Time Tenured and Tenure-Track Faculty



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

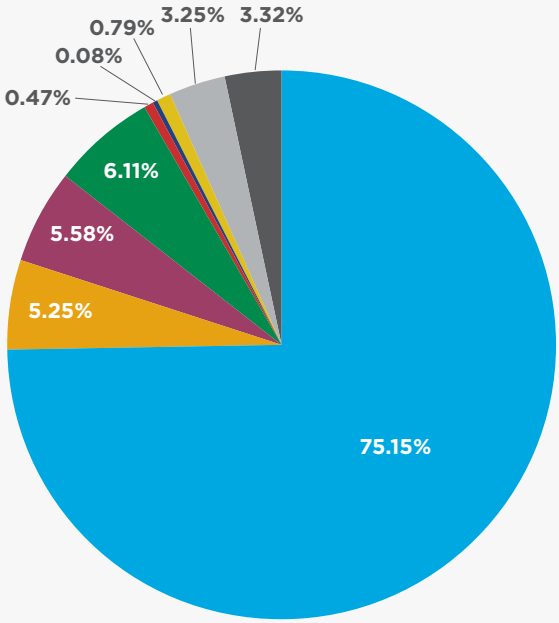


Gender of Full-Time Non-tenured Faculty



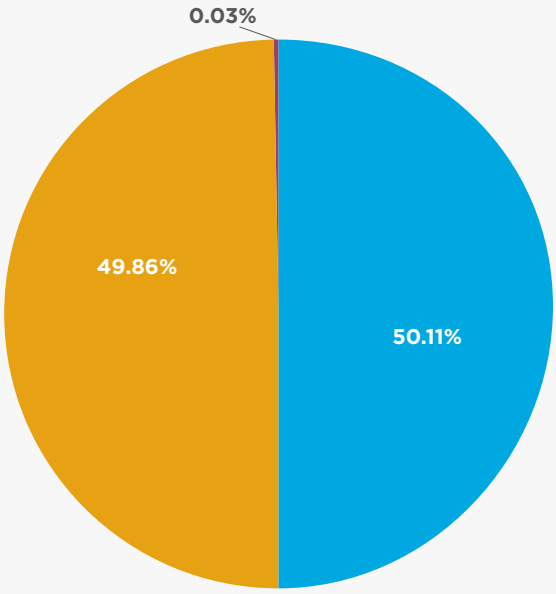
- Male
- Female
- Non-binary
- Transgender

Race/Ethnicity of Full-Time Non-tenured Faculty



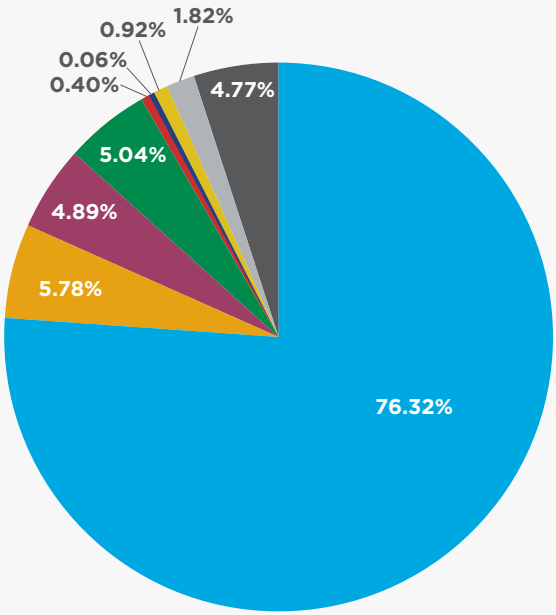
- White/Caucasian
- African American/Black
- Hispanic/Latino
- Asian American
- Native American
- Native Hawaiian or Pacific Islander
- Multiracial
- International
- Unknown/other

Gender of Adjunct Faculty



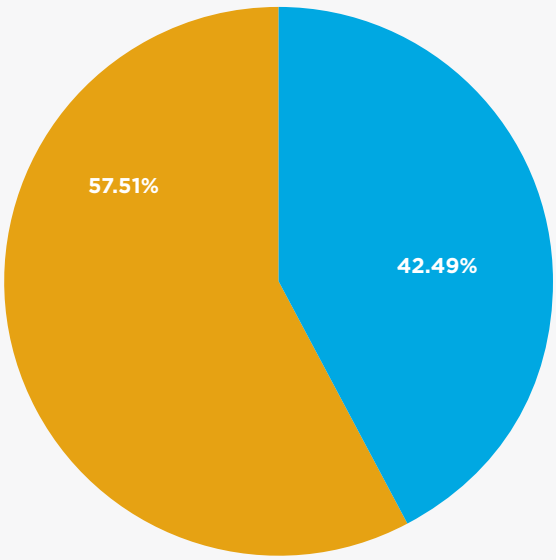
- Male
- Female
- Non-binary
- Transgender

Race/Ethnicity of Adjunct Faculty



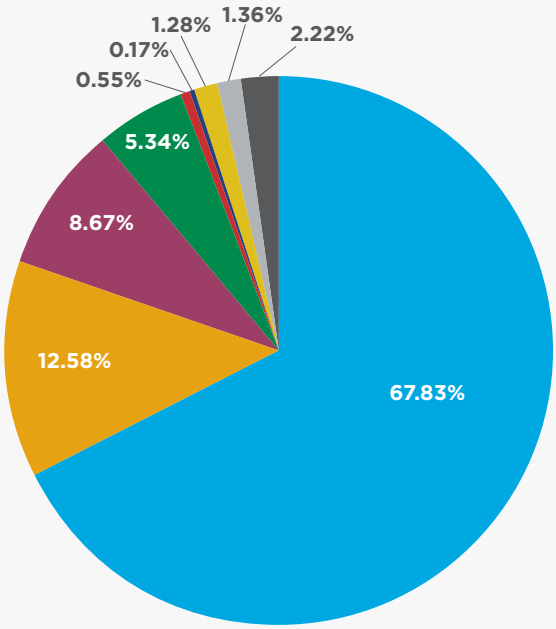
- White/Caucasian
- African American/Black
- Hispanic/Latino
- Asian American
- Native American
- Native Hawaiian or Pacific Islander
- Multiracial
- International
- Unknown/other

Gender of Full-Time Non-instructional Staff



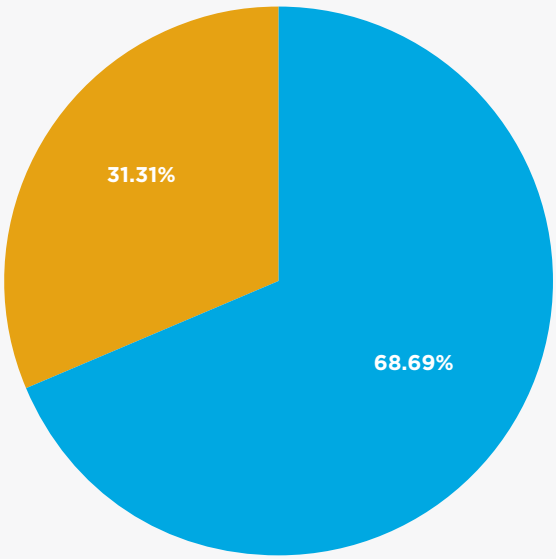
- Male
- Female
- Non-binary
- Transgender

Race/Ethnicity of Full-Time Non-instructional Staff



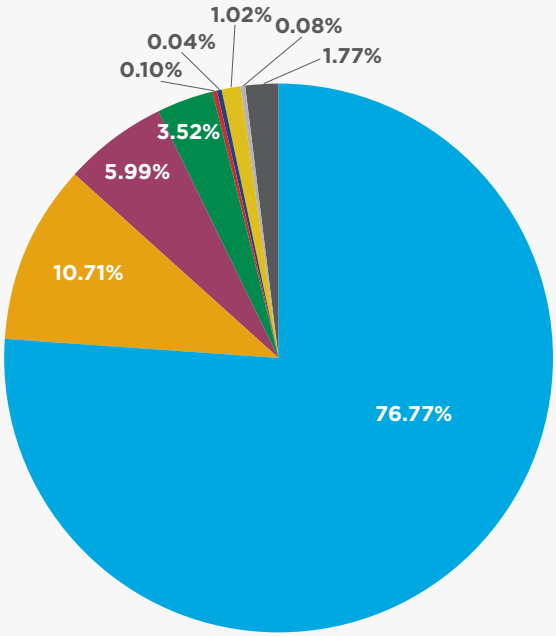
- White/Caucasian
- African American/Black
- Hispanic/Latino
- Asian American
- Native American
- Native Hawaiian or Pacific Islander
- Multiracial
- International
- Unknown/other

Gender of Governing Board Members



- Male
- Female
- Non-binary
- Transgender

Race/Ethnicity of Governing Board Members



- White/Caucasian
- African American/Black
- Hispanic/Latino
- Asian American
- Native American
- Native Hawaiian or Pacific Islander
- Multiracial
- International
- Unknown/other

STUDENT RECRUITMENT AND RETENTION EFFORTS

Efforts to Recruit Historically Underrepresented and First-Generation Students

	Institutions	Percentage
Community outreach efforts	80	100%
Admissions officers with a diversity focus	74	92%
On-campus diversity recruitment efforts	77	96%
Community college bridge programs	62	77%
Pre-college programs for K-12 students	76	95%
Social media outreach	74	92%
National strategic partnerships (Posse Foundation, Questbridge, etc.)	50	63%
Race-conscious scholarships	59	74%
Economic-conscious scholarships	75	94%
Holistic admissions process	62	77%
Recruiter attendance at underrepresented student conferences	62	77%

Efforts to Improve Retention and Graduation Rates for Historically Underrepresented Students

	Institutions	Percentage
Free tutoring support	77	96%
Academically themed diverse student organizations	75	94%
First-year experience programs	75	94%
Cohort-based academic success and leadership programs	74	92%
Early-warning systems	70	88%
Institutional research on student success patterns	73	91%
Summer bridge programs	70	88%
Campus-wide retention strategic plan	65	82%
Supplemental instruction	68	85%
Culturally relevant advising	67	84%
Mentorship programs	74	92%

STUDENT GRADUATION RATES

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

Overall	**21.09%**
White/Caucasian	30.59%
African American/Black	11.27%
Hispanic/Latino	15.80%
Asian American	20.85%
Native American	9.06%
Native Hawaiian or Pacific Islander	18.31%
Multiracial	9.30%
International	19.02%
Unknown/other	16.61%

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

Overall	**65.05%**
White/Caucasian	67.01%
African American/Black	53.89%
Hispanic/Latino	60.04%
Asian American	66.17%
Native American	49.30%
Native Hawaiian or Pacific Islander	45.78%
Multiracial	55.44%
International	62.70%
Unknown/other	59.14%

FACULTY RECRUITMENT AND RETENTION

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

	Institutions	Percentage
Advertisements in diversity-only publications and/or job boards	74	93%
Participation in diversity recruitment events	65	81%
Faculty diversity strategic plan	54	68%
National partnership efforts	59	74%
Pipeline programs for future faculty	48	60%
Hosting future faculty diversity symposiums on campus	43	54%
Grant-funded initiatives to increase retention (e.g., NSF Advance program)	43	54%
Strategic funds to hire diverse candidates	50	63%
Strategic funds to increase financial offers to diverse job candidates	53	66%
Dedicated faculty diversity recruitment specialist	38	48%
Diversity-themed postdoctoral fellowships	35	44%
Diverse faculty exchange programs (e.g., with HBCUs)	19	24%
Request diversity accomplishments from job candidates	44	55%
Require search firms to include diverse candidates	49	61%
Require diverse job candidates to be included in pool of all job candidates	27	34%

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

	Institutions	Percentage
Affinity or employee resource groups for employees	61	76%
Mentor programs for diverse junior faculty	68	85%
Start-up research funds for new diverse faculty	43	54%
Family-flexible tenure timelines	55	69%
Graduate research support for new diverse faculty	44	55%
Participation in diversity-related programming considered in tenure and promotion processes	47	59%
Cohort-driven leadership programs for diverse junior faculty	35	44%

LEADERSHIP AND ACCOUNTABILITY

Role the Chancellor or President Plays in Campus Diversity Policies

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A	Total
Shows a visible commitment to diversity in speeches, written correspondence, and public appearances	76	4	0	0	0	0	80
Ensures that senior leadership are engaged in campus diversity agenda	65	15	0	0	0	0	80
Charges campus-wide diversity committee	57	22	1	0	0	0	80
Ensures that resources (funding and staff) are available to drive campus diversity efforts	61	19	0	0	0	0	80
Creates a culture of accountability	60	19	1	0	0	0	80

Strategies in Place Around Diversity Planning and Accountability

	Institutions	Percentage
Diversity and inclusion goals and plans embedded in campus-wide strategic plan	72	90%
Institution's official mission statement includes diversity and inclusion language	70	88%
Institution has a campus-wide diversity planning committee or task force	75	94%
Diversity office has opportunity to formally report on campus diversity at meetings of the board of governors, trustees, or regents	65	81%
Institution uses a diversity scorecard process to measure diversity progress	33	41%
Institution requires diversity plans from individual schools or colleges	33	41%
Campus has a centralized diversity plan	57	71%
Diversity officer makes public institution's annual diversity report	43	54%

Diversity Training Programs

	Voluntary	Required	No Training	N/A	Total
Full-time faculty	50	25	5	0	80
Full-time staff	47	30	3	0	80
Adjunct faculty	54	21	5	0	80
Board of trustees or regents	43	12	20	5	80
Full-time students	49	26	5	0	80
LGBTQ training for athletic department	40	20	9	11	80
Senior leadership	44	31	5	0	80
Search committee heads	20	57	3	0	80
Search committee members	30	47	3	0	80
Campus police force	47	25	1	7	80

Unconcious Bias Training

	Yes	No	N/A	Total
Full-time tenured faculty	63	11	6	80
Full-time non-tenured faculty	63	12	5	80
Adjunct faculty	58	14	8	80
Full-time staff	63	12	5	80
Senior leadership	60	14	6	80
Search committee heads	66	10	4	80
Search committee members	66	10	4	80
Full-time students	54	17	9	80
Campus police force	62	9	9	80
Governing board members	34	27	19	80
Athletic department staff	54	12	14	80

Activation of Institutional Diversity Plan

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Chief diversity officer provides point leadership in the campus-wide diversity implementation process	67	12	1	0	0	80
Campus-wide diversity committee ensures that many different people are involved in shaping the campus's diversity strategy	66	13	1	0	0	80
Senior leadership ensure that diversity is prioritized in their respective schools, colleges, and divisional units	47	30	3	0	0	80
Students play a key role in leading diversity change efforts on campus	61	17	2	0	0	80
Campus diversity efforts are data-driven and evidence-based	55	19	5	0	0	80
Adequate financial resources exist to drive campus diversity efforts	37	34	4	5	0	80

Diversity-Focused Financial Strategies

	Institutions	Percentage
We apply for federal diversity grants (e.g., NSF, NIH, U.S. Department of Education)	69	86%
Diversity goals are embedded into the overall budget process	65	81%
We have campus-wide diversity incentive grants (e.g., pool of funds for which anyone can compete)	51	64%
We have a diversity-themed alumni fundraising program	48	60%
We have a qualified diversity endowment	30	38%
We have an annual diversity fundraising program	32	40%
We have a dedicated development officer focused on diversity	37	46%
We have financial resources set aside for internal diversity and inclusion awards	58	72%

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 speaker 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

	Institutions	Percentage
Social media used for multicultural marketing (e.g., YouTube, Instagram, Twitter, Facebook, etc.)	77	96%
Diversity advertising and outreach campaigns (e.g., display/image advertising in diversity publications, billboards, commercials, etc.)	74	93%
Student ambassadors communicate campus diversity to prospective students and their parents	74	93%
Diversity-themed admissions materials and brochures	68	85%
Display all diversity awards received on website	74	93%
Diversity link on website homepage	61	76%
Multicultural communications officer or specialist	31	39%

Diversity-Related Pages on Institutional Website

	Institutions	Percentage
Disability services office	80	100%
Diversity office	78	98%
International office	77	96%
Veterans' office	71	89%
Study abroad office	73	91%
LGBTQ office	57	71%
Supplier diversity office	38	48%
Religious services office	32	40%
Multicultural affairs office	62	78%

Diversity-Related Information on Institutional Website

	Institutions	Percentage
Every open job listing on our human resources page includes an AA/EEO statement	80	100%
Our international office page includes information about groups that students can join	72	90%
Our human resources page includes information about diversity training	51	64%
Our study abroad page includes specific opportunities for underrepresented students (e.g., scholarships)	60	75%
Our procurement office/supplier diversity page lists opportunities for minority- and women-owned businesses	50	63%
Our disability services office page links to the career services page	50	63%
Our human resources page includes information about affinity groups employees can join	32	40%

CHIEF DIVERSITY OFFICER ROLE

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

	Institutions	Percentage
Campus climate survey for students	73	91%
Campus climate survey for administrators	60	75%
Campus climate survey for faculty	70	88%
Campus climate survey for staff	65	81%
Exit interviews for employees	64	80%
Exit interviews for students	39	49%
Diversity mapping of institutional capabilities	33	41%
Diversity benchmarking efforts	54	68%
Follow-up with job candidates who declined job offers	29	36%

Diversity Council

	Institutions	Percentage
Diversity council reports to the president	42	53%
Diversity council meets at least quarterly	65	81%
Diversity council includes administrators	74	93%
Diversity council includes faculty	75	94%
Diversity council includes staff	75	94%
Diversity council includes students	63	79%
Diversity council has input on campus-wide diversity planning	69	86%

Chief Diversity Officer's Role Positioned for Success

	Institutions	Percentage
Our chief diversity officer has input in the budget for his/her office	72	90%
Our chief diversity officer has his/her own budget	73	91%
Our chief diversity officer position is an executive-level role	70	88%
Our chief diversity officer can attend governing board meetings to present the case for diversity	69	86%
Our chief diversity officer reports to the president	53	66%
Our chief diversity officer has a deciding vote on the diversity council	51	64%

Strategies for Helping Students Develop Cultural Competence

	Institutions	Percentage
Multicultural clubs and/or organizations for students	80	100%
Multicultural events on campus	80	100%
Issues of diversity are woven into first-year experience program	72	90%
General education diversity course — voluntary	50	63%
Program that provides opportunities for Pell Grant students to study abroad	58	73%
Faculty are requested to incorporate diversity into their curriculum	60	75%
Diversity courses for students	75	94%

Campus Celebrations

	Institutions	Percentage
African American History Month	80	100%
Hispanic American Heritage Month	77	96%
Martin Luther King Jr. Day	79	99%
LGBTQ Pride Month	73	91%
Women's History Month	76	95%
Asian-Pacific American Heritage Month	66	83%
Native American Heritage Month	58	73%
National Disability Employment Awareness Month	61	76%

Affinity or Employee Resource Groups

	Institutions	Percentage
African American/Black affinity group	66	83%
LGBTQ affinity group	58	73%
Hispanic/Latino affinity group	57	71%
Women's affinity group	54	68%
Asian American/Pacific Islander affinity group	40	50%
Veterans' affinity group	40	50%
Native American affinity group	26	33%
Disability affinity group	29	36%
Religious-affiliated affinity groups	25	31%

Offerings for Students with Disabilities

	Institutions	Percentage
Instructional materials in accessible formats	79	99%
Wheelchair-accessible curbs and building ramps	80	100%
Wheelchair-accessible buildings (excluding certified historic ones)	79	99%
Online learning systems accessible to all students	77	96%
Sign language translators for the classroom	79	99%
Elevators in all buildings (excluding certified historic ones)	73	91%
Computer-Assisted Real-Time Captioning	71	89%
Accessible online employment application	69	86%
Textbooks in braille	72	90%
Section 508 website compliance	72	90%

LGBTQ Issues

	Institutions	Percentage
Gender-neutral bathrooms	77	96%
Same-sex partner healthcare benefits for employees	70	88%
Trans-inclusive health benefits	41	51%

INSTITUTIONAL DIVERSITY PROGRESS

Increases in Underrepresented Students and Employees

	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	24	36	9	10	1	80
We have increased the number of female full-time tenured faculty over the past five years	28	41	4	5	2	80
We have increased the racial and ethnic diversity of full-time non-tenured faculty over the past five years	21	38	11	10	0	80
We have increased the number of female full-time non-tenured faculty over the past five years	25	43	7	5	0	80
We have increased the number of women in leadership positions (deans and above) over the past five years	32	44	0	3	1	80
We have increased the number of female STEM faculty members over the past five years	22	41	11	6	0	80
We have increased the number of full-time underrepresented students over the past five years	40	34	4	1	1	80

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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