

INSIGHT *Into Diversity*[®]

The 2015-2016
HEED
Award
Benchmarking Report

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in Partnership with
INSIGHT Into Diversity



The INSIGHT Into Diversity
Higher Education Excellence in Diversity Award

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Strategic Diversity Leadership Benchmarking Framework

The Strategic Diversity Leadership Framework (Exhibit 1) is used to understand the diversity capabilities of HEED institutions in terms of:

1. Institutional diversity leadership commitment
2. Access and equity capabilities
3. Campus climate and inclusion capabilities
4. Learning and diversity capabilities

Exhibit 1 offers a visual representation of these four perspectives, plus diversity-themed research and scholarship, which was only minimally included in this discussion because of data limitations. The use of the word “perspectives” is intentional and meant to reinforce the idea that a strategic diversity effort works best if pursued from

a number of different strategic viewpoints. At the core of the model, commitment to institutional diversity operates as the key ingredient for accomplishing the other four dimensions of the model. The four baseline perspectives offered here represent the big-picture diversity priorities of most academic institutions. This framework has proven to be a helpful starting point for developing a balanced set of diversity capabilities.

Exhibit 1 presents each of these perspectives as a balanced set of diversity dimensions that an institution can use as a basis for moving forward in an effective, coordinated fashion. This model complements previous discussions of strategic diversity leadership by presenting a performance management tool that captures the various threads of an institution’s diversity strategy, however it may be defined.



STRATEGIC DIVERSITY LEADERSHIP FRAMEWORK

Exhibit 1



Source: Williams, D. (2013). *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*.

OVERVIEW OF HEED INSTITUTION CHARACTERISTICS

Exhibit 2

| HEED Award Recipient Status |
|---|
| <p>New Award Recipients: 31%</p> <p>Previous Award Recipients: 69%</p> |
| Institution Control |
| <p>Public: 78%</p> <p>Private: 22%</p> |
| Institution Type |
| <p>Bachelor’s Degree-Granting Institutions: 71%</p> <p>Associate Degree-Granting Institutions: 15%</p> <p>Academic Health Profession Schools: 8%</p> <p>Law Schools: 6%</p> |
| Institution Size: Undergraduate Student Enrollment |
| <p>Less than 5,000: 27%</p> <p>5,000–9,999: 10%</p> <p>10,000–19,999: 14%</p> <p>20,000–29,999: 30%</p> <p>More than 30,000: 19%</p> |
| Institutional Selectivity: Percent Admitted |
| <p>Open Enrollment: 18%</p> <p>Low Selectivity: 41%</p> <p>Moderately Selective: 25%</p> <p>Selective: 11%</p> <p>Highly Selective: 5%</p> |

- does not need to be prioritized by the administration or faculty. As a result, diversity is often defined in narrow terms at these institutions, which may not fully embrace gender, sexual orientation, religion, and other dimensions of diversity that must be

championed alongside issues of race, ethnicity, and economic background. Indeed, many of these institutions are often minority-serving, yet their faculty and leadership teams are not as reflective of this same diversity as some would expect.

Access & Equity Capabilities

The next area we look at is access and equity capabilities. This aspect of strategic diversity leadership refers to the capabilities that support the recruitment, retention, and success of minorities, women, and others. These are the capabilities that drive diverse demographic representation and ultimately success, defined as rates of progress to achieving tenure and promotion, increased graduation and retention rates, and more.

Three clusters of capabilities were identified among INSIGHT Into Diversity HEED Award recipients (Exhibit 9): 1) student recruitment capabilities, 2) student retention capabilities, and 3) faculty diversification capabilities. What follows is a brief overview of each capability cluster that outlines some of the ways in which HEED institutions have made investments in the recruitment, retention,

and equitable outcomes of historically underrepresented minorities, which was the focus of the questions asked in this section of the HEED Award application.

Student Recruitment Capabilities

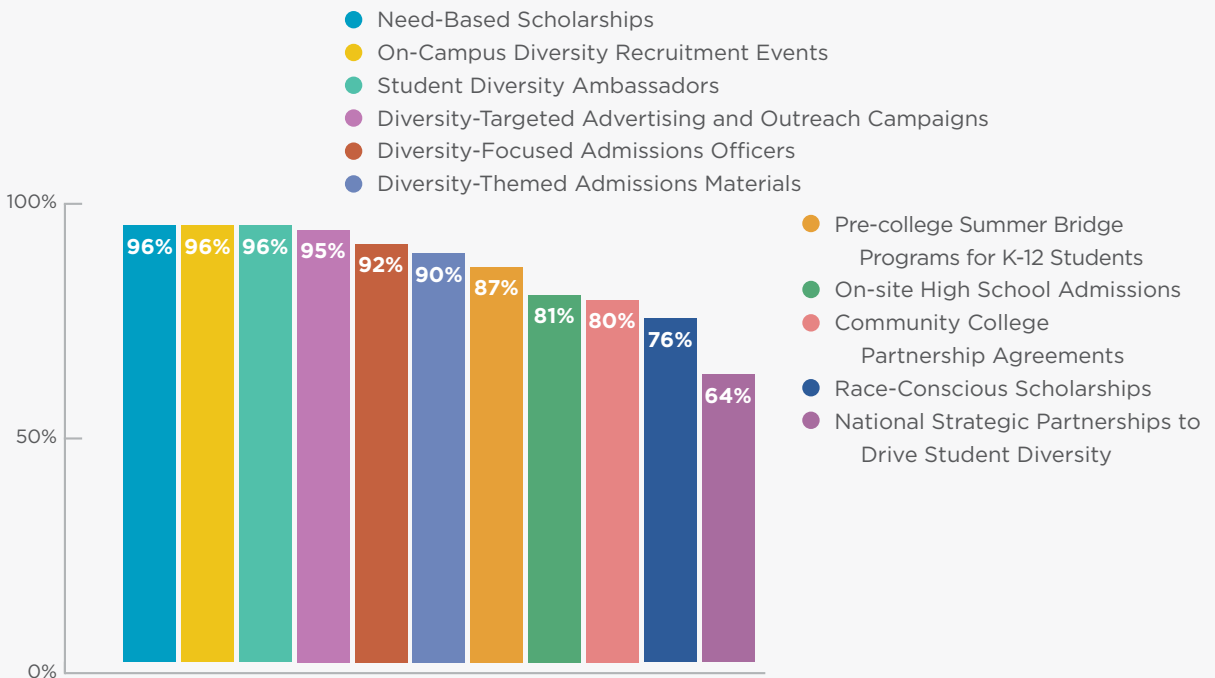
HEED institutions have built broad capability to enhance the level of student diversity that exists on campus. Exhibit 9 outlines these capabilities from a recruitment perspective. They include diversity branding and outreach initiatives, strategic partnerships, pre-college initiatives, scholarship programs, and even national partnership initiatives.

Some highlights of HEED institutions' student recruitment capabilities include:

- Nearly every HEED institution had a

STUDENT DIVERSITY RECRUITMENT CAPABILITIES

Exhibit 9



HEED AWARD INSTITUTION CAPABILITIES IN DIVERSITY LEADERSHIP COMMITMENT, ACCESS AND EQUITY, & CAMPUS CLIMATE AND INCLUSION

Exhibit 21

| Diversity Tactic | Health Profession Schools | Law Schools | Associate Degree-Granting Institutions | Bachelor's Degree-Granting Institutions |
|---|---------------------------|-------------|--|---|
| Capability: Leadership Commitment | | | | |
| Institution's mission statement includes diversity | 86% | 80% | 100% | 96% |
| Has a dedicated diversity plan | 100% | 80% | 100% | 86% |
| Diversity goals are embedded in strategic plan | 100% | 80% | 100% | 100% |
| Has a diversity committee | 86% | 80% | 93% | 94% |
| Convenes a diversity forum | | | | |
| Formally reports on campus diversity | | | | |
| Uses a diversity scorecard system | | | | |
| Diversity part of five-year review of administrators | | | | |
| Diversity part of tenure and promotion | | | | |
| Diversity incentive grants | | | | |
| Diversity leadership awards | | | | |
| Diversity goals are embedded into capital campaign | | | | |
| Capability: Access & Equity - Students | | | | |
| Pre-college K-12 programs | | | | |
| Race-conscious scholarships | | | | |
| Need-based scholarships | | | | |
| Capability: Access & Equity - Faculty | | | | |
| Faculty diversity strategic plan | | | | |
| Dedicated faculty diversity recruitment specialist | | | | |
| Strategic funds set aside to hire diverse faculty | | | | |
| Future faculty recruitment database | | | | |
| Capability: Climate & Inclusion | | | | |
| Diversity-themed student organizations | | | | |
| Requires diversity training for staff | | | | |
| Requires diversity training for faculty | | | | |
| Requires diversity training for search committees | | | | |
| Capability: Learning & Diversity | | | | |
| Requires diversity course for students | | | | |
| Issues of diversity are woven into first-year experience | | | | |
| Capability: Outcomes | | | | |
| Made substantive progress increasing student racial diversity | | | | |
| Made substantive progress increasing faculty racial diversity | | | | |
| Made substantive progress improving racial campus climate | | | | |
| Made substantive progress improving cultural competence of students | | | | |

Student Success: Comparing the Six-Year Graduation Rates of HEED Institutions to a National Comparison Group



A high-level analysis of student diversity outcomes compared bachelor’s degree-granting HEED institutions to a similar national sample drawn from the U.S. Department of Education’s National Center for Education Statistics — Integrated Postsecondary Education Data System (IPEDS).

| COMMENTARY | CATEGORY | HEED Institutions | IPEDS National Data |
|---|---|-------------------|---------------------|
| <p>The data show that HEED institutions are outperforming their peers in terms of six-year graduation rates. This finding was true overall and in terms of specific racial and ethnic groups, and among women.</p> <ul style="list-style-type: none"> • Native Hawaiian/Pacific Islander undergraduates were 8.5 percent more likely to graduate at HEED institutions versus the comparison group. • American Indian students were 15 percent more likely to graduate at HEED institutions. • African American students were 12.5 percent more likely to graduate at HEED institutions. • Hispanic/Latino students attending HEED institutions were 8.3 percent more likely to graduate than at peer institutions. • Women at HEED institutions outperformed the national average by more than 18 percent as an impressive 80 percent of women graduate at HEED institutions. • Surprisingly, one of the few groups not more likely to graduate at a higher rate at HEED institutions was Asian American students, who trailed peer institutions by about 5 percentage points. <p>These findings are not surprising given the level of commitment evidenced by HEED institutions in their focus on retention and graduation activities overall.</p> | Total | 64.0% | 59.2% |
| | African American/Black Students | 52.7% | 40.2% |
| | Hispanic/Latino Students | 60.3% | 52.0% |
| | Asian Students | 66.0% | 70.6% |
| | American Indian/Alaska Native Students | 55.3% | 40.2% |
| | Native Hawaiian/Pacific Islander Students | 57.0% | 48.5% |
| | White Students | 66.2% | 62.5% |
| | Women | 80.0% | 61.4% |