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**Virginia Tech Peer Institution Diversity & Inclusion Comparative Study:
A Review of Virginia Tech Peer Institutions' Compositional Dynamics,
Organizational Structures, and Assessment, Planning and Evaluation Practices**

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EXECUTIVE SUMMARY

A systematic review of Virginia Tech's peer institutions and the institutions' organizational contexts for diversity and inclusion programs has been undertaken for the purposes of benchmarking Virginia Tech's processes for assessment, planning and evaluation. Comparative analysis has increasingly been utilized by institutions of higher education to inform decision-making, resource allocation and organizational change (Trainer, 2008). However, little, if any, comparative research has been focused on the organizational structures, programs and processes for the promotion of diversity and inclusion within our institutions of higher education. This study and its findings seek to begin to fill this informational gap and to assist Virginia Tech leadership in supporting its diversity and inclusion structures.

The research and findings are structured to examine three aspects of each institution's context for diversity and inclusion: 1) compositional diversity of students and faculty; 2) the organizational and reporting structures for offices and leadership charged with the responsibility for promoting diversity and inclusion; and 3) the processes utilized for assessing, planning and evaluating programs for diversity and inclusion.

Study Design and Methods – The research and analysis has been undertaken with the guidance of the Vice President for Diversity and Inclusion and in consultation with the Diversity and Inclusion Assessment Advisory Committee. An initial step was to identify the appropriate peer cohort for the comparative analysis. This cohort consists of Virginia Tech's State Council for Higher Education in Virginia (SCHEV) designated peers, the Level III Charter Commonwealth of Virginia universities and several universities that the Advisory Committee deemed as "best practice" universities for a total of 32 peer institutions (see page 6), including Virginia Tech.

Data gathering included four distinct steps. First, compositional data from the National Center for Educational Statistics' Integrated Postsecondary Education Data System (IPEDS) was collected for each institution. Secondly, a review of each institution's information accessible through the public domain (i.e. websites, published reports, newspaper articles) was gathered and compiled into an institutional profile. Third, an electronic survey was distributed to each university to verify the secondary data collected through IPEDs and the public domain and to collect additional information regarding organizational structure and assessment and planning processes. This data was added to the organizational profile of each of the thirteen (40.6%) universities that responded to the survey. Lastly, semi-structured telephone interviews with the Chief Diversity Officer and/or her/his designees were conducted with 21 of the peer institutions. Data from these interviews, along with the other data collection methods, were compiled into *Institutional Profile* reports and provided to the institution for validation. Eleven of the 21 peer Institutional Profile reports have been validated to date. The data was analyzed using both quantitative and qualitative methods, which include descriptive statistics for the compositional data and matrix analysis to identify themes from the survey and interview data.

Results – The results of the compositional diversity component of the research involved analysis of the data for all 32 identified peer institutions. Virginia Tech ranks 22 out of the 32 peer institutions in total undergraduate and graduate enrollment at 30,936 for the 2011-2012 academic year. Ohio State has the highest enrollment at nearly 57,000 students, and William and Mary has the lowest at 8,200 students. In undergraduate enrollment by gender, Virginia Tech ranks 30th in enrollment of undergraduate women and 27th in enrollment of women graduate students as a ratio of total enrollment of graduate students. Virginia Commonwealth University (VCU) has the highest ratio of women undergraduates, Rutgers has the highest ratio of women graduate students, and Georgia Tech has the lowest ratio of both women undergraduate and graduate students.

In overall compositional diversity, as measured by enrollment of all racial and ethnic groups designated by IPEDS and compared to the white student population, Virginia Tech ranks 27 among the peer institutions, with University of California at Berkley having the highest total enrollment of racial and ethnic minorities (60%) and University of Missouri having the lowest (19%). In cumulative graduation rates, Virginia Tech ranks 14th among the peer group with the University of Virginia having the highest cumulative graduation rate and VCU having the lowest.

Analysis of compositional data concentrated primarily on graduate student assistantships and faculty composition, as these populations are deemed to be the most influenced by diversity and inclusion initiatives, as compared to staff composition, which is more influenced by the geographic location of the institution. Virginia Tech ranks 19th among the peer cohort in the compositional diversity of graduate assistants. University of Southern California has the highest ratio of compositional diversity among graduate assistants, and University of Oregon has the lowest. Virginia Tech ranks 28th in the ratio of women graduate assistants with Georgia Tech having the lowest ratio and VCU having the highest ratio in this category.

In faculty racial and ethnic composition, Virginia Tech ranks 25th among the peer cohort, University of Virginia has the lowest ratio of faculty compositional diversity and USC-Berkley has the highest. With regard to gender, Virginia Tech ranks 25th in the ratio of women faculty, University of Oregon has the highest ratio of women faculty, and Georgia Tech has the lowest.

The results of the organizational structure and processes for assessment, planning and evaluation components of the research included the 20 institutions that participated in the interview portion of the data collection (see page 7).   Analysis of organizational structure included consideration of the environment and governance structure for the state system of higher education as well the individual institutional structure. The largest proportion of the peer institutions (11) operate within a public, centralized state system of higher education. Virginia Tech and seven other peer institutions operate in public, decentralized state systems of higher education, and Rutgers University is considered a public-private hybrid institution. Considering state-level governance of higher education, Virginia Tech and the majority of peer institutions (15) operate in coordinating board arrangements with a moderate level of autonomy, while three of the peers operate in a governing board arrangement with a lower level of

autonomy and three operate in a planning or mixed governance arrangement with the highest level of autonomy.

At the institutional level, the majority of peer institutions (80%) have a designated Chief Diversity Officer, who has the primary responsibility for diversity and inclusion programs and initiatives, and 51% of the peers report that the individual charged with diversity and inclusion leadership reports directly to the President or Chancellor. Leadership and governance structures were reported as being among the most critical factors in successful diversity and inclusion efforts, though only 30% of the institutions reported strong support of these efforts from top leadership. A common theme was the importance of having top university leadership (President, Chancellor, Provost) set the tone for diversity and inclusion as a priority in student and faculty recruitment, retention and engagement and consistently diffusing the message through university leadership at the Dean and Vice President levels.

The functional structure of the offices and individuals charged with the responsibility for diversity and inclusion efforts varied significantly and included several combinations of compliance, planning, programming and evaluation.   The highest ratio of the peer institutions' Offices for Diversity and Inclusion are charged with planning, programming and compliance (42%), followed by planning, programming and evaluation (24%), including the Virginia Tech Office of the Vice President for Diversity and Inclusion.

The research team utilized and expanded on models from organizational literature to derive a typology involving five classifications for the functional structures of the Offices of Diversity and Inclusion at the peer institutions. With regard to diversity and inclusion programming, assessment and planning, the typology that indicated the highest level of sustained engagement between central and divisional institutional structures is the *Infused* category, followed by the *Emerging Infused* category. Only Michigan State was assessed to be included in the *Infused* classification, while Virginia Tech and the highest ratio of peer institutions were in the *Emerging Infused* category.

The last focus area for the comparative review involved the assessment, planning and evaluation practices employed by the peer institutions. Assessment is viewed as the process for determining the current status of a given context and may include measures of perceived need, strengths and weaknesses of organizations. Evaluation is used to describe processes that are used to determine the relative effectiveness of specific programs or initiatives that are put into place to address needs, to build on strengths or to overcome weaknesses.   Planning includes the deliberate processes that are used to develop interventions, programs and initiatives that are developed as a result of assessment and evaluation.

A majority of peer institutions (53%) use tools to systematically assess the climate for diversity and inclusion on an ongoing basis with climate surveys of faculty and staff as the most frequently used assessment tool.   Forty percent (40%) of the institutions reported using outside consultants in the assessment of campus climate and resulting planning and evaluation efforts.

With regard to planning, all but one peer institution develop university-wide strategic plans on an ongoing basis, and the remaining institution is in the process of developing a strategic plan. Seventy-three percent (73%) of the institutions include diversity and inclusion components as part of the comprehensive institutional plan, and the remaining have both a university-level strategic plan, as well as a specific plan for diversity and inclusion.

The role of evaluation of diversity and inclusion efforts among the peer institutions was assessed based on whether the institution was in the *pre-planning* stage (35%) for beginning systematic evaluation of programs and initiatives, in a proactive *planning* phase (30%), where evaluation processes and protocol are being developed, or in an *action* phase (35%), where evaluation processes are in place.

Additionally, each peer institution participating in the interview component was asked to identify one or two best practices that have served to support diversity and inclusion efforts.   These best practice programs are summarized by institution and focus area in Attachment 4.

Several major themes emerging from the surveys and interviews include the following:

1. The need for top leadership support for successful implementation of programs and initiatives;
2. The importance of distributed coordination and political support between central and divisional levels of the organization;
3. The rapidly changing demographics of student, faculty and staff pools;
4. The changing focus from compositional diversity to inclusion, as measured by retention and assessment of experience at the institution;
5. The need for financial resources to further advance diversity and inclusion efforts; and
6. The need for improved assessment of the environment for diversity and inclusion and evaluation of programs and initiatives.

Areas for Further Study – The broad focus of the study leads to areas that merit further and more rigorous study, including:

1. Additional in-depth study and identification of organizational models for the advancement of diversity and inclusion programs;
2. Identification of the most effective methods to improve campus climates;
3. More in-depth study of how a university's catchment (recruitment) area for students and faculty corresponds with achieved compositional diversity, including geographic location, demographics and state and local polices;
4. Assessment practices that capture administration and student learning outcomes related to diversity and inclusion;
5. In-depth study of Virginia Tech's culture, narrative and story; and
6. More thorough exploration of the cross correlations between Carnegie Classifications, compositional diversity, and functional structure of the institutional office for diversity and inclusion.

I. INTRODUCTION

Since the spring of 2012, Virginia Tech's Office of the Vice President for Diversity and Inclusion has been undertaking an examination of the organization and status of diversity and inclusion programs at the institutional and division levels as part of a long-term assessment, planning and evaluation process.   As part of this examination, the Office for Diversity and Inclusion has commissioned a comparative study of peer institutions. Through discussions with the Diversity and Inclusion Assessment Advisory Group, thirty-one institutions were identified using three levels of criteria: 1) State Council for Higher Education in Virginia (SCHEV) designated peer institutions (n=25); 2) Level III Charter Commonwealth of Virginia universities (n=3), and 3) perceived best practice universities (n=3). These peer institutions have been individually assessed across four key criteria:

1. ***Compositional Dynamics of Diversity*** – an examination of the compositional diversity of each institution's student, faculty and staff populations along the parameters of sex (male/female), ethnicity and race, and international students.
2. ***Organizational Structure*** – an exploration of each institution's organizational, reporting and governance structure for diversity and inclusion programs and initiatives, as well as identification of key programs.
3. ***Assessment, Planning and Evaluation Practices*** – an inventory of the assessment, planning and evaluation practices utilized by each institution and the extent to which these practices are systematic or random.
4. ***Best Practices*** – identification of best practices at each institution in governance, programs or assessment.

The study has involved secondary data analysis of 32 institutions, including Virginia Tech, and primary data collection and analysis of 20 institutions, including Virginia Tech.[1]

Secondary Data Collection and Analysis Only:
1. William and Mary*
2. University of California, Berkeley **
3. Georgia Tech ***
4. Washington State University at Pullman ***
5. University of California, Davis **
6. University of Florida **
7. University of Minnesota-Twin Cities **
8. University of Colorado at Boulder **
9. Cornell University **
10. University of Southern California **

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[1] *denotes state peer institutions based on status as Level III Charter Commonwealth of Virginia universities, **denotes SCHEV peer institutions, and ***denotes perceived best practice universities

11. The University of Texas at Austin **
12. University of Michigan, Ann Arbor **

Intensive Secondary Analysis and Primary Data Collection:

1. Iowa State University **
2. Michigan State University **
3. North Carolina State University **
4. Ohio State University **
5. Pennsylvania State University **
6. Purdue University **
7. Rutgers, the State University of New Jersey **
8. State University of New York at Buffalo **
9. Stony Brook University **
10. Texas A&M University **
11. University of Illinois at Urbana-Champaign **
12. University of Maryland, College Park **
13. University of Missouri-Columbia **
14. University of Oregon ***
15. University of Pittsburgh **
16. University of Washington-Seattle **
17. University of Wisconsin-Madison **
18. University of Virginia*
19. Virginia Commonwealth University*
20. Virginia Polytechnic Institute and State University

Individual Summary Reports on each of these universities is provided in Attachment 1.

Relevance to Literature – A relevant literature review has been conducted to consider the framework and context under which compositional diversity; organizational concepts for diversity leadership, programs and offices; and assessment of diversity-related needs and programs have been studied.   The literature review has served to contribute to the analytical approach to the study and has identified gaps in the research that merit further attention and contribution.

Overview of Methods – The study was conducted using a mixed methods approach of both quantitative and qualitative data gathering and analysis and utilization of multiple research methods including the following: 1) collection and analysis of secondary data; 2) primary data collection through surveys; and 3) primary data collection and analysis through structured interviews.

II. LITERATURE REVIEW

Following the overall study structure, relevant literature pertaining to the themes summarized in Table 1 have been explored.

Table 1
Literature Review Themes

Theme	Description
1. Role of Diversity and Inclusion	Diversity is typically represented by increased compositional representation of previously underrepresented groups, most often racial and ethnic minorities, underrepresented nationalities, women, lesbian, gay, and transgendered individuals and, increasingly, veterans and first generation students. Inclusion involves intentional and strategic actions that seek to increase all student, faculty and staff awareness of cultural, ethnic, intellectual and lifestyle distinctiveness.
2. Organizational Structure	Organizational management characteristics and governance structures of diversity and inclusion programs within the universities' broader organization and the role and impact of state-level administrative and governance structures on the management and governance of diversity programs.
3. Assessment, Planning and Evaluation	The processes for assessment, planning and evaluation of diversity and inclusion programs and initiatives within institutions of higher education and other complex organizations.

Organizational emphasis on compositional diversity and the management structures to promote, assess and evaluate the relationship of diversity to organizational performance has steadily increased over the past few decades in general but with increased emphasis in institutions of higher education (Williams, Berger & McClendon, 2005). While distinct consortia of literature highlight the importance of compositional diversity, organizational structure and assessment of diversity in higher education, there is a notable deficit of literature that serves as an informative and connecting guide to evaluating the effectiveness of diversity programs or that promotes the institutionalization of systemic diversity structures within complex organizations, such as public universities.

Role of Diversity in Institutions of Higher Education –
For decades, institutions of higher education have not only provided education in technical disciplines but have served as the arbiter for societal transformation and the development of agents promoting cultural learning and social justice (Hurtado, Alvarez, Guillermo-Wann, Cuellar & Arellano, 2012). Promotion of racial, ethnic, gender, sexual orientation and socio economic diversity within institutions of higher education has been viewed as increasing social and economic benefit not only for historically underrepresented groups but for majority interests as well (Delgado & Stefancic, 2011). As mainstays of free speech and agents of innovation and knowledge, institutions of higher education have historically been at the forefront of advancing diverse societies through both educational and civic undertakings (Hurtado et al., 2012).

Throughout the 1980s and 1990s, institutions of higher education, particularly institutions that are more selective in admissions processes (defined as admitting fewer than 50% of applicants), used racial or

ethnic minority statuses as a positive attribute in admissions decisions (Alon & Tienda, 2007). During this same timeframe, the infusion of racial, ethnic, cultural and gender diversity into curriculum was heavily stressed, as well as compositional diversity in hiring of faculty and staff. Great strides have been made in increasing compositional diversity at institutions of higher education within student, faculty and staff populations (Antonio, 2001); however, much of the advancement in racial and ethnic diversity still appears to be associated with demographic growth and change within the geographic area served by individual institutions (Aud, Fox, & KewalRamani, 2010) with the exception of increases in international students and faculty at a majority of institutions of higher education, regardless of geographic location (De Witt, 2009).

With regard to gender, female student graduation rates and achievement are now exceeding those of males (DiPrete & Buchmann, 2006), but advancement of female faculty still falls behind advancement of male faculty (Wolfinger, Mason & Goulden, 2008). Representation of both female students and faculty still lags in the STEM disciplines (Xu, 2008). Traditionally, diversity has been viewed along lines of race, ethnicity, nationality and gender; however, in our pluralist society where we link our governance and institutional fortitude with responsiveness to the ever-changing composition of our polity, these criteria alone are proving to be quite limiting. Most recently, organizational studies have focused on the societal and economic benefits of sexual orientation and gender identity as focal points for organizational diversity (King & Cortina, 2010). In addition to race, ethnicity, nationality and gender, increasingly, our organizations, including higher education institutions, must view diversity along criteria of religion, political ideology, sexual orientation, gender identity and socio-economic status – identity markers that are often hidden or may be complex to request or reveal (Bowen & Blackmon, 2003).

Organizational Structure of Diversity Programs –
The increased focus on diversity of students, faculty and staff at institutions of higher education has been accompanied by the development of organizational and governance structures to oversee and manage diversity programs. Knott and Payne (2003) highlight how state-level political and organizational structures influence the operations and performance of government agencies, providing a classification of state-level higher education structures, delimiting the various influences these structures have on university management and performance. Within this classification, state structures are classified as highly regulated, moderately regulated or minimally regulated. The level of regulation is deemed to have significant impact on the governance and organizational structures at public institutions of higher education, and the level of regulation is in proportion to the level of autonomy in which institutions can function to compete for students, faculty and other resources.

While much of the literature highlights the adaptability and reflexivity of organizations as critical to organizational learning and innovation, in the context of public higher education institutions, it is recognized that political resources and regulatory structures often place substantial limitations on innovation and learning processes (McLendon, Heller & Young, 2005; McLendon, Deaton & Hearn, 2007). While the literature on organizational and governance structures at institutions of higher

education is limited (Hurtado et al., 2012), there is literature supporting the management structures for organizations more generally.

Choi and Rainey (2010) highlight the challenges of managing diversity in contemporary organizations, particularly public agencies, when systemic assessment and evaluation is not a well-thought-out and structured component of diversity and inclusion structures. According to the authors, when there is a lack of assessment and management of diversity within organizations, increased diversity has a negative correlation with organizational performance; however, when diversity issues are proactively assessed and managed, increased diversity has a positive correlation with organizational performance (Choi & Rainey, 2010). Also embedded in the proposition of "diversity management" is that diversity cannot simply be managed superficially but that effective organizations must support diversity as a key facet of "integration and learning perspectives" (Kezar, 2005; Foldy, 2004). Diversity alone will not lead to improved organizational performance – it must be supported in a manner that is both strategic and responsive to the particular organizational context (Jayne & Dipboye, 2004).

The formation of diverse learning environments at institutions of higher education will best occur when the institutions themselves are learning organizations (Hurtado et al., 2012). Learning organizations are those that encourage reflexive and ongoing processes of engagement, dialogue, and action behaviors (Hargrave & Van De, 2006).   Leadership support and permeating communication processes are emphasized as essential to the creation of learning organizations (Dill, 2001; Berson, Nemanich, Waldman, Galvin & Keller, 2006).

A review of the literature further reveals two organizational models for the advancement of diversity that go beyond historic/traditional compositional measures. Inclusive Excellence (Williams, Berger & McClendon, 2005) provides a model for higher education specifically, and all-inclusive multiculturalism, or the AIM model (Stevens, Plaut & Sanchez-Burks, 2008), outlines a model for organizations more generally. A third model, based on principles of social justice, further defines organizational structural issues relevant to higher education (Chester & Lewis, 2005).

The Carnegie Classifications have been a leading framework for classifications of institutional structural characteristics since 1970. The Carnegie Classifications were developed to support higher education research and policy analysis (http://www.carnegiefoundation.org/). The classifications are periodically reanalyzed and adjusted, most recently in 2010. The literature supports that the classifications are helpful to better understand the compositional diversity of institutions as a reflection of curricular focus, size and mission (Pike and Kuh, 2010).

Assessment, Planning and Evaluation –
In higher education there are continuous and multiple levels of well-established assessments, which include: assessment of student performance; assessment of curriculum and pedagogy; assessment of staff and faculty performance by students, peers and supervisors; and valuation of divisional performance, whether academic unit, support unit or outreach or research division.   These forms of

assessments are often used to convince external and governing stakeholders, governing boards, major donors, oversight agencies, accrediting bodies and the market place that the institution is meeting strategic goals and objectives. Over the past two decades, key stakeholders have increasingly seen measures of diversity as critical indicators of organizational health, vitality and impact (Jayne & Dipboye, 2004).

Diversity measures have been largely limited to input and output outcomes, which are focused on: compositional diversity among students, faculty and staff; graduation rates for minority students and other underrepresented[i] populations; and retention and tenure rates for minority and underrepresented faculty. These assessment measures are increasingly viewed as insufficient to measure the tangible impact of diversity and inclusion programs on the quality of education or the institution of higher education (Hurtado et al, 2012). The National Academy for Academic Leadership (2013) provides guidance on how outcome assessment and exploring the causation of outcomes through credible evaluation improve the efficacy of curriculum, and, presumably, supportive programs as well.

Furthermore, Hurtado et al. (2012) highlight the critical need for multi-level diversity assessments, including targeted methods of understanding where the institution fails at reducing inequality, in order to create vibrant and sustainable learning environments. Methods of assessing diversity in higher education include climate assessments (Hurtado, Griffin, Arellano & Cuellar 2008), equity scorecards (Harris & Bensimon, 2007) and external equity assessments, most often a combination of climate surveys, focus groups and interviewing conducted by an external evaluator (Williams, 2010). Increasingly, assessment practices are shifting to such things as student learning outcomes and assessment of programs, policy and organizational outcomes for purposes of quality and improvement.

Choi and Rainey (2010) and Hurtado et al. (2012) point to the lack of systemic evaluation of diversity programs and initiatives at public organizations and institutions of higher education. These authors propose that more effective program planning can be created through a continuous process of organizational assessment, evaluation and dissemination of information (Choi and Rainey, 2010).

Viewing assessment as the starting point, additional literature provides guidance for leadership on methods to transform campus climates, such as the Tapestry Approach (Rankin & Reason, 2008) and diversity-specific strategic planning (Pope & Reynolds, 2009; Friday & Friday, 2003). These approaches prescribe an ongoing system of planning, formative assessment and summative evaluation through the use of valid methods to provide a process of continuous improvement in program design and delivery.

III. STUDY DESIGN AND METHODS

This study used a multi-tier approach to designing the research process and determining specific data gathering methods. The multi-tier approach is a methodology that is particularly suited to the complex and fragmented organizational environment of higher education (Dyehouse, Baek & Lesh, 2009). This multi-tier approach involved five components: 1) initial secondary data gathering on the framework and dimensions of each peer institution's organizational structure; 2) a survey to verify and collect additional information on each peer institution; 3) preparation of overview reports utilizing the secondary and primary data gathered through the survey and conducting of interviews with the Chief Diversity Officer or designee at each institution; 4) preparation of draft reports based on interviews; and 5) finalization and analysis of the reports to develop overarching themes.[2]

C1: Initial Secondary Data Gathering June - Aug	C2: Survey of Cohort Group Aug - Oct	C3: Overview Reports and Interviews Oct - Jan	C4: Prep and Verification of Ind Reports Dec - April	C5: Analyis and Synthesis April- May

Component 1: Initial Secondary Data Gathering (June – August, 2012)
The research team developed an information matrix to be gathered on each institution of study. The matrix collected information on the diversity and inclusion structure and programs at each university. A representation of the matrix is provided in Appendix 1 – Data Collection Protocols and Instruments.

Component 2: *Survey Verification and Additional Collection of Data (August – October, 2012)*
Information gathered through the initial secondary data scan was summarized in a survey, which gave each peer institution the opportunity to verify, correct or provide additional information on the structure of diversity and inclusion governance, infrastructure and programs, and to begin collecting information on the assessment, planning and evaluation processes of each university. For each institution, a survey was developed in Survey Monkey and was distributed to multiple personnel in each institution's applicable unit responsible for diversity and inclusion. Dissemination of the survey was by email communication. Surveys were sent to 32 universities, including Virginia Tech. Thirteen universities responded (40.6%). The survey format and questions are provided in Appendix 1.

Component 3: Preparation of Institutional Profiles and Individual Interviews (October – January, 2013)
All peer cohort institutions were contacted by email communication to seek participation or further participation in the study through a telephone interview process. For the 20 institutions that agreed to participate in the further study, summary reports were prepared to synthesize data collected through the secondary review and survey, along with a summary statistical report of dimensions of

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[2] The study was designed and executed in accordance and compliance with Virginia Tech's Institutional Review Board.

compositional diversity for the cohort of peer institutions, which was drawn from the National Center for Educational Statistics' Integrated Postsecondary Education Data System (IPEDS). The report was then sent to the individuals to be interviewed along with the interview questions three to seven days prior to the interview. Interviews were conducted with a primary interviewer and at least one recorder. Interviews lasted approximately 50 to 90 minutes.

Component 4: ***Preparation and Verification of Individual Reports*** **(December – April, 2013)**
Following the interviews, individual institutional reports were compiled and sent to the institution for review and verification.   The reports follow a standard format of 1) institutional compositional diversity dynamics; 2) organizational structure of diversity and inclusion governance and programs; 3) assessment, planning and evaluation processes; and 4) best practices.

Component 5: Analysis and Synthesis (April – May, 2013)
Once the individual summary reports were finalized, the data from each report was coded and analyzed using a qualitative matrix analysis technique (Ryan & Bernard, 2003), connecting concepts emerging from the literature that corresponded with the primary data findings.   Through this analysis technique, primary themes and areas for further study were determined.

IV. RESULTS

A. Compositional Diversity

Compositional diversity[ii] for each institution among the 32 peer institution cohort (Attachment 2) has been examined through collection and review of the Integrated Postsecondary Education Data System (IPEDS) data. The IPEDS data analyzed include student, faculty and staff composition, along dimensions of race/ethnicity, gender/sex and graduation rates for the Academic Year 2011-2012. While data was collected on additional dimensions to provide context regarding student body, size, tuition rates, etc., interviews with peer institution leaders indicated that the dimensions of 1) enrollment composition; 2) graduation rates; and 3) faculty composition are most directly impacted by diversity and inclusion efforts.

Student Compositional Diversity[3] –

1. Total Enrollment – Total undergraduate[iii] and graduate[iv] enrollment for the peer institutions ranged from 8,200 students at the College of William & Mary to almost seven times the minimum at 56,867 students at Ohio State University.   The median enrollment for the peer institution cohort was 35,452 students. Virginia Tech's total undergraduate and graduate enrollment was 30,936 students for the 2011 – 2012 academic year. Enrollment for the peer cohort is represented in Figure 1.

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[3] Enrollment reported as of the institution's official fall reporting date or October 15.

Figure 1 – Peer Cohort Total Enrollment

Chart categories (top to bottom): Ohio State, University of Minnesota, The University of Texas at Austin, Texas A & M University, University of Florida, Michigan State, Penn State, University of Illinois, University of Michigan, University of Washington-Seattle Campus, University of Wisconsin, Purdue University, Rutgers University, University of Southern California, University of Maryland, University of California-Berkeley, NC State, University of Missouri, University of Colorado Boulder, University of California-Davis, Virginia Commonwealth University, Virginia Tech, Iowa State, University at Buffalo, University of Pittsburgh, Washington State, University of Oregon, University of Virginia, Stony Brook University, Cornell University, Georgia Tech
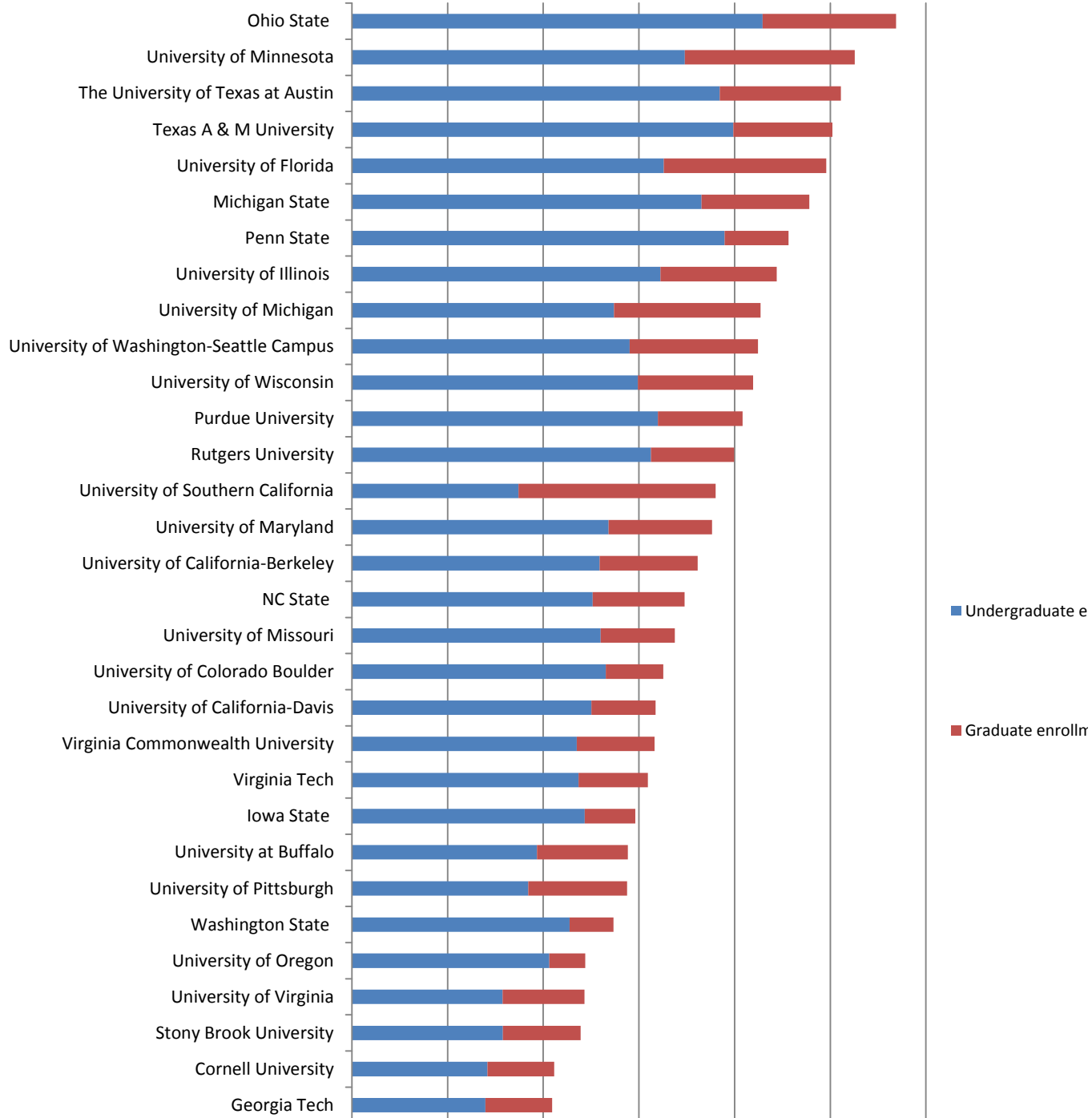
Legend: Undergraduate e... ; Graduate enrollm...

2. Enrollment by Race/Ethnicity – IPEDs reports race and ethnicity for total enrollment, undergraduate and graduate, in the categories of *American Indian or Alaska Native[v], Asian/Native Hawaiian/Pacific Islander[vi], Asian[vii], Native Hawaiian or Other Pacific Islander[viii], Black or African American[ix], Hispanic/Latino[x], White[xi], Race/Ethnicity Unknown[xii], Non-Resident Alien[xiii] (International Student, Staff or Faculty) and Two or More Races[xiv]*. For the purposes of analysis, American Indian/Alaska Native, Asian/Native Hawaiian/Pacific Islander and Native Hawaiian/Other Pacific Islander categories were combined due to the low numbers in each group. The distribution of race and ethnicity by peer institution is represented in Figure 2.

   i. ***All Native American, Hawaiian or Alaska Native*** – The average ratio of students in this category is only 0.22% of total student enrollment. University of Washington and University of Oregon have the highest ratios of students in this category at 2.0% each. Virginia Tech is on par with the peer institute average.

   ii. ***Asian*** – The peer cohort median for Asian student enrollment is 7.5%. University of California at Davis has the highest Asian student enrollment at 32%, and University of Missouri has the lowest at 2.0%. Of the 32 institutions, 16 have Asian student enrollment higher than the median, 14 institutions fall below the median and 2 are at the median. Virginia Tech's Asian student enrollment is at the median of 7.5%.

   iii. ***Black or African American*** – The peer cohort median for Black/African American student enrollment is 5.0%. Virginia Commonwealth University has the highest Black/African American student enrollment at 16%, and University of Wisconsin has the lowest at 2.0%. Of the 32 institutions, 14 have Black/African American student enrollment higher than the median, 14 institutions fall below the median and 2 are at the median. Virginia Tech's Black/African American student enrollment is below the median at 4.0%.

   iv. ***Hispanic/Latino*** – The peer cohort median for Hispanic/Latino student enrollment is 5.5%. The University of Texas at Austin has the highest Hispanic/Latino student enrollment at 18%, and University of Pittsburgh has the lowest at 2.0%. Of the 32 institutions, 12 have Hispanic/Latino student enrollment higher than the median, 11 institutions fall below the median and 9 are at the median. Virginia Tech's Hispanic/Latino student enrollment is below the median at 4.0%.

   v. ***White*** – The peer cohort median for White student enrollment is 61%. The University of Missouri has the highest White student enrollment at 79%, and University of California at Berkeley has the lowest at 33%. Of the 32 institutions, 15 have White student enrollment higher than the median, 16 institutions fall below the median and 1 is at the median. Virginia Tech's White student enrollment is above the median at 71%.

vi. ***International Students (Non-Resident Alien[4])*** – The peer cohort median for International Student enrollment is 9.5%. The University of Southern California, State University of New York at Buffalo and Purdue have the highest International Student enrollment at 19%, and William and Mary, Virginia Commonwealth University and University of Colorado have the lowest at 5.0%. Of the 32 institutions, 11 have International Student enrollment higher than the median, 15 institutions fall below the median and 6 are at the median. Virginia Tech's International Student enrollment is below the median at 8.0%.

vii. ***Two or More Races*** – The peer cohort median for students of two or more races is 2.0%. Washington State has the highest enrollment of students who identify as two or more races at 4.0%. Virginia Tech reports 2.0% of students as two or more races.

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[4] While IPEDs utilizes the term "Non-resident alien" for the remainder of the report, the term "international student" and/or "international faculty and staff" will be utilized.
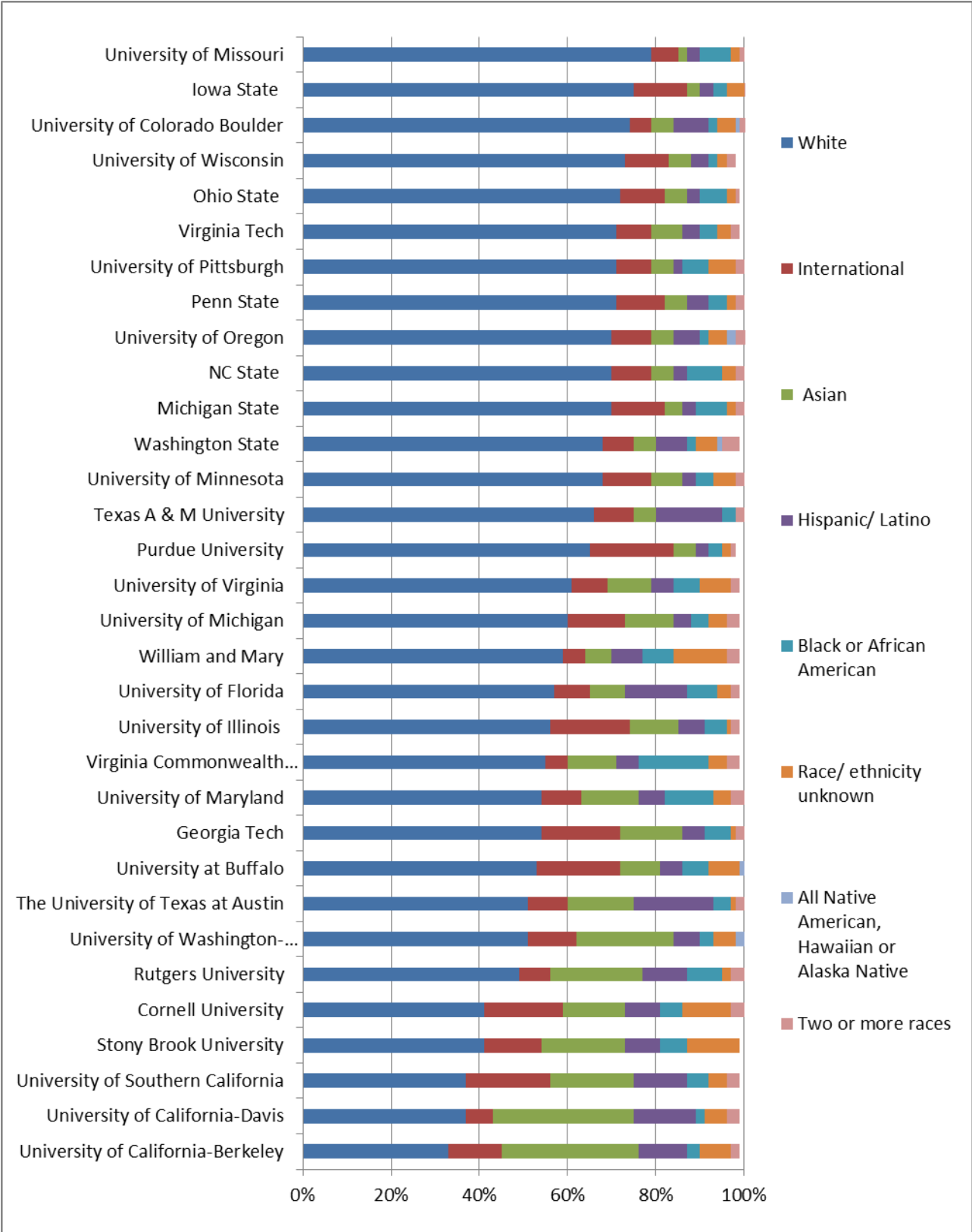
Figure 2 – Student Enrollment by Race and Ethnicity

3. Graduation Rate by Race and Ethnicity – Graduation rates are reported for first-time, full-time degree or certificate-seeking students.[5] Graduation rates by race and ethnicity for the cohort are represented in Figure 3.

   i. ***All Native American, Hawaiian or Alaska Native*** – The median graduation rate for Native American, Hawaiian or Alaska Native students is 69%. The University of Virginia has the highest graduation rate at 100%, and State University of New York at Buffalo has the lowest at 36%. Virginia Tech's graduation rate is at the median of 69%.

   ii. ***Asian*** – The peer cohort median for Asian student graduation rate is 81%. University of Virginia has the highest Asian graduation rate at 98%, and University of Minnesota and Purdue have the lowest at 61%. Virginia Tech's graduation rate for Asian students is 79%.

   iii. ***Black or African American*** – The peer cohort median for Black/African American graduation rate is 67%. University of Virginia and Cornell have the highest Black/African American student graduation rate at 85%, and University of Minnesota has the lowest at 41%. Virginia Tech's graduation rate for Black/African American students is 81%.

   iv. ***Hispanic/Latino*** – The peer cohort median for Hispanic/Latino graduation rate is 72%. The University of Virginia has the highest Hispanic/Latino graduation rate at 99%, and Virginia Commonwealth has the lowest at 45%. Virginia Tech's Hispanic/Latino graduation rate is above the median at 79%.

   v. ***White*** – The peer cohort median for White graduation rate is 81%. The University of Virginia has the highest White graduation rate at 95%, and Virginia Commonwealth has the lowest at 54%. Virginia Tech's White graduation rate is above the median at 83%.

   vi. ***International Students*** – The peer cohort median for International Student graduation rate is 73%. The University of Pittsburgh and William and Mary have the highest International Student graduation rate at 100%, and Virginia Commonwealth has the lowest at 26%. Virginia Tech's International Student graduation rate is below the median at 66%.

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[5] Graduation rate of first-time, full-time degree or certificate-seeking students - 2005 cohort (4-year institutions) and 2008 cohort (less-than-4-year institutions).
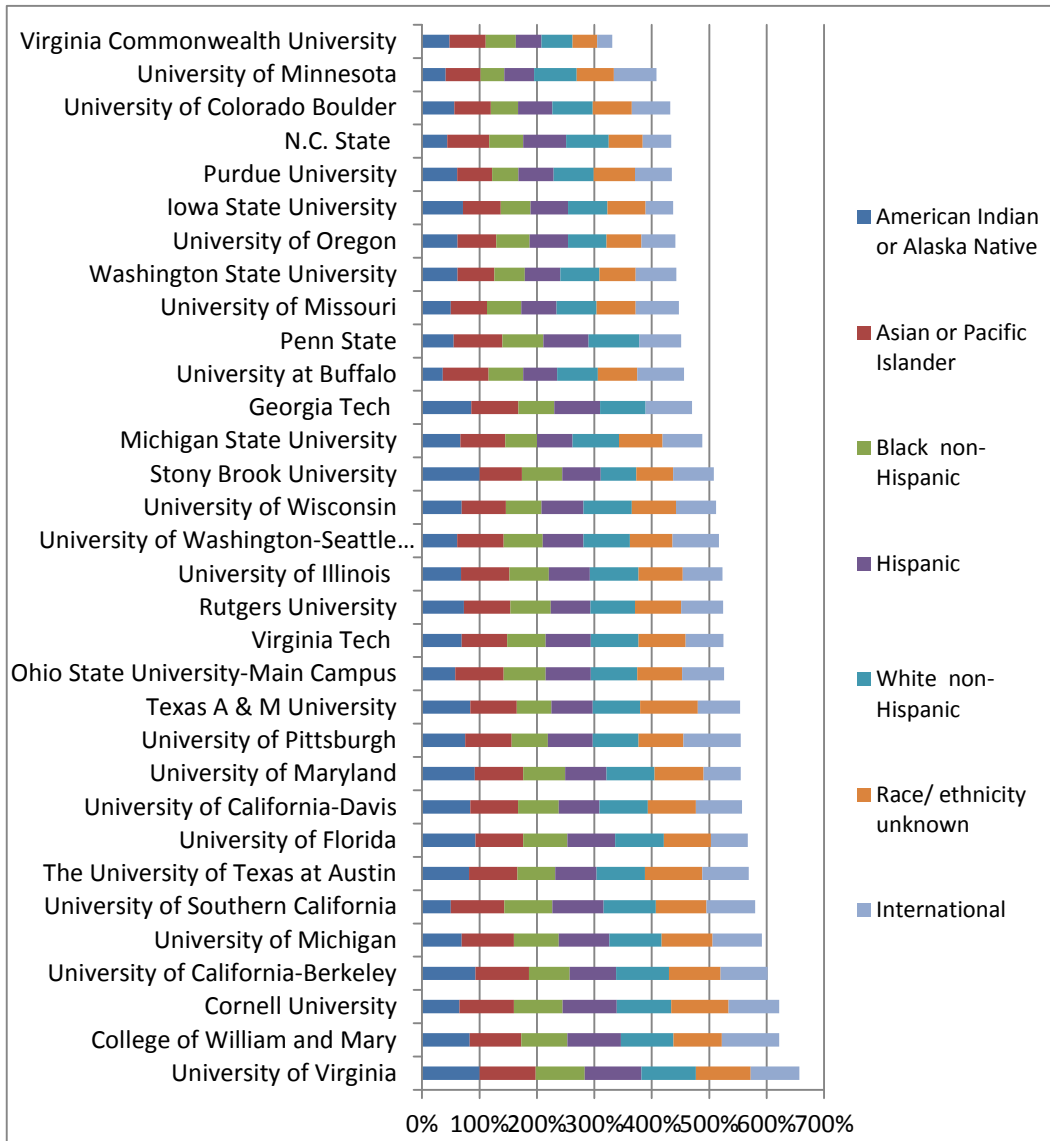
Figure 3 – Cumulative Graduation Rates by Race and Ethnicity[6]

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[6] Cumulative graduate rates are across the seven designated categories; therefore the maximum graduation rate is 700%.

4. <u>Student Sex/Gender Composition</u> **–** Student enrollment and composition by male and female categories for undergraduate[7] and graduate[8] students have been examined.

      i. ***Undergraduate Enrollment by Gender –*** The median undergraduate enrollment across the peer cohort is 50% female and 50% male. Virginia Commonwealth has the highest ratio of female students at 56%, and Georgia Tech has the lowest at 32%. Virginia Tech's ratio of female undergraduates is the third lowest at 42%. Undergraduate enrollment ratios by gender are represented in Figure 4.

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[7] Percent of undergraduate students that are women and men in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring.
[8] Percent of graduate students that are women and men in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring.
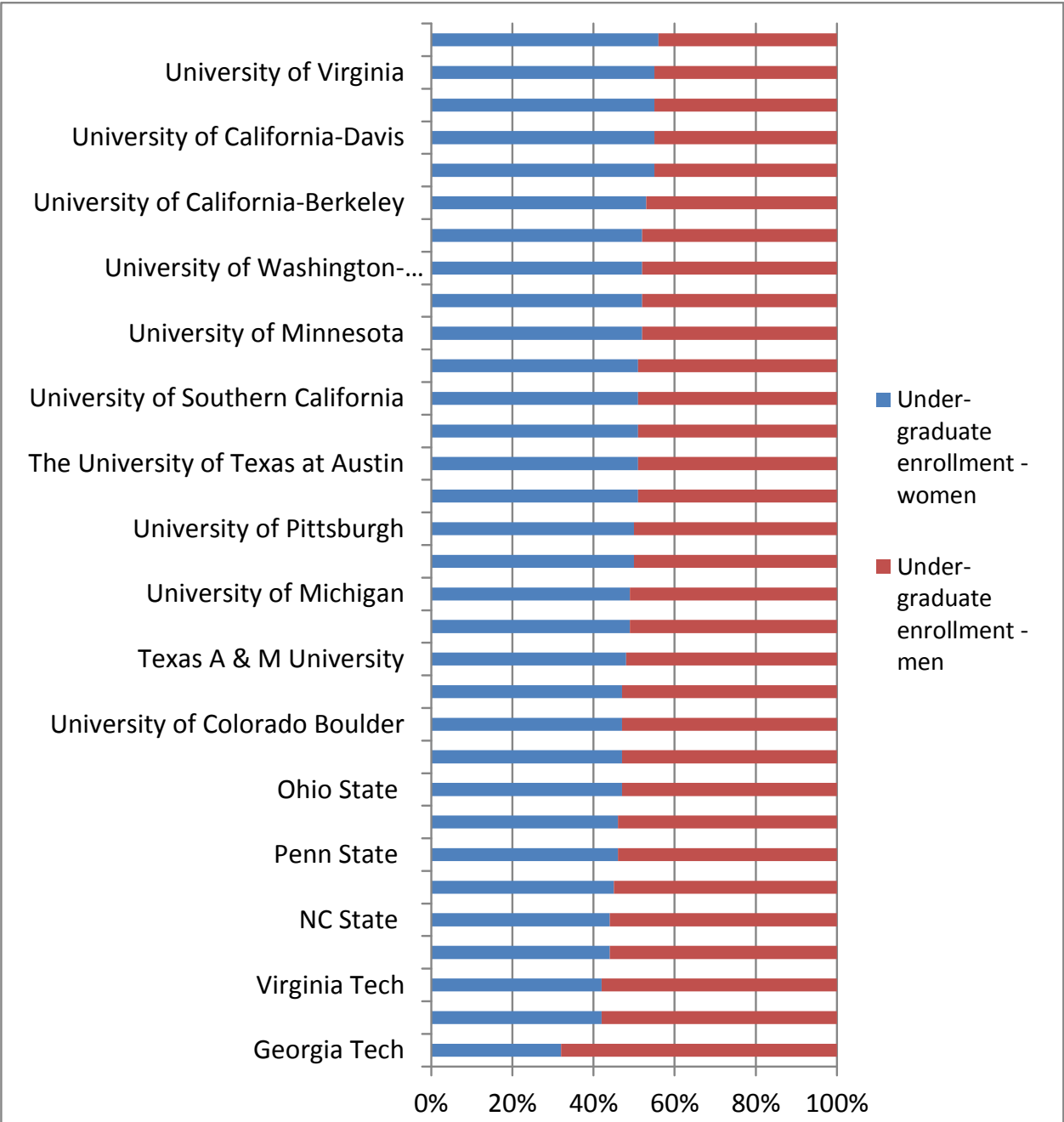
Figure 4 – Undergraduate Enrollment Ratio by Gender

ii. ***Graduate Enrollment by Gender*** – Graduate student enrollment for the peer cohort is a median of 51% for women and 49% for men. Rutgers has the highest enrollment of women graduate students at 62%, and Georgia Tech has the lowest at 26%. Among the cohort, Virginia Tech has the 6th lowest ratio of female graduate students at 44%. Graduate enrollment ratios by gender are represented in Figure 5.
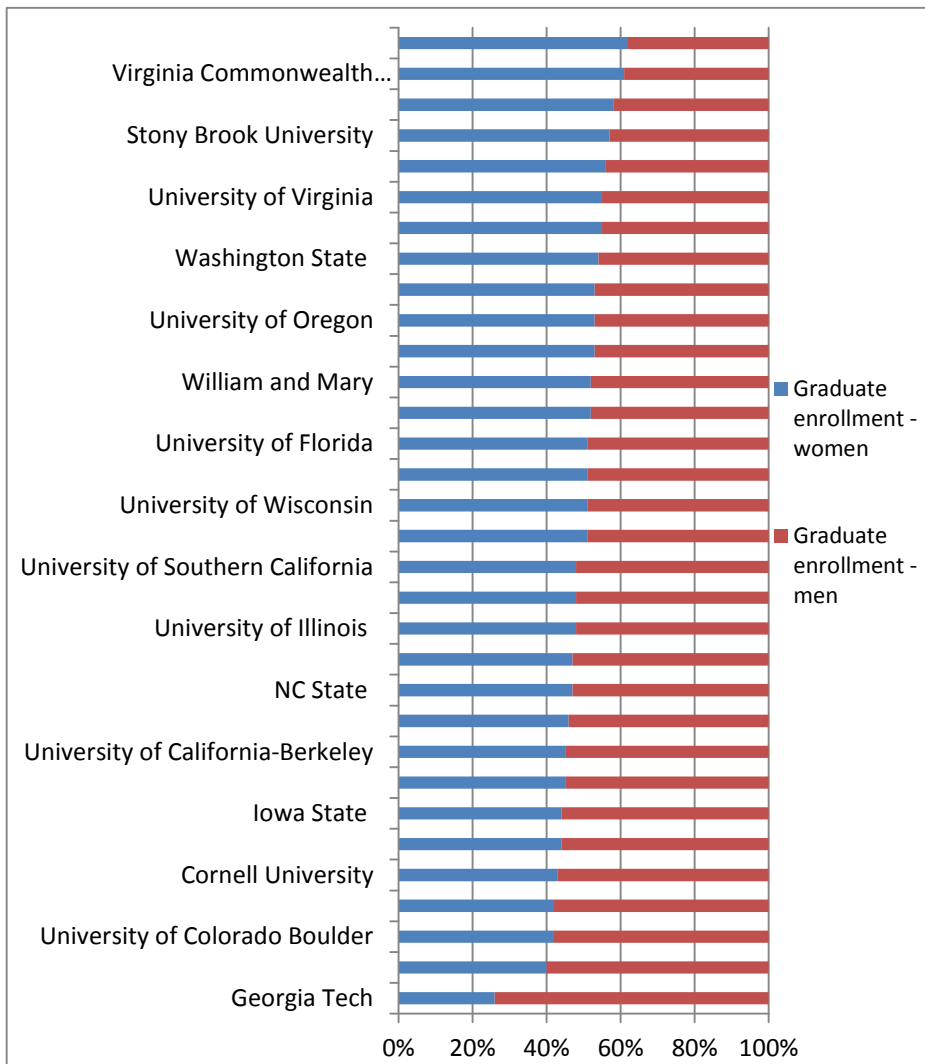
Figure 5 – Graduate Enrollment Ratio by Gender

iii. ***Undergraduate and Graduate Student Graduation Rates by Gender*** – For the cohort, the median graduation rate for male students is 77%, and the median graduation rate for female students is 81.55%. Cornell has the highest graduation rate for men at 93%, and Virginia Commonwealth has the lowest at 49%. University of Virginia has the highest graduation rate for women at 96%, and Virginia Commonwealth has the lowest at 56%.

Virginia Tech's graduation rate for men is 79% and the rate for women is 85%.
Graduation rates by gender for the cohort are represented in Figure 6.
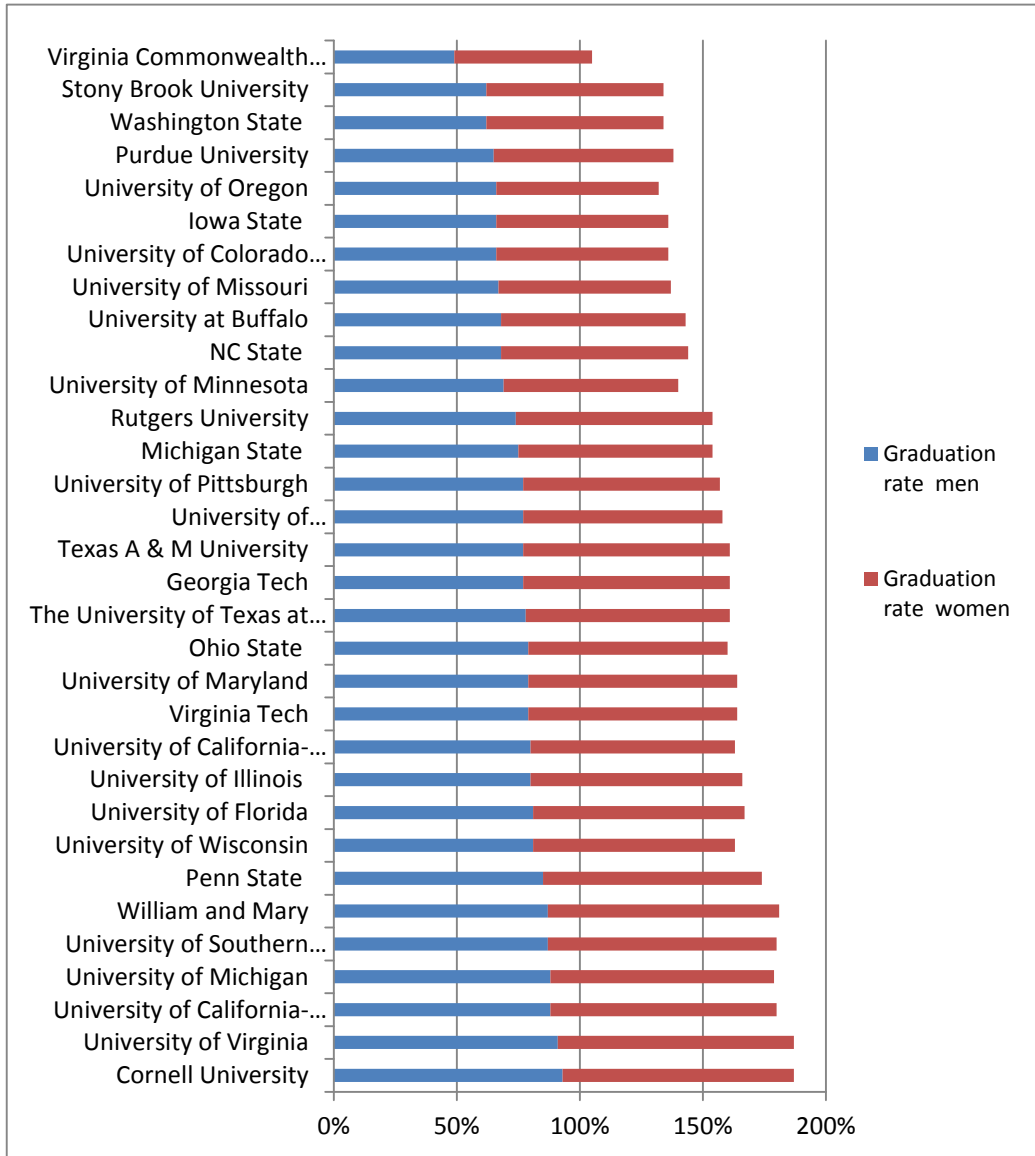
Figure 6 – Graduation Rates by Gender

5. <u>Graduate Assistants</u> **–** IPEDs also reports on the composition of graduate students who hold graduate assistantships along parameters of race/ethnicity and gender.

      i. ***Graduate Assistants by Race and Ethnicity –*** As a cohort, 46% of graduate assistantships are awarded to White students, 34% are awarded to International students, five percent (5%) are awarded to Asian students, three percent (3.2%) are awarded to Hispanic or Latino students, two percent (2.4%) are awarded to Black or African American students and less than one percent are awarded to other categories. University of Southern California has the most diversity represented in its awarding of graduate assistantships with awarded assistantships at a higher rate in each category with the exception of white students. University of Oregon has the least diversity represented with 66% awarded to white students alone.

        Of particular note, International graduate students hold a significantly higher proportion of assistantships than other minority and underrepresented populations. At eight of the peer institutions - Stony Brook University, University of Southern California, Purdue University, Iowa State, University of Illinois, Texas A&M University, Penn State and Cornell University, international students hold more graduate assistantships than any other racial or ethnic category. Virginia Tech ranks ninth in the ratio of International graduate assistants at 40% of total graduate students with assistantships. Higher proportions of international graduate assistantships may be correlated with institutions that have a Science, Technology, Engineering and Math (STEM) focus, size of the institution, and/or program requirements, including requiring international graduate students to hold assistantships prior to entering the program. These suppositions require further research.

        Figure 7 represents the compositional diversity of graduate students holding graduate assistantships.
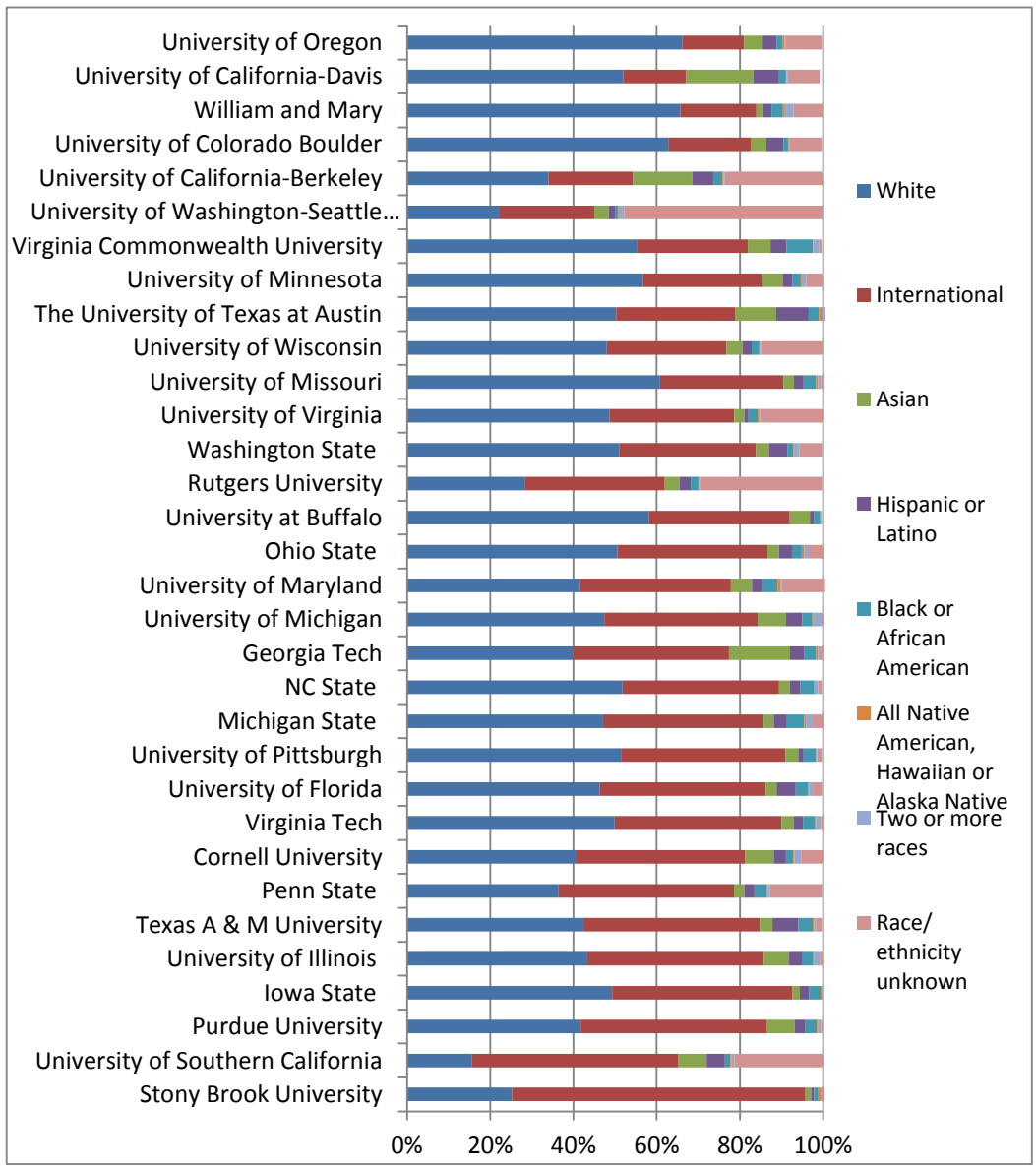
Figure 7 – Graduate Assistants by Race and Ethnicity

ii. ***Graduate Assistants by Gender –*** For the peer cohort, the average total assistantships awarded by gender is 57% male and 43% female. Georgia Tech has the highest proportion of assistantships awarded to male students at 75% of the total, and Virginia Commonwealth has the highest ratio awarded to female students at 54% of the total. Virginia Tech awards 60% of assistantships to male students and 40% to female students. Graduate assistants by gender for the peer institution cohort is represented in Figure 8.
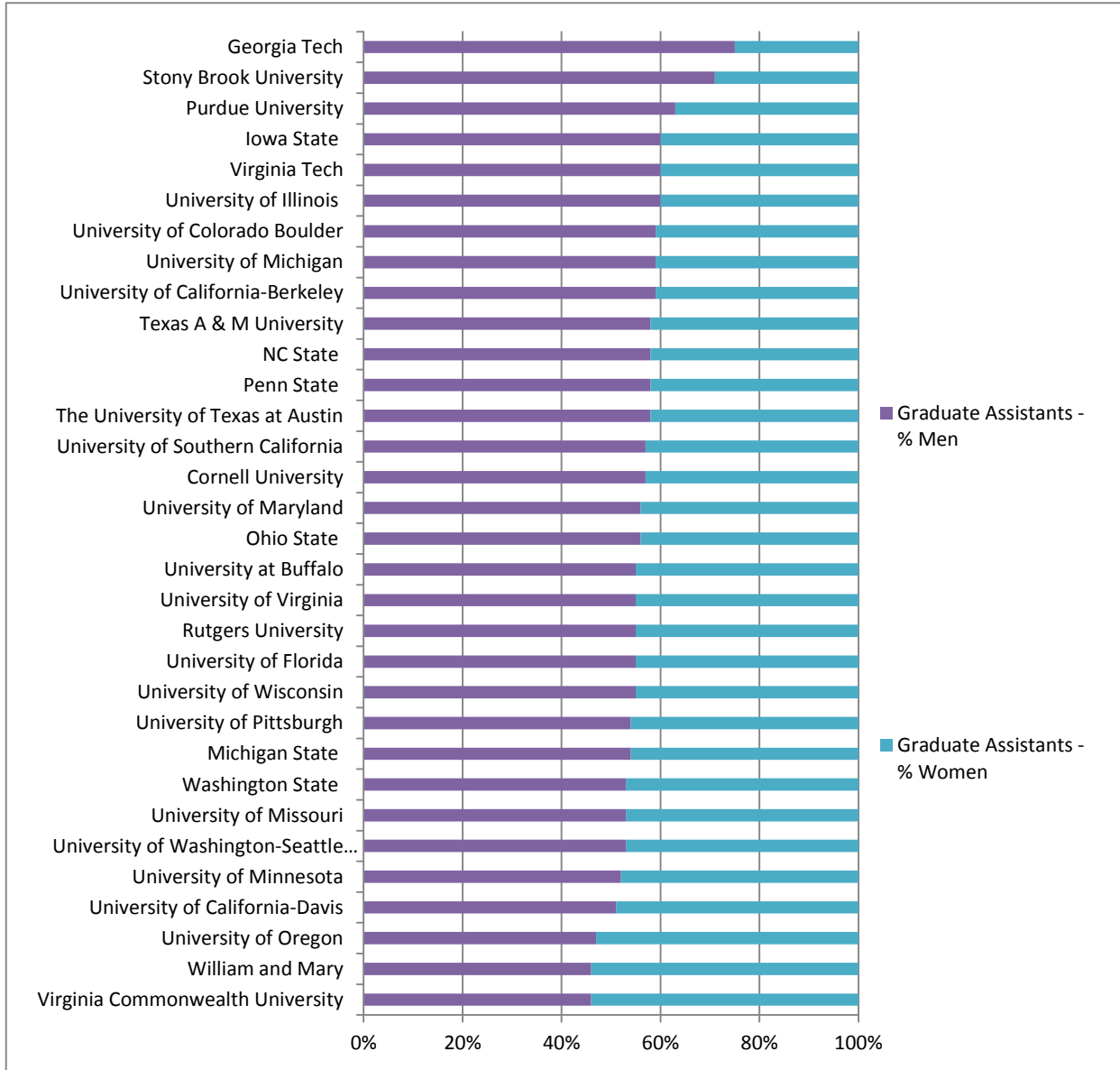
Figure 8 – Graduate Assistants by Gender

Faculty Compositional Diversity[9] –

Faculty diversity is reported by IPEDs and has been analyzed among the dimensions of race/ethnicity and gender/sex.

1. <u>Faculty Race/Ethnicity</u> – Faculty compositional diversity by race and ethnicity for the peer institution cohort is represented in Figure 9.

    i. ***All Native American, Hawaiian or Alaska Native*** – The median ratio of faculty in this category is only 0.3% of total faculty. Texas A&M has the highest ratio of faculty in this category at 2.0%.

    ii. ***Asian*** – The peer cohort median for Asian faculty is 10.10%. University of California at Davis has the highest Asian faculty at 20%, and University of Texas at Austin has the lowest at 3.7%. Virginia Tech's Asian faculty comprises 8.7% of total faculty.

    iii. ***Black or African American*** – The peer cohort median for Black/African American faculty is 2.8%. Virginia Commonwealth University has the highest Black/African American faculty ratio at 5.3%, and University of Oregon has the lowest at 0.6%. Virginia Tech's Black/African American faculty comprises 2.7% of total faculty.

    iv. ***Hispanic/Latino*** – The peer cohort median for Hispanic/Latino faculty is 3.2%.   The University of Southern California has the highest Hispanic/Latino faculty ratio at 5.8%, and University of Virginia has the lowest at 1.8%. Virginia Tech's Hispanic/Latino faculty comprises 3.0% of total faculty.

    v. ***White*** – The peer cohort median for White faculty ratio is 72.55%.   The University of Virginia has the highest White faculty ratio at 83.3%, and University of California at Berkeley has the lowest at 54.7%.   Virginia Tech's White faculty comprises 75.7% of total faculty.

    vi. ***International Faculty*** – The peer cohort median for International Faculty ratio is 8.2%. The University of Texas has the highest International Faculty ratio at 16.6%, and University of Washington has the lowest at 2.5%. Virginia Tech's International Faculty comprises 9.0% of total faculty.

    vii. ***Two or More Races*** – The peer cohort median for faculty of two or more races is 0.3%. University of Southern California has the highest ratio of faculty who identify as two or more races at 1.4%.   Virginia Tech reports 0.5% of faculty as two or more races.

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[9] Full-time and part-time instruction, research and public service faculty. This does not include graduate assistants, executive/administrative and managerial, other professionals (support/service), technical and paraprofessionals, clerical and secretarial, skilled crafts and service/maintenance.
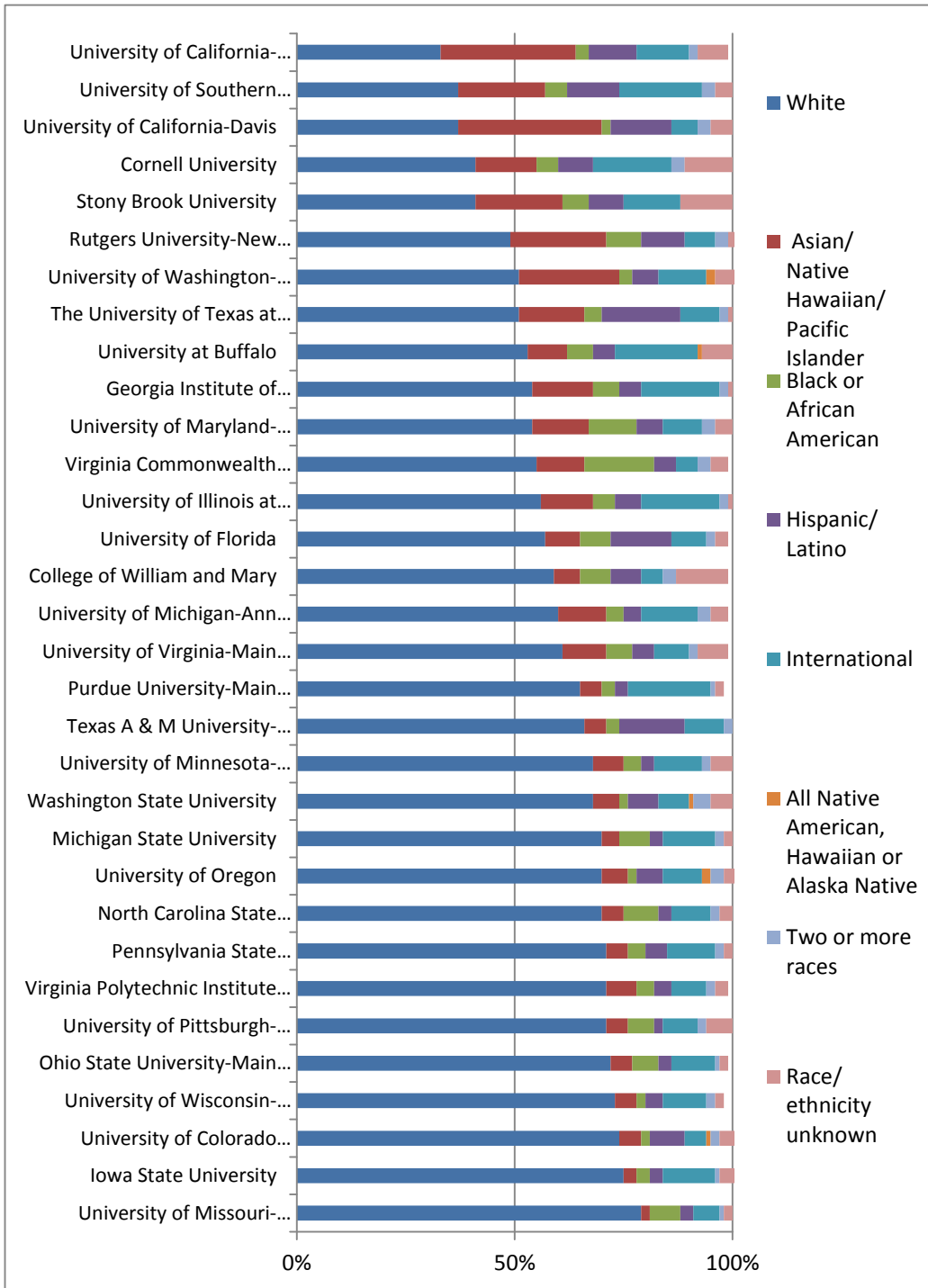
Figure 9 – Faculty Compositional Diversity by Race/Ethnicity

4. <u>Faculty Composition by Gender/Sex</u> – The median ratio of male faculty for the peer institution cohort is 61%, and the median ratio for female faculty is 39%. Georgia Tech has the highest ratio of male faculty at 75%, and University of Oregon has the highest ratio of female faculty at 48.5%. Virginia Tech's male faculty comprises 65.5% of the total, and female faculty comprises 34.5% of the total. The ratios for female and male faculty for the peer cohort are displayed in Figure 10.
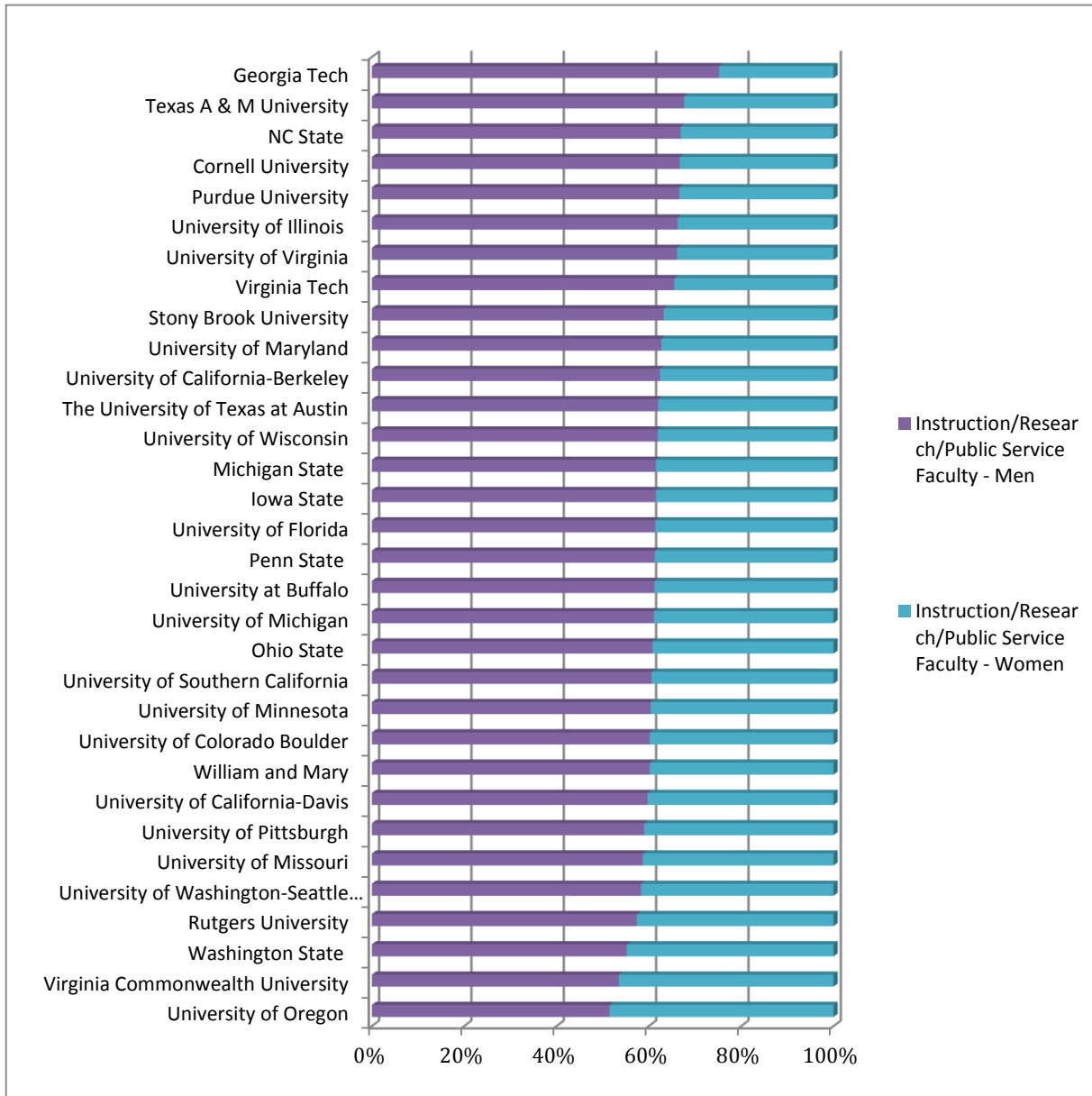
Figure 10 – Faculty Compositional Diversity by Gender

B. Organizational Structure

The study includes a broad exploration of each institution's organizational, reporting and governance structure for diversity and inclusion programs and initiatives, as well as identification of key programs. The data gathered for this component of the study was collected from secondary data, the literature and the interviews conducted with 20 of the peer institutions. Since the preponderance of the data used to identify governance structure was gathered through the interview and report validation process, only the 20 universities that participated in the interviews are included in this component of the assessment. These institutions include:

1. Iowa State University **
2. Michigan State University **
3. North Carolina State University **
4. Ohio State University **
5. Pennsylvania State University **
6. Purdue University **
7. Rutgers, the State University of New Jersey **
8. State University of New York at Buffalo **
9. Stony Brook University **
10. Texas A&M University **
11. University of Illinois at Urbana-Champaign **
12. University of Maryland, College Park **
13. University of Missouri-Columbia **
14. University of Oregon ***
15. University of Pittsburgh **
16. University of Washington-Seattle **
17. University of Wisconsin-Madison **
18. University of Virginia*
19. Virginia Commonwealth University*
20. Virginia Polytechnic Institute and State University

Institutional Classification –
Institutional classification identifies the public/private nature of each institution and the type of state system in which the university operates. These classifications are relevant to the study as they provide some measure of the authority and autonomy that the peer institutions may have in developing their diversity and inclusion governance structures and programs.

The classifications for this designation were derived from those outlined in Knott and Payne (2003) and include the groupings of: 1) Public within a centralized state system (55%); 2) Public in a decentralized state system (40%); 3) Private autonomous (0%); 4) Private in conglomerate (0%); 5) Hybrid Public/Private (5%). The classifications for the peer institution cohort are summarized in Table 2.

Table 2

Institutional Classification by State Structure for Higher Education

Classification	Institution
Public within a centralized state system	Iowa State University
	Michigan State University
	North Carolina State University at Raleigh
	Pennsylvania State University
	State University of New York at Buffalo
	Stony Brook University
	Texas A&M University-College Station
	University of Maryland-College Park
	University of Missouri-Columbia
	University of Pittsburgh
	University of Wisconsin-Madison
Public in a decentralized state system	Ohio State University
	Purdue University
	University of Illinois
	University of Oregon
	University of Virginia
	University of Washington-Seattle
	Virginia Commonwealth University
	***Virginia* Polytechnic Institute and State University**
Hybrid Public-Private	Rutgers University

Governance Arrangement: State Context –

A review of the literature reveals that public institutions of higher education are both empowered and limited by the type of state-level governance structures in which they operate (McLendon, Heller, & Young, 2005; McLendon, Deaton & Hearn, 2007). These structures often determine the level of autonomy that institutions have with regard to admissions policies, degree programs, fiscal policies and human resource management, among other dimensions of organizational management. Knott and Payne (2003) developed classifications for state systems of higher education, which fall into three broad categories: 1) Highly Regulated - Governing Board Arrangement; 2) Moderately Regulated - Coordinating Board Arrangement; 3) Minimally Regulated - Planning Agency or Mixed Governance. These designations are relevant in that more regulated state structures indicate less autonomy for the public state institutions of higher education related to admissions, hiring, and curriculum and programming policies in general and as specifically related to diversity and inclusion programs. A generalized assumption is that in more regulated contexts, diversity and inclusion efforts may be enabled or limited by state-level governance structures and specific policy actions. The governance arrangements for the 20 peer institutions participating in the full study are provided in Table 3.

Table 3

Table 3
Governance Arrangement at State Level

Classification	Institution
Highly Regulated – *Governing Board Arrangement*	Iowa State University
	North Carolina State University at Raleigh
	University of Wisconsin-Madison
Moderately Regulated – *Coordinating Board Arrangement*	University of Maryland-College Park
	Ohio State University
	Pennsylvania State University
	Purdue University
	University of Illinois
	University of Missouri-Columbia
	University of Pittsburgh
	University of Virginia
	University of Washington-Seattle
	Virginia Commonwealth University
	Rutgers University
	State University of New York at Buffalo
	Stony Brook University
	Texas A&M University-College Station
	Virginia Polytechnic Institute and State University
Minimally Regulated – *Planning Agency or Mixed Governance*	Michigan State University
	University of Oregon

Carnegie Classification Framework –

Since 1970 the Carnegie Classification framework has been utilized to periodically examine the landscape of U.S. colleges and universities and to classify them according to six categories.

1. Basic Classification – The Carnegie Basic Classification categorizes colleges and universities according to 32 discrete classifications from two-year associate institutions to doctorate-granting universities. The basic classification divides associate's colleges into subcategories and using a multi-measure research index to classify doctorate-granting institutions. All of the peer cohort universities reviewed for this study fall into the category of *research university with very high levels of research activity* with the exception of the College of William and Mary, which is a *research university with high research activity*.

2. Undergraduate Instructional Program Classification – The Carnegie Classification for Undergraduate Instructional Programs focuses attention on undergraduate education, regardless of the presence or extent of graduate education and includes 17 categories; however, the peer institution cohort falls into four (4) categories, which are summarized in Table 4.

Table 4
Carnegie Classification – Undergraduate Instructional Programs

Classification	Description	Institutions
A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	At least 80 percent of bachelor's degree majors are in the arts and sciences, and graduate degrees are observed in at least half of the fields corresponding to undergraduate majors.	Rutgers University, University of California-Davis, University of Pittsburgh, University of Washington-Seattle, University of Virginia, University of Michigan-Ann Arbor, University of Wisconsin-Madison, University of Oregon, University of Colorado Boulder, Stony Brook University, University of California-Berkeley (11)
A&S-F/SGC: Arts & sciences focus, some graduate coexistence	At least 80 percent of bachelor's degree majors are in the arts and sciences, and graduate degrees are observed in up to half of the fields corresponding to undergraduate majors.	College of William and Mary (1)
Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	Bachelor's degree majors are relatively balanced between arts and sciences and professional fields (41–59 percent in each), and graduate degrees are observed in at least half of the fields corresponding to undergraduate majors.	Virginia Commonwealth University, University of Southern California, University at Buffalo, North Carolina State University, Ohio State University, University of Maryland, University of Minnesota-Twin Cities, University of Florida, University of Illinois at Urbana-Champaign, The University of Texas at Austin, Cornell University, Texas A&M University-College Station, Michigan State University, University of Missouri-Columbia, Washington State University, ***Virginia Polytechnic Institute and State University*** (16)
Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence	60–79 percent of bachelor's degree majors are in professional fields, and graduate degrees are observed in at least half of the fields corresponding to undergraduate majors.	Iowa State University, Georgia Institute of Technology, Purdue University, Pennsylvania State University (4)

3. Graduate Instructional Program Classification – The Carnegie Classification for Graduate Instructional Programs examines the nature of graduate education, with a special focus on the mix of graduate programs across fields of study and includes 18 categories; however, the peer institution cohort falls under only three (3) classifications, which are summarized in Table 5.

Table 5
Carnegie Classification – Graduate Instructional Programs

Classification	Description	Institutions
CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	These institutions award research doctorate degrees in the humanities, social sciences, and STEM* fields, as well as in medicine, dentistry, and/or veterinary medicine. They also offer professional education in other health professions or in fields such as business, education, engineering, law, public policy, or social work.	University of California-Davis, University of Pittsburgh, University of Washington-Seattle Campus, University of Virginia, University of Michigan-Ann Arbor, University of Wisconsin-Madison, Stony Brook University, Virginia Commonwealth University, University of Southern California, University at Buffalo, Ohio State University-Main Campus, University of Maryland-College Park, University of Minnesota-Twin Cities, University of Florida, University of Illinois at Urbana-Champaign, Cornell University, Texas A&M University-College Station, Michigan State University, University of Missouri-Columbia, Washington State University, Iowa State University (21)
CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	These institutions award research doctorate degrees in the humanities, social sciences, and STEM* fields. They also offer professional education in fields such as business, education, engineering, law, public policy, social work, or health professions other than medicine, dentistry, or veterinary medicine.	Rutgers University, University of Oregon, University of Colorado Boulder, University of California-Berkeley, College of William and Mary, The University of Texas at Austin, Georgia Institute of Technology, Purdue University, Pennsylvania State University (9)
Doc/STEM: Doctoral, STEM dominant	These institutions awarded research doctorate degrees in a range of fields, and the largest number of research doctorates were in the STEM* fields. They may also offer professional education at the doctoral level or in fields such as law or medicine.	North Carolina State University, ***Virginia Polytechnic Institute and State University*** (2)

4. Enrollment Profile – The Carnegie Classification for Enrollment Profile includes seven categories; however, the peer institution cohort falls under two, which are summarized in Table 6.

Table 6
Carnegie Classifications – Enrollment Profile

Classification	Description	Institutions
HU: High undergraduate	Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 10–24 percent of FTE enrollment.	University of California-Davis, Virginia Commonwealth University, Ohio State University, University of Maryland, Texas A&M University-College Station, Michigan State University, University of Missouri-Columbia, Washington State University, Iowa State University, Rutgers University, University of Oregon, University of Colorado Boulder, College of William and Mary, The University of Texas at Austin, Purdue University, Pennsylvania State University, North Carolina State University, ***Virginia Polytechnic Institute and State University*** (18)
MU: Majority undergraduate	Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 25–49 percent of FTE enrollment.	University of Pittsburgh, University of Washington-Seattle Campus, University of Virginia, University of Michigan-Ann Arbor, University of Wisconsin-Madison, Stony Brook University, University of Southern California, University at Buffalo, University of Minnesota-Twin Cities, University of Florida, University of Illinois at Urbana-Champaign, Cornell University, University of California-Berkeley, Georgia Institute of Technology (14)

5. <u>Undergraduate Profile</u> – The Carnegie Classification for Undergraduate Profile examines enrollment by full-time/part-time status, the selectivity of the university and transfer characteristics. This category includes 14 classifications; however, the peer institution cohort falls under only three (3), which are summarized in Table 7.

<p style="text-align:center">Table 7</p>
<p style="text-align:center">Carnegie Classification – Undergraduate Profile</p>

Classification	Description	Institutions
FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are more selective in admissions (analysis of first-year students' test scores places these institutions in roughly the top fifth of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.	University of California-Davis, Ohio State University, University of Maryland, University of Missouri-Columbia, Iowa State University, Rutgers University, The University of Texas at Austin, University of Pittsburgh, Stony Brook University, University of Southern California, University at Buffalo, University of Minnesota-Twin Cities, University of California-Berkeley (13)
FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are more selective in admissions (analysis of first-year students' test scores places these institutions in roughly the top fifth of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.	Texas A&M University, Michigan State University, University of Colorado Boulder, College of William and Mary, Purdue University, Pennsylvania State University, North Carolina State University, ***Virginia Polytechnic Institute and State University,*** University of Washington-Seattle Campus, University of Virginia, University of Michigan-Ann Arbor, University of Wisconsin-Madison, University of Florida, University of Illinois at Urbana-Champaign, Cornell University, Georgia Institute of Technology (16)
FT4/S/HTI: Full-time four-year, selective, higher transfer-in	Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are selective in admissions (analysis of first-year students' test scores places these institutions in roughly the middle two-fifths of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.	Virginia Commonwealth University, Washington State University, University of Oregon (3)

6. <u>Size and Setting</u> – This classification examines the size of the institution based on student enrollment and the extent to which it is residential (i.e. students living on campus and attending full time). This category includes 17 classifications; however, the peer institution cohort falls under only four (4), which are summarized in Table 8.

Table 8
Carnegie Classification – Size and Setting

Classification	Description	Institutions
L4/HR: Large four-year, highly residential	Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.	Rutgers University, Stony Brook University, Cornell University, Georgia Institute of Technology (4)
L4/R: Large four-year, primarily residential	Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.	University of California-Davis, University of Maryland, University of Missouri-Columbia, Iowa State University, University of Pittsburgh, University of Southern California, University at Buffalo, University of California-Berkeley, Michigan State University, Purdue University, Pennsylvania State University, North Carolina State University, ***Virginia Polytechnic Institute and State University***, University of Virginia, University of Michigan-Ann Arbor, University of Wisconsin-Madison, University of Florida, University of Illinois at Urbana-Champaign, Washington State University (19)
L4/NR: Large four-year, primarily nonresidential	Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus** and/or fewer than 50 percent attend full time (includes exclusively distance education institutions).	Ohio State University, The University of Texas at Austin, University of Minnesota-Twin Cities, Texas A&M University-College Station, University of Colorado Boulder, University of Washington-Seattle Campus, Virginia Commonwealth University, University of Oregon (8)
M4/HR: Medium four-year, highly residential	Fall enrollment data show FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.	College of William and Mary (1)

Note: On campus is defined as institutionally-owned, -controlled, or -affiliated housing.

The 2010 Carnegie Classifications for the peer institution cohort have been summarized in greater detail in Attachment 3. Attachment 3 also includes a detailed description of the classifications.

Leadership of Diversity Efforts –

In the area of leadership of diversity efforts at the institutional level, the study examined three aspects of organizational structure: 1) the role and title of the individual charged with the responsibility of diversity efforts; 2) the reporting structure within the institution for the individual charged with diversity efforts; and 3) the perceived support from university leadership (President, Chancellor, Provost, Deans, Governing Boards) for diversity efforts.

With regard to the individual charged with overall responsibility for diversity efforts of the 20 peer institutions, 80% reported that the Chief Diversity Officer[10] was designated with oversight of diversity for the university; 10% indicated that the Vice Chancellor for Diversity was charged with overseeing diversity efforts; one institution indicated that the Acting Vice President for Academic Affairs and Administration was charged with the diversity function and another indicated that the Director of the Office of Equity, Diversity and Inclusion had primary responsibility for diversity efforts.

The most prevalent reporting structure is for the individual charged with the responsibility for diversity efforts to report to the President or Chancellor of the University (51%). Thirty-three percent of the institutions indicated direct reporting to the Provost, and four (20%) of the universities described dual reporting lines to both the President and Provost. Ten universities also indicated informal reporting lines to the President, Provost, or Vice Chancellor.

A majority of the universities indicated that the success of the individual charged with diversity functions and related programs and initiatives is directly related to the support demonstrated by top university leadership. Top leadership was further described as including the President/Chancellor, Provost/Vice Chancellor, Deans, Division Heads and the governing boards of the institution. Thirty percent (30%) of the peer institutions reported strong and visible support from key leadership, 35% reported moderate and/or increasing support from leadership and 35% reported unclear or inconsistent support from leadership.

Offices in Charge of Diversity Efforts –

The individual and divisions charged with responsibility for diversity efforts go by many different titles. Of the 20 peer institutions that participated in the full research protocol, five use the title *Office of Diversity and Inclusion.*[11] The other program and office titles were unique to each organization and include the following.[12]

1. Diversity, Equity and Community
2. Division for Diversity and Equity

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[10] While the designated Chief Diversity Officer typically carries other functional titles, these universities have provided an official designation of "Chief Diversity Officer."

[11] The term "Office of Diversity and Inclusion" will be used to generally refer to the functional office or division at each peer institution charged with diversity, inclusion and equity functions.

[12] One of the peer institutions has two distinct offices, resulting in 21 total Offices.

3. Division for Diversity and Inclusion
4. Office for Inclusion & Intercultural Initiatives
5. Office for Institutional Equality and Diversity
6. Office of the Vice Provost for Educational Equity
7. Office of Diversity and Affirmative Action
8. Associate Provost for Diversity
9. Office of the Vice President & Associate Provost for Diversity
10. Office of Diversity, Equity and Access
11. Chancellor's Diversity Initiative
12. Office of Institutional Equity and Diversity
13. Office of Affirmative Action, Diversity and Inclusion
14. Office for Diversity and Equity
15. Office of Minority Affairs and Diversity
16. Office of Equity, Diversity and Inclusion

Staff Capacity –
Staff capacity for each institutional office is designated as small (<10), medium (10-50) and large (>50). Forty-eight percent (48%) of the respondents report having small capacity offices, 29% reported medium capacity and 14% reported large capacity. The staff size of the office is unknown for 10% of the respondents.

Primary Responsibilities of the Office for Diversity and Inclusion –
The primary responsibilities of the Chief Diversity Officer and/or other designated responsible officer and the office charged with diversity and inclusion efforts typically involve a combination of planning (assessment), programming, evaluation and compliance. Among the 20 peer institutions closely examined, these responsibilities fall into the following functional combinations: planning and programming; compliance only; planning, programming and compliance; planning, programming and evaluation; planning, programming, evaluation and compliance. The functional responsibility combinations for the peer institution Offices of Diversity and Inclusion are represented in Figure 11.
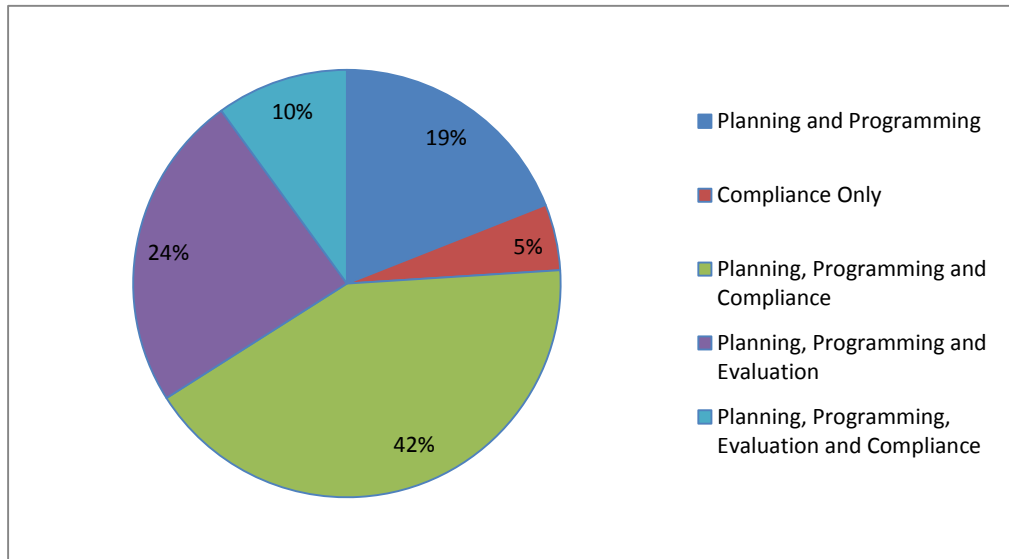
Figure 11 – Functional Responsibilities for the Peer Institution Offices of Diversity and Inclusion

Functional Structure within the Institution –

The relationship of each peer institution's office of diversity and inclusion relative to the organization and structure of the university has been examined using classifications and criteria for how governance, planning, programming, assessment and evaluation occur within the institutional context. Since primary offices of diversity and inclusion often have multiple functions, universities may fall into various categories related to how they approach assessment, programming and evaluation.

Of particular note, diversity and inclusion efforts at Michigan State and Texas A&M are infused in some areas but not others. Michigan State functions as an *Infused* organization in the area of evaluation, planning and programming; however, ongoing assessment functions are still evolving. Texas A&M functions under the *Infused* framework in the area of programming; however, assessment and evaluation functions remain at a central level and are not fully infused at the divisional level.

Based on a review of leadership, organizational structures, assessment planning and programming processes, and staff capacity for each of the 20 universities who participated in the full research protocol, the distribution of classifications has been determined as represented in Table 9. [xv]

Functional Classification	Classification Description	Peer Institution
Infused	Diversity and inclusion efforts are visibly and consistently supported at the highest levels of leadership (i.e. President/Chancellor, Provost, Deans and Vice Presidents). Offices and governing structures that support diversity and inclusion are well established and have sufficient staff and funding support to efficiently and effectively execute responsibilities. Governing structures, relationships and roles are clearly defined and involve centralized and division-level leadership for ongoing strategic planning and goal development. Information gained through assessment and evaluation is systematically communicated to stakeholders. There are consistent assessment and evaluation measures in place to gauge both emerging needs and progress toward goals at both the central and division levels.	Michigan State, Ohio State, Penn State, Texas A&M
Emerging Infused	Diversity and inclusion efforts are increasingly being supported at the highest levels of leadership (i.e. President/Chancellor, Provost, Deans and Vice Presidents) with specific strategic direction to connect all university divisions[13] in centralized assessment and planning efforts. Offices and governing structures that support diversity and inclusion are established with increasing specificity of mission and are gaining sufficient staff and funding support to execute responsibilities. Governing structures, relationships and roles are being developed and involve interactions with centralized and division-level leadership. Information gained through assessment and evaluation is progressively communicated to stakeholders. Efforts are in place to develop ongoing assessment and evaluation processes.	Michigan State, North Carolina State, Purdue, Rutgers, University of Illinois, University of Maryland, University of Washington, University of Wisconsin, Virginia Commonwealth University, ***Virginia Tech***
Central Planning and Support/ Distributed Action	Diversity and inclusion efforts are centralized with direct report lines to the President/Chancellor, Provost, Deans and Vice Presidents and with moderate support of central and divisional leadership. Strategic planning for diversity and inclusion is consistently undertaken at the central level and communicated to divisional leadership, who has the primary responsibility for meeting the goals with some support from centralized diversity and inclusion offices. Central and divisional leadership gather once or twice a year to discuss goals and strategies; however, governance is largely represented by centralized leadership and staff with limited divisional representation. Assessment may be conducted on an ongoing basis, and evaluation of programs and initiatives is intermittent. Significant resources are available at the central level but may be unequally available at the divisional levels.	Stonybrook, Texas A&M

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[13] Divisions and divisional leadership refers to major university divisions, such as individual colleges and schools, Human Resources, Student Affairs, and Athletics, and the Deans, Vice Presidents and Directors who lead these divisions.

Functional Classification	Classification Description	Peer Institution
Specialized Central Planning and Action	Diversity and inclusion efforts are centralized with direct reporting lines to the President/Chancellor, Provost, Deans and Vice Presidents and with moderate support of central and divisional leadership. Assessment and strategic planning are conducted and related actions are implemented by centralized staff with some support from the divisional level. Governance processes primarily involve central leadership, and programs are typically developed and implemented at a central level with division coordination. Evaluation of programs and efforts is intermittent.	Iowa State, State University of New York at Buffalo
Decentralized Planning and Action	Diversity and inclusion efforts at the central level are primarily focused on assessment and compliance with moderate support of top leadership. Diversity and inclusion goals may be a part of the university-wide strategic plan; however, developing strategies and implementing programs and initiatives to meet goals is largely at the discretion of divisional leadership. Governance and communication structures are informal and intermittent. Evaluation processes may exist at the divisional level.	University of Missouri, University of Oregon, University of Pittsburgh, University of Virginia

C. Assessment, Planning and Evaluation Practices

An inventory was conducted of the assessment, planning and evaluation practices utilized by each institution and the extent to which these practices are systematic (performed on an ongoing basis throughout the university structure) or intermittent (conducted as needed, and/or at the divisional level and not coordinated with a centralized, university-level office).

Description of Climate –
The peer institutions were asked to identify specific tools used for conducting campus climate assessment of students, faculty and staff and how often assessment is conducted. All of the institutions indicated that a primary source of assessment is the review of the compositional data reported to IPEDs, and changes in compositional data are closely monitored for students, faculty and staff. Of the 20 institutions who participated in the full research process, 37% conduct ongoing assessment using additional and multiple approaches to assessment. The remaining 63% conduct occasional assessment using one or more additional strategies.

1. Compositional Data – All of the institutions indicated that a primary source of assessment is the review of the compositional data as reported to IPEDs, and changes in compositional data are closely monitored for students, faculty and staff.

2. Climate Surveys – Fifty-three percent (53%) of the responding institutions use ongoing climate surveys of faculty, staff and students, which are conducted in a range from every two years to every five years. Of the remaining institutions, 42% occasionally conduct climate surveys, and one institution reported that they never conduct climate surveys.   Sixty-eight percent (68%) of the surveys are conducted by a central office, while 42% conduct surveying at the divisional level.

3. Exit Interviews – Exit interviews are the second most prevalent tool for assessing diversity efforts. Thirty-two percent (32%) of the institutions report using exit interviews of faculty and staff on a regular basis, 37% report using exit interviews occasionally and 21% report that exit interviews for the purposes of diversity and inclusion are never used.

4. Focus Groups – Focus groups are used by some of the institutions but are most typically utilized when a particular issue has come to the forefront as a result of another assessment tool.

5. External Consultants – Forty percent (40%) of the institutions have used external consultants to assess the climate for diversity and inclusion at their institutions.

6. Assessment of Hidden Dimensions of Diversity – Ninety percent (90%) of the institutions indicated some level of effort to assess for hidden dimensions of diversity. Specific areas of hidden dimensions of diversity include LGBTQ populations, religious minorities and socioeconomic minorities. Efforts to assess for hidden dimensions of diversity were divided into the following categories:

i. ***Pre-planning*** – Strategies and approaches for assessment of hidden dimensions of diversity are being discussed by stakeholders. Twenty-five percent (25%) of the institutions are in the pre-planning stage.

ii. ***Planning*** – Tools and/or strategies are being developed for assessment of hidden dimensions of diversity. Thirty percent (30%) of the respondents are in the planning stage.

iii. ***Action*** – Assessment tools have been developed, and strategies to address the outcomes of the assessments are being developed or implemented. Thirty-five percent (35%) of the institutions are at this advanced stage.

Dissemination of Assessment Findings –
Dissemination of assessment findings was explored from the perspective of how broadly information is disseminated and the means by which information is disseminated.   Of the 20 institutions, 55% indicated that assessment and evaluation findings are broadly disseminated, and four of these institutions provide systematic and ongoing processes to disseminate information to a far-reaching audience. Forty percent (40%) of respondents indicated that assessment data is only partially shared and that the usual practice is for more targeted dissemination of findings at the central and divisional leadership levels. One institution indicated that assessment data is not collected. The most common means for sharing information is through posting reports and other documents on-line on the internet (available to the general public), 54% of respondents, or via intranet (only available to those with university credentials), 33%. Other means for disseminating information include an annual report or report card, meetings with division-level stakeholders to present and discuss data, or "town hall" forums to discuss the data.

Strategic Planning –
Strategic planning for diversity and inclusion programs and initiatives was explored from the standpoint of how the plan is developed and the level of engagement in developing the plan. Of the 20 peer institutions interviewed, five or 23% of the institutions develop a diversity-and-inclusion specific plan on a regular, ongoing basis.   The majority of peer institutions (73%) include diversity and inclusion as components of their university-wide plans, and one university does not have a strategic plan for the university or diversity and inclusion efforts but is in the process of developing a general university-level plan.   Engagement in developing the strategic plan was explored from the *broadly inclusive*, where all stakeholders of the university, including alumni and local community members, were eligible to participate, to *inclusive* processes, where representatives from each university division and internal stakeholder groups are recruited to participate, to *exclusive,* where only targeted participants are invited to participate in the process.   Of the peer institutions, only one university is classified as broadly inclusive, nine (45%) use an inclusive process and six (30%) use an exclusive approach.

Evaluation of Diversity and Inclusion Efforts –
The peer institutions were asked to provide detail on their processes and practices for evaluating diversity efforts and initiatives. These practices and processes were categorically assessed based on the pre-planning, planning and action criteria.

1. <u>Pre-planning</u> (35%) – Evaluation is conducted through examination of statistics already required for reporting for accreditation, state and federal legal requirements. Those in the pre-planning category are exploring additional evaluation approaches but have not specifically planned or implemented efforts.

2. <u>Planning</u> (30%) – For institutions in the planning phase, efforts to collect data or set benchmarks have been initiated, or concentrated planning for such efforts is underway.

3. <u>Action</u> (35%) – For institutions that are categorized as taking action, evaluation measures and processes are in place and are being utilized to assess the relative success of programs and initiatives. These include Michigan State, Ohio State, Texas A&M, University of Missouri, University of Washington and University of Wisconsin. These institutions are willing to be consulted further to advise on assessment and evaluation of diversity and inclusion programs.

D. Best Practices

Of the 20 universities who participated in the full research protocol, each was asked to provide one or two examples of best practices and programs for diversity and inclusion.   A summary of the programs is provided by university and by focus of the practice or program in Attachment 4. Areas of focus include the following categories:

1. <u>Access</u> – Programs promoting access to the university for minority or underrepresented students.

2. <u>Advance Programs</u> – Programs targeting the hiring and advancement of women and underrepresented faculty.

3. <u>Black/African American Programs</u> – Programs that support recruitment, access and success for Black and African American students and faculty, as well as general awareness of Black and African American heritage and culture.

4. <u>College/Unit Specific</u> – Programs that are specific to a particular academic discipline or university division.

5. <u>Cultural Competency/International</u> – Programs that promote increased cultural awareness and competency.

6. <u>Curriculum</u> – Programs focusing on advancing diversity and inclusion efforts and cultural awareness through the curriculum.

7. <u>Dialogue Programs</u> – Programs that promote more effective dialogue among students and faculty and between university units.

8. <u>Evaluation/Performance</u> – Programs that promote evaluation of diversity and inclusion efforts or that highlight outstanding performance.

9. <u>Planning/Organizational Change/Community Building</u> – Initiatives that guide planning and community building around diversity and inclusion efforts.

10. <u>Success</u> – Programs focused on the academic success of minority and underrepresented students.

E. Predominant Themes

Among the 20 universities, several predominant themes emerged as related to diversity and inclusion efforts, both within the university context and the external environment. These themes are presented along with supporting quotes from the interviews.

1. Top Leadership Support – A majority of university officials interviewed mentioned the role of top university leadership as critical to the success of diversity efforts. Emphasis was placed on visible leadership from those serving as President, Chancellors, Provosts, Vice Chancellors, Deans and Vice Presidents. Respondents referred to the need for clear and concise value statements regarding diversity and inclusion efforts.[14]

   ❖ *"Interpersonal relationships and tone of partnerships are very important. Success of the Office (for Diversity and Inclusion) requires the highest level of support from the Chancellor and Board of Regents but functions best with operational proximity to students and faculty through the Provost and Student Affairs."*

   ❖ *"There needs to be a level of commitment from the leadership (President and Provost). We have maintained our commitment as we have maintained our diversity efforts over the last 13-14 years. We have experienced unparalleled transition in the leadership roles (our third in the last 13 years). This has caused discontinuous efforts at times. Overall, there is a commitment, but there needs to be a restructuring of the fragmented nature (of efforts)."*

   ❖ *"The diversity value statement is huge – having a campus-wide commitment from the Faculty Senate. We have a new Chancellor. She has been here about a year now and (made) a major statement on diversity and inclusion and how important it is. She followed up with the Deans then. The new leadership is in a position to communicate the commitment. Before, we had a lot of interim leadership so it was difficult to communicate the commitment. Now all the leadership positions are filled. It has to be overall top-down and bottom-up – thus the value statement has really helped with this."*

   ❖ *"(Our) Leadership are very strong supporters of diversity value and efforts. (This leadership) is necessary for diversity advancement and motivates Deans to be key players in diversity – they walk their talk."*

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[14] **Use of Quotations**: The quotations are taken from the transcription of interview notes and represent the intent of the interviewees' statements but not necessarily their exact phrasing. Spelling and grammar errors were corrected as needed for use in this report.

❖ *"There needs to be an increase in senior leadership support in messaging for diversity and inclusion efforts. Trying to advocate for diversity from the middle is tough, especially in terms of strategic planning. You really need senior leadership to tell Deans and Vice Presidents that this is an important topic*."

2. <u>Distributed Coordination and Political Support</u> – Many of the respondents emphasized that diversity and inclusion efforts are most effective when there is clear central leadership, a facilitative role for the Office of Diversity and Inclusion, as well as distinct roles and accountability for implementation efforts at the divisional level. When efforts are not successful, respondents can typically point to a lack of coordination and support among the central office and divisions as the cause.

❖ *"The distributive nature of how (the university) operates sometimes makes it difficult to advance diversity efforts. There are many positive efforts to improve diversity and inclusion in some divisions and little or no action in others. The lack of a mechanism for cross-divisional communication perpetuates the fragmentation of efforts."*

❖ *"There are practices that come from the distributive nature of how diversity is being advanced. There are policies that impact certain groups (i.e. LGBTQ) that are state/federal policies, not necessarily university policies."*

❖ *"There are politics of course – and this has been the strongest barrier to advancing diversity work – this goes back to the distributive nature of diversity work on this campus. Clash of personalities and vision."*

❖ *"(It) takes a lot of social capital when things are as decentralized as they are. If you have programmatic efforts intended to cut across populations, (but efforts) align to report through one it works OK. (The) level of (the) person (who) carries out the duties (is important) – it's hard to (make an) impact when "buried" administratively."*

❖ *"The Director had the opportunity to meet with all the college deans and leaders to discuss diversity efforts across the university, since each Dean is charged with increasing diversity. She found that diversity issues were not a hard accountability issue – if you don't do it, it is no big deal. The university has not done the strategic planning around diversity issues as other universities have."*

❖ *"(There needs to be) a clear, consistent message from the leadership. Not necessarily President and Provost. I need Deans who are consistent in their message. Making a clear message of what (the) core values mean and how to make (all units) accountable to (them)."*

❖ *"There are great things coming out of different areas but not necessarily collectively – they reach certain populations, not necessarily everyone."*

3. <u>Changing Demographics of Student, Faculty and Staff Pools</u> – Respondents pointed to the changing national and state demographics, including growth in the pipeline for Hispanic and Latino students, and a decline in the number of African American or Black students. Also, many respondents referred to an increase in International students and faculty in their application pools. Particularly, several respondents noted a growing emphasis on first generation and low-income students as an increased importance for recruitment and programming related to access and retention.

❖ *"The barriers are a refusal to want to engage in the challenges that surround race and class and sexual identity. We are a very conservative state. We are a non-diverse demographic state – where students have never been with anyone different than themselves. Administrators and faculty have diversity fatigue – how do we say that this is different than the kumbaya of let's tolerate each other? This conversation is now more than that."*

❖ *"Awareness and advancement is incremental and at times a step backward – working with a transient population of students and sometimes faculty and staff results in a constantly changing environment."*

❖ *"[Referring to the recently released book, Generation on a Tightrope: A Portrait of Today's College Student by Arthur Levine] sets the backdrop of the socioeconomics for diversity that will be key in the next 20 years within higher education diversity and inclusion."*

❖ *"The university must adjust to the changes in our national climate (i.e. lower pool of high school students in general). The university currently puts a lot of emphasis on rankings and keeping the SAT and GPA scores high for undergraduates. Unfortunately, this cuts against some groups who would be excellent students but do not excel on standardized tests. I would like to see a more holistic view of assessing students' success potential."*

4. <u>Changing Focus of "Diversity"</u> – A number of the respondents referred to the evolving role and definition of diversity, moving from the former view of "other," "minorities" and "non-white", to a more pluralistic environment where diversity applies to everyone and affects us all. To this end, the word "inclusive" has become more the focus. Although not as popular, there has been

a shift in the discussion from diversity to inclusivity: the study of how diversity impacts individuals and groups.

❖ *"The Office would like to have everyone at the university see the Office as a representative of everyone on the campus. Currently, many people see the Office as for marginalized populations, as opposed to an office that works for the whole campus. Overall, they would like to be seen as a core function of the university, as opposed to an aside office."*

❖ *"Diversity fatigue. People are saying, 'Do we still have to do this?'"*

❖ *"Found out that we wanted diversity not to be a sole person's responsibility – but to be inclusive across campus."*

5. <u>Resources for Diversity and Inclusion</u> – When individuals were asked about necessary resources for diversity and inclusion efforts, almost all of the respondents mentioned the need for financial resources. Some institutions did have federal grant funding (i.e. Compete, NSF), and only one institution, Ohio State University, had significant internal funding. Most respondents were responsible for seeking external funding through proposal development and grant applications. Respondents also pointed to the need for leadership support in diversity and inclusion efforts to seek funding and financial resources.

❖ *"A restructuring is needed at the institution to centralize some of the efforts. With this restructuring there needs to be financial resources, not necessarily human resources, in terms of helping to support high impact programs, engage faculty in different ways and to engage alumni. And resources to do special studies – to better understand diversity that is happening at the university in different ways."*

❖ *"Resources that are needed to conduct effective diversity efforts include an increase in staff and monetary resources. This will enable the office to implement more of the recommendations made."*

❖ *"The major barrier to conducting effective diversity efforts is the amount of resources (i.e. money) needed to implement recommendations made. Resources that are needed to conduct effective diversity efforts include an increase in staff and monetary resources. This will enable the Office to implement more of the recommendations made. "*

❖ *"Money – there is an opportunity for us to work more effectively and closely with units. But that would require the people power that we don't have. For a unit to buy a faculty*

that is interested in this work, a class or two, would be huge to be able to do. This topic has to be a part of the senior leadership conversation all the time."

6. <u>Improved Assessment and Evaluation</u> – Many of the respondents are struggling with the challenge of how to effectively assess and evaluate diversity and inclusion efforts at their institutions, beyond measures of compositional data. Several universities who are attempting more effective systemic evaluation include Michigan State, Ohio State, Texas A&M, University of Missouri, University of Washington and University of Wisconsin.

❖ *"(Our Institution) is currently exploring the types of standards to use to assess diversity-related initiatives. They have visited other universities to collect information, attended conferences, and looked to the standards posted by the Council for the Advancement of Higher Education. The Council has recommendations for different standards for different offices, which have come out of Student Affairs."*

❖ *"In the last couple years they have been really purposeful and targeted about looking at data. This is a campus-wide conversation. This is an area we have challenges not just at this university but others as well. This is a huge institutional issue. This is one that everyone is diligently working towards – a shared sense of assessment and tools. "*

❖ *"Need to figure out how to know that their diversity efforts are making a difference – impact. Needs to move from anecdotal research to hard research."*

❖ *"There are no assessment tools around measuring diversity. The only metric is how many people are in the first year class. We do head counting – graduation rates. But this is only part of the story. It tells you nothing about what the students learn about diversity on the campus. We haven't done anything around inclusion."*

❖ *"We just hired a new position to look at being intentional about our evaluation. The state evaluation requires us to provide evaluation on initiatives on underrepresented students. They asked them to become a little more intentional about evaluation and assessment. At this point some programs do assessments and some do not. It seems that they are looking for both quantitative and qualitative approaches – but leaning more towards quantitative information."*

V. AREAS FOR FURTHER STUDY

The research and analysis undertaken to date represents a broad overview of the context for diversity and inclusion programs and initiatives among Virginia Tech's peer institutions. Improved understanding of the structures and practices that best support diversity and inclusion efforts would benefit from additional study in the following areas:

1. In-depth study of organizational models for the advancement of diversity and inclusion programs;
2. Identification of the most effective methods to improve campus climates;
3. Further study of overarching national and international demographic and socioeconomic shifts that result in changing compositional enrollment;
4. More in-depth study of how a university's catchment (recruitment) area for students and faculty corresponds with achieved compositional diversity, including geographic location, demographics and state and local polices;
5. In-depth study of outcomes, assessment and evaluation, including improvement, in the arena of diversity and inclusion. This includes researching student learning outcomes (SLO), climate, national survey for student engagement (NSSE) and other data;
6. In-depth study of Virginia Tech's culture, narrative and story. This includes identifying Virginia Tech in the national context; and
7. Methods for analyzing the cross-correlated relationships between the Carnegie Classification framework, compositional diversity, and functional structure of the institutional office for diversity and inclusion.

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VIII. GLOSSARY

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[i] A standard definition for "**underrepresented**" was not identified in the literature. The Merriam-Webster dictionary defines underrepresented as "inadequately represented." Among institutions of higher education, the most detailed definition of "underrepresented" is found in connection with medical programs and the Association of American Medical Colleges defines it as "those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population" (American Medical Association, https://www.aamc.org/initiatives/urm/).

[ii] **Compositional diversity** refers to the numerical and proportional representation of different groups of people within the campus environment (Milem, Chang & Antonio, 2005).

[iii] **Undergraduate enrollment**: Total undergraduate men and women enrolled for credit in the fall of the academic year. An undergraduate student is someone who is enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program or a vocational or technical program below the baccalaureate. "Credit" refers to recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate or other formal award.

[iv] **Graduate enrollment**: Total graduate men and women enrolled for credit in the fall of the academic year. A graduate student is someone who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the post-baccalaureate level. These students may or may not be enrolled in graduate programs. "Credit" refers to recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate or other formal award.

[v] **American Indian or Alaska Native**: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

[vi] **Asian or Pacific Islander**: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent and Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India and Vietnam.

[vii] **Asian** (new definition): A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian Subcontinent; including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

[viii] **Native Hawaiian or Other Pacific Islander** (new definition): A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

[ix] **Black non-Hispanic**: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

[x] **Hispanic**: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

xi **White, non-Hispanic**: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

xii **Race/Ethnicity Unknown**: This category is used ONLY if the student did not select a racial/ethnic designation, AND the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

xiii **Non-Resident Alien (International Student, Staff or Faculty)** : A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

xiv **Two or more races**: Percent of total enrollment that are two or more.

xv The functional classifications were assessed using a coding mechanism for institutional characteristics gathered through the survey and interview process. Functional characteristics were gathered across the following categories:

Assess Climate and Diversity (survey, any means):
1. Ongoing
2. Occasionally
3. Never

Climate Surveys (How often survey conducted):
1. Ongoing (bi-annually or every three years)
2. Occasionally
3. Never

Climate Survey:
1. Centralized
2. Decentralized (each unit/school does its own)

Exit Interview:
1. Ongoing
2. Occasionally
3. Never

External Consultants:
1. Yes
2. No
3. Unknown

Efforts to Assess Hidden Dimensions of Diversity:
1. Action
2. Planning

---

3. Pre-planning 4. None	

Dissemination of Findings:
1. Systematic - broad dissemination
2. Partial - targeted
3. Not shared

Dissemination of Findings:
1. Public – On-line
2. Internal – Targeted
3. Limited

Strategic Planning:
1. Diversity Strategic Plan Prepared on Regular Basis
2. Diversity Strategies Part of Overall University Plan
3. No Diversity or Overall Strategic Plan

Strategic Planning Process:
1. Broadly Inclusive
2. Inclusive
3. Targeted Participation

Evaluation/Benchmarks:
1. Action
2. Planning
3. Pre-planning (only collecting required statistics)

The responses of each university for each discrete category were coded by response number for the purposes of developing scaled categories for the functional classifications. Using the coding methodology, total institution functional scores can range from 8 – 33. The following ranges align with the functional classifications with consideration of varying approaches to assessment, programming and evaluation within the same institutional context resulting in overlapping classifications for some universities.

Functional Score	Functional Classification
8 – 14	Infused
15 – 24	Emerging Infused
22 – 26	Central Planning and Support/Distributed Action
26 – 32	Specialized Central Planning and Action
30 – 33	Decentralized Planning and Action

Virginia Tech Peer Institution Assessment:
A review of Virginia Tech Peer Institutions' Compositional Dynamics,
Organizational Structures and Assessment, Planning and Evaluation Practices

Appendix I

1. **Peer Institution Electronic Survey**

2. **Interview Protocol**

Peer Institution Survey (IPG)

1. INTRODUCTION

Dear (insert personal name),

The Virginia Tech Institute for Policy and Governance is supporting the efforts of a Virginia Tech work group examining the assessment, planning and evaluation of diversity efforts at our University and among our peer institutions of higher education. Diversity assessment and strategic initiatives is a topic at the forefront of discussions among Virginia Tech senior leaders who are looking at best practices in diversity and inclusion programs among our national peers.

For the purposes of this study, a comparative review of Virginia Tech and our peer institutions is being conducted with three components: 1) an examination of the composition of each university by sex, race and ethnicity; 2) a review of how diversity efforts are organized at each institution and the constituency/identity groups that are most active; 3) how each institution assesses, plans for, and evaluates diversity initiatives.

First, an initial review of public information on each institution has been conducted, primarily from examining each institution's website. If you would take the time, we would like for you to review our findings for accuracy. Next, to enhance our understanding, we would appreciate any insight you may have on diversity program assessment and planning at your institution by completing this brief survey.

You have been identified as a key diversity leader/officer at your institution. If you know of others at your institute that may be able to provide additional data, please feel free to forward this survey to the appropriate individuals. Once we compile the data, we would be more than happy to share the results of the comparative review with you and others at your institution.

Thank you in advance for your insight on this very important topic. Please let us know if you would like a copy of the results of this portion of the research study.

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2. TERMS AND DEFINITIONS

The terms used in this survey may not be universally understood across all institutions. Therefore, for the purpose of this survey, we are using the following terms and definitions:

Peer Institution Survey (IPG)

1. Diversity: broadly includes, but is not limited to, race, ethnicity, gender, gender identity, sexual orientation, gender expression, disability, nationality, language, religion and socio-economic status (AAC&U, 2009).

2. Inclusion: is defined as, "the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one's awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions" (AAC&U, 2009).

3. The difference between diversity and inclusion: While a diverse population is necessary for development, the benefits of diversity are not automatic and do not simply occur from having a diverse campus. Researchers stress that institutions must become inclusive places by working in intentional ways to increased educational benefits for its members and for the institution. (Milem, Chang & Antonio, 2005)

4. Diversity Hub: is the name of the office(s) and/or center(s) that conducts diversity and inclusion work. The diversity hub typically represents the identity groups or diverse constituencies which are recognized and active at institutions of higher education.

5. Campus Climate: Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, treated fairly and with respect.

6. Climate: The atmosphere or ambience of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions.

7. Employee Climate Survey: A survey distributed to all salaried staff, administrative/professional, research and instructional faculty to assess employee perceptions of the work climate (i.e. resources, diversity, community, communications, co-workers, leadership, supervision, and job satisfaction).

8. Student Climate Survey: A survey distributed to all students to assess their perceptions of the campus climate.

9. Identity Group: A group that has organized around a shared characteristic such as race, ethnicity, sex, gender and religion (Cox, 1993; Jackson and Ruderman, 1995).

10. Constituency Group: An identity group that has organized with the purpose of advocating for policy or program initiatives or changes (Halpin, 2006).

*1. Are the definitions as defined in congruence with your understanding of them? If not, please provide some insight in the comments section below, to help us understand the terms and/or definitions in a different manner.

○ Yes, the definitions are in congruence with my understanding

○ No, the definitions are not in congruence with my understanding

Comments

3. PEER INSTITUTION SURVEY

Characteristics and Programs: Please review our initial findings for accuracy. This information was gathered through content review of public websites.

If the information is incorrect, please make corrections or additions in the comments section.

Peer Institution Survey (IPG)

*1. University Name:

○ Correct

○ Incorrect

Comments

[   ]

*2. Diversity Hub(s)/Center(s): Name the office(s) that conducts diversity and inclusion work.

○ Correct

○ Incorrect

○ Do not know

Other Diversity Hub(s) and/or Comments

[   ]

*3. Constituency groups (under-represented groups, represented by faculty and staff organizations or special initiatives):

1. Black
2. Hispanic/Latino
3. Women

○ Correct

○ Incorrect

○ Do not know

Other Constituency Groups and/or Comments

[   ]

Peer Institution Survey (IPG)

*4. Major Student groups (Undergraduate Career Services Office and Registered Student Organizations):

○ Correct

○ Incorrect

○ Do not know

Other Major Student Groups and/or Comments

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*5. Major Faculty/Staff groups:

○ Correct

○ Incorrect

○ Do not know

Other Major Faculty/Staff Groups and/or Comments

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```

*6. Major Publications:

○ Correct

○ Incorrect

○ Do not know

Other Major Publications and/or Comments

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*7. Special Initiatives:

○ Correct

○ Incorrect

○ Do not know

Other Special Initiatives and/or Comments

```

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Peer Institution Survey (IPG)

*8. Curriculum:

○ Correct

○ Incorrect

○ Do not know

Other D&I Focused Curriculum and/or Comments

[ ]

*9. Academic Programs:

○ Correct

○ Incorrect

○ Do not know

Other Academic Programs and/or Comments

[ ]

10. Other Diverstiy and Inclusion initiative(s) at your institution that you would like to highlight or comment on:

[ ]

4. ASSESSMENT

What assessment tools are used by your institution to determine the needs of diverse constituency groups and the effectiveness of the implemented initiatives?

*1. Does your institution use climate surveys for assessment of diversity initiatives?

○ Yes, we use climate surveys

○ No, we do not use climate surveys

○ Do not know

Comments - Please provide detail on how climate surveys are conducted and results are disseminated

[ ]

5. ASSESSMENT - Climate Surveys

Peer Institution Survey (IPG)

Please answer the following questions regarding climate surveys:

1. Who is the target population(s) for climate surveys?

	Faculty (research/academic)	Staff	Administrator	Students
Check all that apply:	☐	☐	☐	☐

Comments

2. How often, and in what context, are climate surveys used?

Faculty (research/academic):

Staff:

Administrator:

Students:

Comments:

3. Are the climate survey findings disseminated to the target population? If so, in what manner or format?

Faculty (research/academic):

Staff:

Administrator:

Students:

Comments:

4. On a scale of 1-5, how effective are climate surveys? (1 = not effective and 5 = very effective)

	1	2	3	4	5	N/A
Faculty (research/academic):	○	○	○	○	○	○
Staff:	○	○	○	○	○	○
Administrator:	○	○	○	○	○	○
Students:	○	○	○	○	○	○
Comments:	○	○	○	○	○	○

6. ASSESSMENT - Individual Interviews

Peer Institution Survey (IPG)

Peer Institution Survey (IPG)

*1. Does your institution use individual interviews for the assessment of diversity initiatives? (such as, exit interviews, probationary performance evaluations with a specific focus on D&I experiences, or student participation in special initiatives)

○ Yes, we use individual interviews

○ No, we do not use individual interviews

○ Do not know

Comments - Please provide detail on how individual interviews are conducted and results are disseminated

7. ASSESSMENT - Individual Interviews

Please answer the following questions regarding individual interviews:

1. Who is the target population(s) for individual interviews?

	Faculty (research/academic)	Staff	Administrator	Students
Check all that apply:	☐	☐	☐	☐

Comments

2. How often, and in what context, are individual interviews used?

Faculty (research/academic):

Comments:

Staff:

Administrator:

Students:

Comments:

3. Are the individual interview findings disseminated to the target population? If so, in what manner or format?

Faculty (research/academic):

Staff:

Administrator:

Students:

Comments:

Peer Institution Survey (IPG)

4. On a scale of 1-5, how effective are individual interviews? (1 = not effective and 5 = very effective)

	1	2	3	4	5	N/A
Faculty (research/academic):	○	○	○	○	○	○
Staff:	○	○	○	○	○	○
Administrator:	○	○	○	○	○	○
Students:	○	○	○	○	○	○
Comments:	○	○	○	○	○	○

8. ASSESSMENT - Focus Groups

*1. Does your institution use focus groups for assessment of diversity initiatives?

○ Yes, we use focus groups

○ No, we do not use focus groups

○ Do not know

Comments - Please provide detail on how focus groups are conducted and results are disseminated

9. ASSESSMENT - Focus Groups

Please answer the following questions regarding focus groups:

1. Who is the target population(s) for focus groups?

	Faculty (research/academic)	Staff	Administrator	Students
Check all that apply:	☐	☐	☐	☐

Comments

Peer Institution Survey (IPG)

2. How often, and in what context, are focus groups used?

Faculty (research/academic):

Comments:

Staff:

Administrator:

Students:

Comments:

3. Are the focus group findings disseminated to the target population? If so, in what manner or format?

Faculty (research/academic):

Staff:

Administrator:

Students:

Comments:

4. On a scale of 1-5, how effective are focus groups? (1 = not effective and 5 = very effective)

	1	2	3	4	5	N/A
Faculty (research/academic):	○	○	○	○	○	○
Staff:	○	○	○	○	○	○
Administrator:	○	○	○	○	○	○
Students:	○	○	○	○	○	○
Comments:	○	○	○	○	○	○

10. ASSESSMENT - Additional Tools and/or Practices

*1. Are additional tools and/or practices used to assess campus climate?

○ Yes, additional practices are used

○ No, additional practices are not used

○ Do not know

Comments

11. ASSESSMENT - Additional Tools and/or Practices

Peer Institution Survey (IPG)

1. Additional tool and/or practice used to assess campus climate [1]:

Tool/Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

2. Additional tool and/or practice used to assess campus climate [2]:

Tool/Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

3. Additional tool and/or practice used to assess campus climate [3]:

Tool/Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

12. ASSESSMENT - Additional Tools and/or Practices

*1. Are additional tools and/or practices used to assess diversity initiatives?

○ Yes, additional tools and/or practices are used

○ No, additional tools and practices are not used

○ Do not know

Comments

13. ASSESSMENT - Additional Tools and/or Practices

Peer Institution Survey (IPG)

1. Additional tool and/or practice used to assess diversity [1]:

Tool/Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

2. Additional tool and/or practice used to assess diversity [2]:

Tool/Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

3. Additional tool and/or practice used to assess diversity [3]:

Tool/Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

4. Assessment Tool(s) used to collect information or assess initiatives for non-visible dimensions of diversity (i.e. political affiliation, religious affiliation, sexual orientation, gender identity, etc.)

Practice:

Target Population (faculty - research/academic, staff, administrator, students):

How often administered:

Administered by:

Notes:

Peer Institution Survey (IPG)

5. Follow-up: If assessment tools are used to collect information on non-visible dimensions of diversity, how does the tool(s) used account for representation among hidden diversity groups, such as LGBTQ, or religious affiliation, political affiliation, or differing socio-economic statuses?

14. PLANNING FOR DIVERSITY AND INCLUSION INITIATIVES AND INTERVENTIONS

What planning processes are used?

1. Who are the stakeholders involved in planning diversity and inclusion initiatives and interventions? These may be stakeholders who are internal or external to your institution.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2. What mechanisms (i.e. strategic plans, programs, committees, etc.) are put in place to plan diversity and inclusion initiatives and interventions?

3. What is the general time frame used for planning a diversity and inclusion initiatives and interventions? (i.e. ongoing, annual review, 2 year review)

15. EVALUATION

How are established diversity-related initiatives measured on a continuous basis?

Peer Institution Survey (IPG)

1. What benchmarks are used to understand and measure progress in diversity and inclusion goals and objectives?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. What benchmarks, if any, are used to specifically understand diversity groups such as minorities, political affiliation, religious affiliation, sexual orientation, gender identity, LGBTQ, etc.?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Peer Institution Survey (IPG)

3. What are the recurrent measures used to understand progress on diversity and inclusion initiatives?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

16. CONCLUSION

1. Additional comments: Please feel free to contact us with any questions, concerns, and/or comments.

We appreciate your insights on this important topic and look forward to sharing the results. If you know of others at your institute that may be able to provide additional data, please feel free to forward this survey to the appropriate individuals.

Thank you.

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Institutions of Higher Education – Diversity and Inclusion
Peer Group Comparative Analysis of Assessment, Planning and Evaluation Practices
Virginia Tech Institute for Policy and Governance

Diversity and Inclusion - Peer Institution Interview Protocol

Virginia Tech has compiled preliminary overviews of thirty-two peer institution Diversity and Inclusion structures and initiatives. The overview includes summary of information in the following three categories: 1) compositional diversity of students, faculty and staff, 2) organizational structure for diversity efforts, and 3) ongoing processes for assessment, planning and evaluation of diversity structures and initiatives. A great deal of information in the first two categories will compiled and summarized prior to the interview, therefore the focus of the interview will be on the assessment, planning and evaluation processes and practices for diversity and inclusion efforts.

In order to complete and confirm data collected through public documents and an online survey conducted in August – September 2012, the Virginia Tech Institute for Policy and Governance research team is requesting interview with key diversity and inclusion leadership at the peer institutions. Each interview will last approximately 30-45 minutes. A summary of the peer institution profile compiled thus far will be provided at least 48 business hours in advance of the interview.

Informed Consent

By participating in the interview the participant is providing implied consent. All information that is collected will be made available through a consolidated report which will be made available to the Virginia Tech leadership in diversity efforts as well as to the respondents from Virginia Tech's peer institutions. Additionally the information may be utilized for peer reviewed articles, conference presentations, as well as the principal investigators (Mary Beth Dunkenberger) dissertation research.

At any time during the interview if the respondent wishes to make "non-institution specific" comments which can be included in a de-identified summative format, such data will be recorded separately and will not be included in the peer institution data record or report. Such data will be aggregated to inform the assessment, planning and evaluation processes at institutes of higher education in general.

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Interview Topics and Questions

I. Institutional Compositional Diversity

1. In what categories do you track compositional diversity?
    a. Race
    b. Ethnicity
    c. Sex
    d. Age
    e. Other

2. For what groups do you collect and report compositional diversity
    a. Students
    b. Faculty
    c. Staff
    d. Others

3. Can you please confirm the compositional diversity data that we have or provided corrected data?

4. Has your compositional data changed significantly over the past 5 – 10 years, if so how and why?

5. How do you perceive that your compositional diversity is impacted by the focus and environment of your institution, as well as your geographic location?

II. *Organizational Composition*

1. How are diversity efforts at your organization organized?
    a. Planning and programming
    b. Compliance
    c. Is there an organizational chart with reporting lines available?
    d. How well does this structure work? Would you recommend changes?
    e. If not clear, what is responsibility of Chief Diversity officer in both Planning/Programming as opposed to Compliance with state and federal laws?

2. Where do diversity efforts exist in your institution (will provide summary from initial public scan to include - Diversity Hub(s)/Center(s), Constituency groups (under-represented groups, represented by faculty and staff organizations or special initiatives), Major Student groups (undergraduate career services office and registered student organizations), Major Faculty/Staff groups, Major publications, Special Initiatives, Curriculum, Academic Programs)?
    a. Students
    b. Faculty
    c. Staff
    d. Extended Community and Alumni

3. Who is in charge of diversity efforts (i.e. chief diversity officer)?

4. Human Resource Capacities and Engagement

    a. How many faculty and staff members are dedicated to diversity efforts? What is the range of skills, knowledge and experience
    b. What major advisory boards support Diversity and Inclusion efforts?

III. Assessment, Planning and Evaluation of Diversity and Inclusion Efforts

1. What assessment tools are used by your institution to determine the needs of diverse constituency groups and the effectiveness of the implemented initiatives? How Often are these tools used or conducted and who do they involved (students, faculty, staff, community members)? Are these tools effective?

    a. Climate Surveys
    b. Focus Groups
    c. Entry/Exit Interviews
    d. Electronic Formats
    e. Other

2. Does assessment include <u>sometimes</u> hidden dimensions of diversity (i.e. socio-economic status, political affiliation, religious affiliation, sexual orientation, gender identity, etc?)

3. How are findings disseminated?

4. What planning processes do you use, how often and who do they involve?

    a. Overall Diversity Strategic Plan
    b. Targeted Initiatives

5. How are special initiatives typically implemented and funded?
    a. By centralized office
    b. Academic unit
    c. Other

6. Evaluation: How are established diversity-related initiatives measured on a continuous basis?
    a. What benchmarks are used to understand and measure progress in diversity and inclusion goals and objectives?
    b. What benchmarks, if any, are used to specifically understand diversity groups such as minorities, political affiliation, religious affiliation, sexual orientation, gender identity, LGBTQ, etc.?
    c. What are the recurrent measures used to understand progress on diversity and inclusion initiatives?

7. What are high impact programs for your institution
    a. What do you believe are the most significant and/or high impact diversity and inclusion efforts at your institution? (i.e. programs that are mission critical)
    b. What makes the efforts you listed above significant and/or have a high impact?

8. Are there populations at your institution which are currently underrepresented or underserved?

9. What barriers, if any, do you face for conducting effective diversity efforts?

10. What resources are needed to conduct effective diversity efforts?

11. Are there any policies and/or politics that influence diversity and inclusion programs at your institution (i.e. internal, state, federal)? If so, explain.

Wrap-up:

1. Are there any additional issues you would like to address?

2. Are there additional diversity and inclusion leaders at your university who we should contact?

Thank you for your time and contribution. We will plan to have a final report available in February 2013.

Attachment 1

Validated Peer Institution Reports

I.	*Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)*

A.   Notable Distinctions And Trends In Compositional Diversity[2]

The University tracks diversity along parameters of race, ethnicity, sex, disability, veteran status and first generation students.   Compared with the other peer institutions the university student body is on par with measures of racial and ethnic student composition for most categories and has significantly higher numbers of the international students than the average.   The university enrolls more male than female undergraduate students, and has a higher ratio of male students than the peer group average. However graduate student ratios by sex are on par with peer averages.

Graduation rates by race and ethnicity are higher or on par with peer averages in most categories, with the exception of international students who have a significantly lower graduation rate than the peer average.

Among faculty and staff the university is beginning to capture data on ethnic subcategories that include Cuban- American, Puerto Rican, and Mexican American. Compared with the peer institution cohort the university has higher proportions of male faculty and staff, and slightly lower proportions of racial and ethnic minorities among faculty and staff as a whole, with the exception of higher numbers of international faculty and staff. Among faculty only, the university has slightly higher proportions of ethnic and racial minorities than the peer cohort.

Over the past five to ten years the numbers of international students have grown significantly. These higher numbers do not reflect a special initiative to recruit international students, but a response to higher application rates among foreign nationals. Over the same timeframe faculty and staff ratios have remained fairly consistent.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The proximity to urban areas such as Chicago, Indianapolis and St. Louis is advantage to recruitment of diverse faculty, staff and students. The expansive University of Illinois system with three major campuses, Urbana-Champaign, Springfield and Chicago, requires complex coordination of diversity and inclusion efforts.

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[1] Based on telephone interview with Menah Pratt-Clarke, JD, PhD, Associate Chancellor, University of Illinois Urbana-Champaign on December 6th, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

II.	Organizational Composition

A.   Organization of Diversity Efforts at University

Dr. Menah Pratt-Clarke serves as chief of diversity initiatives[3] as a dual role serving as Associate Chancellor in the Office of the Chancellor for planning and coordinating purposes, and overseeing the Office of Diversity, Equity and Access with responsibility for legal compliance and diversity programming compliance. The university utilizes a diversity administrative coordinating team with representation from the provost office, colleges, student senate, faculty senate, student affairs, and chancellor office. This five to six person team is charged with giving recommendations to the chancellor regarding advancement of diversity and inclusion at the university. The administrative coordinating team works closely with a recently appointed Faculty Advisory Council on Diversity and Cultural Understanding charged with operationalizing diversity initiatives within colleges and departments.

Efforts across the university campus are coordinated through *Inclusive Illinois*. Each college has an Inclusive Illinois representative and they become a point of contact for centralized input from the unit level and dissemination of information from the centralized level back to the unit level. They help collaboration across the campus. While coordination and communication is still challenging, there is a structure in place to facilitate broader awareness of diversity efforts. The university conducted a peer institution survey several years ago and determined that diversity could not be the sole responsibility of one person or office, but required multifaceted and coordinated efforts across campus.

The organizational charts for the University of Illinois system and for the University of Illinois Urbana – Champaign are provided in Attachment I and Attachment II.

B.   Specific Diversity Offices and Organizations
1. *Planning and Governance Bodies*
   a. Inclusive Illinois
   b. Office of Diversity, Equity and Access
   c. Diversity Administrative Coordinating Team (DACT)
   d. Faculty Advisory Council
   e. Four diversity committees on campus are part of the governance structure – report through DACT ,
      i. Committee on Race and Ethnicity
      ii. Council on Gender Equity
      iii. Committee on Access and Accommodation
      iv. Advisory Committee on LGBT concerns

2. *Programs and Initiatives*
   a. Four Cultural Centers (part of Office of Inclusion and Intercultural Relations)
      i. Asian American Cultural Center
      ii. African American Cultural Center

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[3] Dr. Pratt-Clarke does not have the formal designation as Chief Diversity Officer.

        iii.   Native American House

        iv.   La Casa Cultural Latina

  b.   Five ethnic and gender studies programs/departments

        v.   Department of Gender and Women Studies

        vi.   Department of Asian American Studies

        vii.   Department of African-American Studies

        viii.   American Indian Studies Program

        ix.   Department of Latina/Latino Studies

  c.   [Black Faculty And Academic Professional Alliance](#)

  d.   In process of forming a Latino faculty/staff association

3. *Publications*

  a.   A list of publications and reports are available on the [Inclusive Illinois Report](#) site.

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**
1. *Climate Surveys* – A climate survey was conducted last year for the three campuses by individual campus. The results of the survey are currently being examined. Based on the results recommendations for program and policy initiatives that come out to DACT. This was the first survey to establish a baseline and will continue every two to three years. [Survey results are available by campus at http://www.uillinois.edu/climatesurvey].

2. *Focus Groups* - The Faculty Advisory Council conducted a listening tour in December/January and will be engaged in conducting annual evaluations of diversity initiatives based on goals and metrics.

3. *Entry/Exit Interviews* - An informal conversation is conducted with faculty leaving that the university is unable to retain. Additionally, there is an annual survey for faculty which have left in the past year.

B. **Assessment of hidden dimensions of diversity –**

The system wide climate survey included 20-30 questions related to identity, including demographics. The questions are focused on gathering identity dimension so that we can assess whether concerns are based on identity.

C. **Dissemination of findings and plans**
1. Climate survey results are disseminated by detailed report that is publically available
2. Annual Report on Diversity Initiatives is located on the DACT site via administrative permission
3. Inclusive Illinois Report site

D. **Strategic Planning and Evaluation**

1. *Strategic Plan –* the university has one strategic plan with diversity components there is not a separate diversity strategic plan. The current plan is available at the University of Illinois strategic planning central website.   Plan update reports are also available.

2. *Evaluation –* The central strategic planning website provides examples of progress indicators. The Diversity office is currently working on being more intentional about evaluation of diversity and inclusion efforts. This effort will need to be accomplished within the larger state system evaluate the success and impacts related to underrepresented students. Some programs do assessment will others do not.   The University and state system are looking at both quantitative and qualitative approach, with more emphasis on quantitative information.

E. **High Impact Diversity And Inclusion Programs For Institution**

1. ***Inclusive Illinois*** – This program is highlighted as a broad overarching multi-campus wide program, which provides a vision, a commitment and structure around diversity that is communicated to the campus. It is the diversity face for the campus. Most new initiatives and programs will be coming out of this structure.

UNIVERSITY OF ILLINOIS
UNIVERSITY ADMINISTRATION

Secretary of the Board of Trustees, Secretary of the University	**BOARD OF TRUSTEES**
University Counsel	**PRESIDENT**

Special Assistant to the President

Chief Internal Auditor
Assistant Vice President, University Equal Opportunity
Executive Director for Governmental Relations
Executive Director of Labor And Employee Relations
Executive Director for University Relations
University Ethics Officer

Reporting to President:
- Vice President and Chancellor Urbana-Champaign
- Vice President and Chancellor Springfield
- Vice President and Chancellor Chicago
- Vice President for Health Affairs
- Vice President/Chief Financial Officer & Comptroller
- Vice President for Academic Affairs
- Vice President for Research

Vice President for Academic Affairs:
Academic Programs & Services
Inst. Of Gov't & Public Affairs
University Outreach & Public Service
University Press
University-wide Student Prog.
CARLI

Vice President for Research:
Illinois VENTURES, LLC
Office of Technology Mgt (UIC)
Office of Technology Mgt (UIUC)
UIUC Research Park Complex

Senior Associate Vice President for Business and Financial Services
Business & Financial Serv. (UIUC)[1]
Business & Financial Serv. (UIC)[1]
Business & Financial Serv. (UIS)[1]
Capital Programs
University Accounting & Financial Reporting
Financial Risk Management
Real Estate Planning and Services
Treasury Operations/Capital Finance
Utilities

Executive Director of Human Resources and Associate Vice President, University Human Resources

Associate Vice President for University Office for Planning and Budgeting
Budget Planning & Analysis
Institutional Research

Senior Associate Vice President for AITS and Chief Information Officer

[1] Maintains dotted line reporting to the appropriate Chancellor.
Note: Organizational chart updated November 2012.

University of Illinois Urbana-Champaign

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN CAMPUS**

Alumni Relations [1]
Budget Management [2]
Faculty Senate

**VICE PRESIDENT AND
CHANCELLOR**

Division of Intercollegiate Athletics
Equal Opportunity and Access
Facilities and Services
Public Affairs
Public Engagement
Public Safety

Vice Chancellor for Academic Affairs and Provost

Colleges:
College of Agricultural, Consumer and
   Environmental Sciences
College of Applied Health Sciences
Institute of Aviation
College of Business
College of Education
College of Engineering
College of Fine and Applied Arts
Graduate College
Graduate School of Library and Information Sciences
School of Labor and Employment Relations
College of Law
College of Liberal Arts and Sciences
College of Media
College of Medicine at Urbana-Champaign [3]
School of Social Work
University Library
College of Veterinary Medicine

Units:
Armed Forces Education
Campus Center for Advising and Academic Services
Campus Honors Program
Campus Information Technologies and Services
   Office (CITES)
Center for Teaching Excellence
Committee on Institutional Cooperation (CIC)
Division of Management Information [4]
eDREAM Institute
Enrollment Management
   Admissions and Records
   Facility Management and Scheduling
   Registrar
   Student Financial Aid
Fire Service Institute
Human Resources
   Academic Human Resources
   Center for Training and Professional Development
   Faculty Staff Assistance Program
   Staff Human Resources
   Swanlund Shared Services Center
Illinois Informatics Institute
Illinois Promise
International Programs and Studies
I-STEM
On-line and Continuing Education
Osher Lifelong Learning Institute
Principal Scholars Program
University High School

Vice Chancellor for Institutional Advancement

Units:
Advancement-California
Advancement-Chicago
Always Illinois
Annual Giving
College and Unit Chief Advancement
   Officers
Foundation Relations
Principle Gifts
Recruitment and Training Stewardship

Vice Chancellor for Research

Units:
Beckman Institute for Advanced
   Science and Technology
Biotechnology Center
Center for Advanced Study
Committee on Natural Areas
Division of Biomedical Sciences
Institute for Genomic Biology
International Research Relations
National Center for Supercomputing
   Applications
Prairie Research Institute

Agricultural Animal Care and Use
   Program
Division of Animal Resources
Institutional Animal Care and Use
   Committee
Institutional Review Board
Office of Sponsored Programs and
   Research Administration
Research Board
Division of Research Safety

Vice Chancellor for Student Affairs

Units:
Assembly Hall [5]
Career Center
Counseling Center
Division of Campus Recreation
Illini Union
Levis Faculty Center
McKinley Health Center
Minority Student Affairs
Office of the Dean of Students
Office of Inclusion and
   Intercultural Relations
Student Conflict Resolution
University Housing

[1] Joint reporting to the Vice President for Alumni Association.
[2] Joint reporting to the Provost. Allerton Park & Retreat Center reports to
   Chancellor via Budget Management.
[3] Joint reporting to the Vice Chancellor for Academic Affairs and Provost and to the
   University of Illinois Chicago Dean of Medicine.
[4] Joint reporting to the Associate Chancellor.
[5] Joint reporting to the Division of Intercollegiate Athletics.

Note: Organizational chart last updated November 2012.

North Carolina State University
Office for Institutional Equity and Diversity[1]
Summary Report
May 2013

I.	*Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)*

A. Notable Distinctions And Trends In Compositional Diversity[2]

The University reports diversity along parameters of race, ethnicity, sex/gender and veteran status for students, faculty and staff. For faculty and staff only, the university also monitors for disability status. Compared with the peer institution cohort average the university student body has a significantly lower ratio of Asian and Hispanic/Latino composition. Conversely, as compared with the other peer institutions, the university has significantly higher ratio of Black and White student composition. The university enrolls more male than female undergraduate and graduate students, and has a higher ratio of male students for the two groups than the peer group average. Overall, graduation rates of both female and males are lower than the peer institutions' average. Graduation rates by race and ethnicity are lower than peer averages in most categories, with the exception of Hispanic students who have a higher graduate rate as compared to the peer institutions.

Among faculty and staff, compared with the peer institution cohort, the university has high proportions of male faculty and staff. The university has significantly lower proportions of Asian and Hispanic/Latino faculty and staff, and has significantly higher proportions among Black faculty and staff. Among faculty only, the university has lower proportions of Asian and International faculty, and significantly higher proportions of Black and White faculty, as compared to the peer cohort.

Over the past five to ten years, the composition of diversity at North Carolina State University has changed and continues to change. In particular, the university's gender composition is changing. For faculty and staff, the ratio was approximately 70% males to 30% females ten years ago, whereas today the ratio of male to female faculty and staff are becoming more balanced. Most notable, the student population for gender has balanced out significantly. Also, since the last census, there has been a growing population of Hispanic and Latino faculty, staff and students. Additionally, the university has promoted efforts to increase the number of international students, which impacts the university's diversity composition.

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[1] Based on telephone interview with Beverly Jones Williams, Coordinator of Outreach and Education, Office for Institutional Equity and Diversity on November 5, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The university, a land grant institution, is situated in Raleigh, North Carolina. As a central part of the "research triangle" comprised of four major universities[3], the area attracts a diverse group of people, which has helped increase the university's diversity composition. As a university traditionally focused on engineering and agriculture, disciplines that has been conventionally dominated by males, the university has focused on the ability to recruit more women faculty and students generally and into these disciplines.

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[3] Includes the University of North Carolina, Duke University and Wake Forest University.

North Carolina State University

A.   Organization of Diversity Efforts at University

In July 2011, the university reorganized and merged a variety of offices to create the Office for Institutional Equality and Diversity. The Office for Institutional Equality and Diversity includes: (1) Diversity and Inclusion - which has the primary responsibilities for planning diversity efforts for faculty, staff and students; (3) Equal Opportunity & Equity – who has primary responsibilities for compliance, disability and affirmative action; and (4) Outreach Centers: including the Women's center, African American Cultural Center, the GLBT Center and Multicultural Student Affairs

The Chief Diversity Officer serves as the vice provost for the Institutional Equity and Diversity Office, and reports directly to the provost and executive vice chancellor for academic affairs. Since the reorganization and creation of the Office for Institutional Equity and Diversity is relatively new, the office is currently working on how to best work collectively across the various functions.

Each college has a designated diversity coordinator(s), funded by each individual college. The focus and role (e.g. full-time vs. part-time) of the diversity coordinator is different for each college. Some colleges have diversity units, which are composed of multiple people, while other colleges may just have one part-time diversity coordinator. There have been opportunities for collaboration between the colleges and the Office for Institutional Equality and Diversity (e.g. African American Male Initiative). The Office for Institutional Equity and Diversity periodically offers mini-grants to colleges to help them develop new initiatives. These mini-grants generally are one thousand dollars or less, but have been as much as three thousand dollars.

Major barriers to conducting effective diversity efforts at the university has been the number of staff and amount of monetary resources needed to conduct effective diversity efforts and implement recommendations. Also, the university community currently views the new Office for Institutional Diversity and Inclusion as an office dedicated to marginalized populations, but the Office would like the university community to see them as a representative for everyone on the campus.

Additionally there are policies and/or politics that influence diversity and inclusion programs at the university. First, the university is a traditional land grant university, which brings with it a very conservative Board of Trustees. In the past, having a conservative Board of Trustees has impacted the desire to have a GLBT center on campus. Additionally, the economic downturn over the past decade has made resources sparse for the university, much as it has affected the rest of the country. Third, because the university is part of the state employment system, involving stringent guidelines that do not necessarily fit with the university, there have been difficulties in being able to competitively recruit faculty when there are private institutions nearby who are not required to follow the same hiring guidelines. To-date some progress has been made in trying to separate the state and university employment system, but as it stands, the system is still limiting the ability to compete equally for faculty.

The organizational chart for North Carolina State University is provided in Attachment I.

B. **Specific Diversity Offices and Organizations**

1. *Planning and Governance Bodies*
   a. Office for Institutional Equity and Diversity
   b. Multicultural Student Affairs
   c. Division of Academic & Student Affairs
   d. Human Resources
   e. Native American Advisory Board
   f. African American Advisory Board

   *There is currently no official leader, role or link to extended community and alumni. Instead, there are community and alumni members who are a part of current advisory boards, including the Native American and African American advisory boards. The university is working on creating a Latino Advisory Board, which will include community and alumni members.

2. *Featured faculty diversity programs, Affinity Groups, Working Groups, Committees and Councils*
   a. Assistant Professors' Community
   b. Building Future Faculty Program
   c. OIED Faculty Liaisons
   d. Multicultural Faculty Group
   e. Hispanic/Latino Faculty Group
   f. Association of Women Faculty
   g. Council on the Status of Women
   h. Black Faculty Representation Working Group

3. **Staff Diversity Advocacy**
   a. Council on the Status of Women
   b. Staff Senate Diversity Committee
   c. University Diversity Advisory Committee
   d. Task Force on Staff Diversity Report (2012)

4. *Campus Centers and Institutes*
   a. The African American Cultural Center
   b. The Gay, Lesbian, Bisexual and Transgender (GLBT) Center
   c. The Women's Center
   d. Equal Opportunity Institute
   e. National Coalition Building Institute

5. *Programs and Initiatives*
   a. The university has nine college diversity offices
      i. College of Agriculture and Life Sciences

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**
   1. *Climate Surveys* – Climate surveys for faculty, staff and students are conducted on a five year rotating basis by the Office of University Planning and Analysis. The data collected are reviewed and used to make recommendations and implement strategies.

   2. *Individual Interviews* **–** Individual interviews are not specific to diversity efforts but exit interviews are conducted with parting faculty and staff members.

   3. *Focus Groups* **–** Focus groups are not an on-going regular component of assessing diversity but they have been used in the past to explore specific areas or questions.

   4. *Entry/Exit Interviews* – Exit interviews for faculty are conducted by the Office for Institutional Equity and Diversity. Exit interviews for staff are conducted by human resources. The data collected from exit interviews, combined with information from the affirmative action planning is documented in the annual report, "The exit interview report". This report shows trends and points of concerns and is reviewed annually by the Board of Trustees.

   5. **Additional assessment tools:**

      i. **Recent Graduate Survey** – The recent graduate survey, conducted by the University Planning and Analysis Office, targets students who have recently graduated.

      ii. **Alumni Survey** – The alumni survey, conducted by the University Planning and Analysis Office, targets students who graduated in the past.

B. **Assessment of hidden dimensions of diversity –**

The university's demographic information generally includes only gender, race and ethnicity, it does not ask specifically about hidden dimensions of diversity. However, the university's centers (e.g. GLBT center) do survey both current and graduated students and some of the assessment tools the university utilizes (e.g. climate survey and exit interviews) includes some questions related to the GLBT community, but are generic in nature (e.g. *do you feel diversity is welcome in general*?).

The issue of gender identity has been raised at the university. The GLBT center has been working on the issue of gender identity and raising awareness. Gender identity is now included in the university's gender and harassment policies, under sex, and there have been ongoing discussions concerning gender neutral bathrooms and other gender identity issues.

C. **Dissemination of findings and plans**

[Climate survey findings](#) are made available on the University of Planning and Analysis website. Specific presentations with results tailored to specific groups are also conducted. These include presentations to advisory group committees, university diversity advisory committee and faculty, student and staff senates.

D. **Strategic Planning and Evaluation**

1. *Strategic Plan* **–** With the reorganization and creation of the Office for Institutional Equity and Diversity, the office's planning processes are linked with the larger university's strategic planning efforts. In the past, the Office of Diversity and Inclusion would conduct compact planning and SWOT analyses – which were not related to receiving new funds. The Office will now continue to work on these planning processes, in coordination with the larger university strategic planning process.

2. *Evaluation* **–** The university is exploring different mechanisms to assess diversity-related initiatives. To do so, the university has visited other universities to collect information, attended conferences and examined the standards posted by the Council for the Advancement of Higher Education. Additionally, the university hosted a conference to bring together key partners from around the state to discuss issues surrounding diversity and inclusion. Currently, the university has not adopted official benchmarks for evaluation.

E. **High Impact Diversity And Inclusion Programs For Institution**

Many diversity and inclusion efforts at the university have significant and high impact, either for the whole university, or for specific target populations, including the reorganization and merging of offices and units into the Office of Institutional Equity and Diversity. There are many initiatives coming out of individual units that are specific to the employees and students they represent. Three specific examples more overarching accomplishments include:

1. **Advance State** - Completion of an advance grant that worked to recruit more diverse faculty and staff in the science departments

2. **Fall and Spring Diversity Dialogues** - Outreach and education efforts (i.e. ongoing Annual diversity dialogue each semester, America for Era is hosted on their campus).

3. **At Home in the World -** Program to inspire and teach cultural awareness and competence while part of the university community and once in vocation following graduation.

Organizational Structure
Office for Institutional
Equity and Diversity (OIED)
March, 2013

Provost and Executive Vice Chancellor for
Academic Affairs
Warwick A. Arden

Vice Provost for Institutional Equity
and Diversity
Joanne G. Woodard

Coordinator of Outreach
and Education
Beverly Jones Williams

Executive Assistant
Lisa Pierson

Communications
Technologist
Elizabeth Snively

Communications
Technologist
Jacqueline Perry

Office for Institutional Equity and Diversity

Associate Vice Provost for
Equal Opportunity
Amy Circosta

Director of Staff Diversity
Deb Luckadoo

Assistant Vice Provost for
Faculty Diversity
Marcia Gumpertz

Assistant Vice Provost for
Student Diversity
Tracey Ray

PROPOSED
Assistant Vice Provost for
Campus Community Centers

Equal Opportunity
Compliance

-Wendy Giddens
University Program
Associate

Garry Morgan
Diversity Program
Assistant

Women's
Center

African American
Cultural Center

-VACANT
Asst. Equal
Opportunity
Officer
-Ursula Hairston
Asst. Equal
Opportunity
Officer
-Seprina Justice
Administrative
Support Associate

Multicultural Student
Affairs

-Roderick Bradley
Director
-Abraham Dones
Assistant Director
Hispanic Student Affairs
-VACANT
Assistant Director
Native American
Student Affairs
-VACANT
Assistant Director
African American Student Affairs
-Jussani McKoy Brown
Administrative Support Specialist

-Ashley Simons-Rudolph
Director
-Jennifer Castillo
Associate Director
-Jennifer Scott
Assistant Director for
IPV Services
-Heidi Grappendorf
Scholar in Residence
-VACANT
Rape Prevention
Coordinator
-Adrianna Harrell
Program Coordinator
-Kimberly Zugay
University Program
Associate

-Sheila Smith McKoy
Director
-Darryl Lester
Interim Assistant Director
-Toni Thorpe
Program Coordinator
-Crystal Harkless
-Administrative Support
Specialist

GLBT Center

-Justine Hollingshead
Director
-Rebekah Jaeger
Assistant Director
-Julius Perkins
Program Assistant
-Adam Ward
Graduate Assistant

Ohio State University
Office of Diversity and Inclusion[1]
Summary Report
May 2013

I.   *Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)*

A.   Notable Distinctions And Trends In Compositional Diversity[2]

The university reports diversity for students, faculty and staff along parameters of race, ethnicity, age, sex/gender and veteran status. For students, the university also reports first-generation student status, income and geographic location to determine eligibility for the Pell grant and scholarships for students who are from the thirty-two Appalachian counties in Ohio. Compared with the other peer institutions, the university student body has significantly lower ratios of Asian and Hispanic/Latino student composition. Conversely, as compared with the other peer institutions, the university has a significantly higher ratio of White student composition. The university is on par with the peer institutions in the ratio of international students. The university enrolls more male than female undergraduate students and has a higher ratio of male students than the peer group average. Dissimilar to the peer ratios, for graduate students the university enrolls more female than male students.

Overall, graduation rates of both female and males are on par with the peer institutions' average. With the exception of Black/non-Hispanic and international students who have a lower graduation rate than the peer average, graduation rates by race and ethnicity are higher or on par with peer averages in most categories.

Among faculty and staff, compared with the peer institution cohort, the university has significantly higher proportions of female faculty and staff. The university has significantly lower proportions of Asian, Hispanic/Latino and international faculty and staff and has significantly higher proportions among Black and White faculty and staff. Among faculty only, with the exception of international faculty who are significantly lower than the peer average, the university is on par with the peer institutions' average ratio for ethnic and racial minorities.

Over the past five to ten years the ratio of international students has increased, and there has been a decrease in Black students. The change in numbers for Black students may be due to the new category – two or more races. Hispanic faculty has nearly doubled in the last ten years in the categories of full and

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[1] Based on telephone interview with Valerie Lee, Vice Provost for the Office of Diversity and Inclusion, Chief Diversity Officer and Vice President for Outreach and Engagement, and Sheila Craft-Morgan, Strategic Planning Analyst, Institutional Research & Planning, The Ohio State University on November 8, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

associate rank. This doubling of Hispanic faculty is due to the university's focus on hiring within the arts and sciences disciplines and has been mainly driven by individual departments.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The university is located in Columbus, the largest city in Ohio. The university also has small campuses in the less ethnically and racially diverse cities of Newark, Marion, Mansfield, and Lima. With 90,000 faculty, staff, and students, the university is considered a large campus.

II.	Organizational Composition

A.   Organization of Diversity Efforts at University

The office designated with the leadership role for diversity planning and programming is the Office of Diversity and Inclusion. The Vice Provost for Diversity and Inclusion, who is also the Chief Diversity Officer, heads this unit. Several other units/committees have key leadership roles in forwarding the university's diversity agenda: the Multicultural Center, the Kirwan Center for Race and Ethnicity, The Women's Place, and the University Senate. Most notably, in 2011-2012 the Board of Trustees created a Diversity Working Group so that the Board of Trustees could directly interface with university leadership on issues of diversity and inclusion. In addition to its advisory contributions, the Trustee Diversity Working Group was instrumental in facilitating the long-desired name change of the then 40-year old Office of Minority Affairs to its current name: the Office of Diversity and Inclusion, reflecting the evolving climate, growing constituencies, and expanding emphases of the university.

As an academic support unit, the Office of Diversity and Inclusion reports directly to the Executive Vice President and Provost. The Vice Provost for the Office of Diversity and Inclusion also carries the title and responsibility of Chief Diversity Officer and Vice President for Outreach and Engagement. The Office of Diversity and Inclusion has a 90-person staff and has expanded its emphases on student pipeline, pathway, and scholarship programs to include grants for faculty, graduate, and undergraduate research and travel as well as offering opportunities for faculty fellows to work on STEM-related diversity projects. The Office of Diversity and Inclusion works in conjunction with many partners, including the Office of Outreach and Engagement, the Office of Enrollment Management, the Multicultural Center, the National Science Foundation Advance Grant for women in STEM, and academic units across the university.

Faculty and staff compliance issues are mainly the responsibility of Human Resources, which recently opened a new Office of University Compliance and Integrity for the university as a whole. Overall, the Office of Diversity and Inclusion utilizes a very collaborative approach for diversity issues. It has been advantageous that many of the diversity stakeholders involved have worked with each other in various capacities. In the future, there may be a need for a more intentional structure to foster enhanced collaborations. Consolidating key programs that work on diversity into one large building has been identified as a mechanism for enhancing collaboration. This will be accomplished during Summer 2013 when the Office of Diversity and Inclusion and its many reporting sub-units, including the Frank W. Hale, Jr. Black Cultural Center, Americans with Disabilities Act Office, the Todd A. Bell National Resource Center on the African American Male, and the Latino and Latin American Space for Enrichment Research, will all be located in one building.

Faculty recruitment and retention is decentralized. Although the university leadership (President and Provost) sets faculty diversity as an imperative goal, each school and unit sets their strategies and methods to search for, hire and retain a diverse faculty. There is also much decentralization of diversity programming with each college having a staff member or a team with a diversity mandate. In total, there are approximately thirty-six diversity staff across units. These local diversity officers meet one to three times a year with the Vice Provost for Diversity and Inclusion. Most of the university-wide diversity

representatives are senior staff, including assistant and associate deans and provosts. These representatives are supported by their college/unit. The large number of diversity staff at the university is related to the university's diversity action plan, where for over ten years each unit was annually evaluated on its diversity efforts. Recently, the diversity action plan has been embedded in units' annual, university-wide strategic plans, signaling diversity as a core institutional value. Overall, diversity efforts have been characterized by positive collaboration.

The organizational chart for Ohio State University Office of Diversity and Inclusion is provided in Attachment I.

B.   Specific Diversity Offices and Organizations
   1. *Planning and Governance Bodies*
        a. Office of Diversity and Inclusion
        b. Multicultural Center
        c. University Senate Diversity Council
        d. Office of Student Life
        e. Board of Trustees
        f. The Women's Place – The Women's Place advocates policy changes that provide opportunities and address institutional barriers for women

   2. *Major Faculty/Staff Groups*
        a. African American Faculty and Staff
        b. Hispanic Oversight Committee
        c. Native American Faculty and Staff
        d. Black Women Faculty and Professional Staff Advisory Group
        e. Organization of Hispanic Faculty and Staff

   3. *Programs and Initiatives*
        a. The university has six ethnic and gender studies programs/departments and four curriculums
             i. Women's, Gender, and Sexuality Studies
             ii. Department of African American and African Studies
             iii. Latino/a Studies Program
             iv. Asian American Studies Program
             v. American Indian Studies Program
             vi. Comparative Ethnic and American Studies Program
             vii. Curriculum
                  1. DISCO (Diversity and Identity Studies Collective)
                  2. Sexuality Studies Major and Minor
                  3. Disability Studies Specialization
                  4. American Indian Studies Minor

        b. Special Initiatives
             a. LGBTQ Programming Initiatives (Office of Student Life's Multicultural Center)

b. Gender and Sexual Diversity Initiatives (Office of Diversity and Inclusion)
c. Safe Zone Project
d. Bias Assessment and Response Team (BART)
e. OPEN DOORS
f. Comprehensive Needs Assessment
g. Office of Veteran and Military Students
h. NSF Advance Grant – Comprehensive Equity at Ohio State University (CEOS)

c. Additional Diversity and Inclusion Initiatives
  i. Todd A. Bell National Resource Center on the African American Male
  ii. ACCESS Collaborative (custodial, low-income, single parent students)
  iii. The Latino and Latin America Space for Enrichment and Research (LASER)
  iv. Young Scholars Program.
  v. The Frank W. Hale, Jr. Black Cultural Center
  vi. Office of Diversity and Inclusion Research, Travel, and Conference Grants
  vii. Graduate and Professional Student Recruitment Initiative
  viii. Summer Research Opportunities Program
  ix. Program for Humanities and Arts Development
  x. The Women's Place

4. *Publications*
  a. Multicultural Center Newsletter
  b. DRUM: News Magazine of the Office of Diversity and Inclusion
  c. ¿Qué Pasa, OSU?

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**
    1. *Climate Surveys* – The Office of Institutional Research and Planning in collaboration with the Office of Human Resources periodically conducts a university-wide climate survey on faculty, staff, administrator, and student satisfaction. Since 2008, the university has surveyed faculty and staff every three years. The survey instruments and overall findings (2008 and 2011) have been electronically disseminated to faculty and staff and are available via web portal - 2008 Culture Survey and 2011 Culture Survey. Unit level analysis is available through a secure log-in.

        In 2004, to assess the university climate for students, the university began administering the National Survey of Student Engagement (NSSE) every three years. A revised version of the NSSE survey will be administered in spring of 2013 and will include optional demographic questions regarding sexual orientation that will enable stratification of results by sexual orientation. This additional approach follows a targeted study of LGBTQ student population needs as detailed in *Section B* below.

        Graduate and professional students are also surveyed every three years through Graduate and Professional Student surveys. Surveying of graduate and professional students began in 2003.

    2. *Focus Groups* – The university conducts focus groups for faculty, staff, administrators and students as needed to address specific issues that are being assessed. Focus group are most usually organized and conducted by the Office of Institutional Research.

    3. **Additional Assessment Tools**
        i.   Climate Surveys – The Center for the Study of Student Life has conducted a number of climate studies.
        ii. Status Report on Women – The Women's Place publishes an annual report that includes data and information about the progress of women faculty, staff, and students as well as initiatives that are taking place at the university.
        iii. External Consultants – Every 4 to 5 years, external consultants are invited to assess the progress of diversity. Most recently, consultants visited in 2012 and 2013.
        iv. Strategic Plans

B. **Assessment of hidden dimensions of diversity –**

The Office of Diversity and Inclusion has partnered with both the Multicultural Center and the Department of Sociology to create a comprehensive needs assessment to better understand the needs of LGBTQ and Questioning undergraduate, graduate, and professional students at Ohio State. The assessment, **Exploring Wellbeing to Support Success of LGBTQ and Questioning Students at Ohio State,** is designed to: identify ways LGBTQ and Questioning students believe the Ohio State community can

best support their wellbeing to ensure a successful college experience; examine ways to enhance existing resources and opportunities for support innovations; and gather information to inform the planning and outreach initiatives of the Office of Student Life and the Office of Diversity and Inclusion, and other OSU departments.

The assessment methodology, concept mapping, is a structured process to conceptualize ideas around a specific construct or topic of interest (in this case, "supporting wellbeing" of LGBTQ and Questioning students) and uses a qualitative research design in combination with qualitative and quantitative data and analyses. This methodology gives primacy to participant voices and provides more nuanced data by allowing for a variety of participant groups and providing data for comparative analysis to examine perceptual differences between participant subgroups. The assessment began in January 2012 and will be completed in fall 2013.

C. **Dissemination of findings and plans**

Generally, survey methods and findings are made broadly available through the university's Institutional Research and Planning web portal and through a series of presentations made by the office. Additionally, the Center for the Study of Student Life provides a number of topic-specific reports.

D. **Strategic Planning and Evaluation**

1. *Strategic Plan* **–** Diversity Assessments are included in the strategic plan templates for all academic and support units. The strategic plan is reviewed annually, with a major comprehensive review every five years.

2. *Evaluation* **–** Progress on diversity and inclusion goals, objectives and initiatives are benchmarked using the following indicators:
   i. Benchmark Institutions
   ii. Human Resources Data
   iii. Baseline data, which is provided by each unit
   iv. Diversity Action Plan
   v. Strategic Action Plans

   Indicators used to understand and benchmark diverse groups such as minorities include participation rates, retention and graduation rates by race, ethnicity and gender.

E.   **High Impact Diversity And Inclusion Programs For Institution**

1. **Young Scholars Program - In** 1988, The Ohio State University created the Young Scholars Program (YSP) in 9 Ohio cites to support the educational aspirations of Ohio's first generation college students. Since then, YSP has prepared thousands of young people for success in college and beyond. While OSU began the program as an attempt to bolster African American college attendance, it quickly realized that all first generation students deserved to be college educated, and today the program serves Black, White, Asian, Hispanic, Native American and students from a wide range of other racial and ethnic backgrounds. Targeting students at the end of their sixth grade year who have demonstrated academic promise, YSP provides a range of opportunities including academic enrichment in the areas of math, science, reading, writing and ACT preparation. As members of YSP, students benefit from the expertise of Ohio State faculty and advanced graduate students who instruct them in these disciplines. Upon entering Ohio State, YSP students receive a 4-year full financial package.

2. **Todd A. Bell National Resource Center -** The Todd Anthony Bell National Resource Center on the African American Male (BNRC) opened in September 2005. Since its inception, the center has prioritized the production of robust research studies that inform social policy and theory on African American males and developed research-based programs, models, and initiatives that can be replicated at other institutions. The BNRC has created a sense of community and connectedness among African American men at Ohio State to ensure their success in college and beyond. BNRC initiatives include the Early Arrival Program, a Leadership Institute, a Black Male Retreat, and the Todd Bell Lecture Series.

Attachment I – Ohio State University Office of Diversity and Inclusion Organizational Chart

Organizational Chart

Ohio State University

I.	*Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)*

A.   Notable Distinctions And Trends In Compositional Diversity[2]

The University tracks diversity along parameters of race, ethnicity, sex, economic status and disability.   Compared with the other peer institutions the university student body has slightly lower ratios of minority racial and ethnic student composition for most categories except for American Indian, Native Alaskan and Native Hawaiian students.   The university enrolls equal ratios of male and female undergraduate students, and has a higher ratio of female graduate students than the peer group average. Graduate rates by race and ethnicity are lower in all categories, than the peer group average.

Among faculty and staff the university has higher ratios of female faculty and staff than male staff, and a ratio of female faculty and staff that is significantly above the peer group average. When only considering faculty the university has higher ratios of female faculty than the cohort average. Compared with the other peer institutions the faculty and staff composition has slightly lower ratios of minority racial and ethnic student composition for most categories except for American Indian, Native Alaskan and Native Hawaiian faculty and staff.

Over the past five years the university reports increased enrollment of underrepresented students, especially Latino students. This increase is attributed to growth of the Latino population in the state and the community, as well as to the outreach efforts that have targeted this population. The university is also increasing efforts to recruit African American students. In the last 10 years there has been a slow but steady increase.   There has also been an increased effort to target in-state student recruitment.   The university reports some ground over the past couple of years in enrolling international students, but plan to improve efforts to recruit this population. A particular strategy has been to establish relationships with secondary schools in China and Africa.

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[1] Based on telephone interview with Carla D. Gary, Assistant Vice President, Institutional Equity and Diversity, University of Oregon on December 17th, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

B. **Impact Of Institutional And Community Environment On Compositional Diversity**

The university has begun working much more closely with secondary schools to target in state students, particularly first generation, with some particular focus on the proximity of Portland. Low ratios of diversity in the over state population impact compositions diversity at the university. Many African American students came from California. The university would like to increase ability to recruit and retain underrepresented students from Oregon. To do so the university is purposely establishing relationships in Portland public schools and the surrounding community.

A.   **Organization of Diversity Efforts at University**

The Vice President for Equity and Inclusion, Dr. Yvette M. Alex-Assensoh, serves as the Chief Diversity Officer for the university and heads the Office of Institutional Equity and Inclusion. In addition to Dr. Alex-Assensoh, the Office of Institutional Equity and Inclusion is staffed with three assistant vice president positions[3] and two administrative support personnel. The office is charged with advising, planning and programming related to diversity and inclusion initiatives.   The Vice President for Equity and Inclusion oversees programs within the Office of Institutional Equity and Diversity, the Center on Diversity and Community (CoDaC), the Center for Multicultural Academic Excellence (formerly OMAS), and the Many Nations Longhouse.

Compliance with affirmative action plans, fair hiring practices and disability accommodations is the responsibility of the Office of Affirmative Action & Equal Opportunity. The Office of Institutional Equity and Diversity reports to the Office of the President and the Office of Office of Affirmative Action & Equal Opportunity reports to the Vice President for Finance and Administration. The two offices collaborate to conduct training and communicate as cross advisory agents.

B.   **Specific Diversity Offices and Organizations**

1. ***Planning, Programming and Governance Bodies***
   a. Institutional Equity and Inclusion (OEI) - promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members.
   b. Center on Diversity and Community (CoDaC) - research arm that engages faculty and research and works to engage the community on research topics of interest, and to build capacity in the community. Conduct training of faculty in cultural competence and classroom and engaging multiple cultures and identifies.
   c. The Diversity Advisory Committee (DAC) - The Committee is comprised of representatives of the colleges and divisions of the university. The DAC was formed to establish the Diversity Strategic Plan its' continued purpose is still being considered by the President.
   d. Many Nations Longhouse – Serves the Native American students and community.
   e. Center for Multicultural Academic Excellence (formerly OMAS) - The goals of the center are to promote academic success for all University students and empower students to succeed by enhancing inclusive excellence, social support, and equity under the focus

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[3] These positions are scheduled to be eliminated or reassigned by December 1st, 2013.

areas of 1) academic enrichment (2) multicultural inclusion and support, and (3) graduation and post-graduation success.

2. *Programs and Initiatives*

   a. Dr. Martin Luther King Jr. Awards
   b. Innovations in Diversity Awards
   c. Oregon Young Scholars Program
   d. Bridge of the Gods Summer Academy
   e. Opportunities/Oportunidades
   f. Requests For Funding
   g. Undergraduate Research Symposia

3. *Publications*

   a. Diversity Plan - Originally developed in 2006 and updated in 2012.
   b. Administrative Unit Strategic Action Plan
   c. Strategic Action Plan Progress Report
   d. Five Year Review Retrospective Report

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**
    1. *Climate Surveys* – Climate surveys had been conducted to assess the needs of various group over the past nine years, however there has not been a systematic climate survey conducted. Considerations for conducting a systemic climate survey during the next 18 months are under discussion.

    2. *Focus Groups* – The Office of Institutional Equity and Diversity has conducted focus groups over the last few years to get a sense of what the climate is for students, more generally and for targeted groups. Student Affairs has also conducted focus groups as an approach to enrollment management. These groups have been conducted with alumni, community groups, throughout the state to gather input into what goes into decision making regarding applying and enrolling at the University of Oregon.

    3. *Entry/Exit Interviews* - Conducted by some departments for faculty and students but not systematically. If there is a problem with multiple departures the Provost's Office will conduct interviews.

B. **Assessment of hidden dimensions of diversity – Most** assessment tools allow individual to self-identify in multiple ways, including sexual orientation.

C. **Dissemination of findings and plans –** Plans and reports are posted on the [Office of Institutional Equity and Diversity website](). The [registrar's office reports]() student enrollment and other data.

D. **Strategic Planning and Evaluation**

    1. **Strategic Plan – The** new diversity strategic plan was completed in May 2012. The process involved the individual colleges and administrative units conducting self-assessments to determine priorities and goals. Each unit develops plans, which are reviewed by the Office of Institutional Equity and Diversity. Plans are established in relation to the university strategic plan and its mission.

    2. **Evaluation –** In the past, the diversity plans of each unit were reviewed by the Office of Institutional Equity and Diversity and the dean or head of the unit would get a score card, which would be reviewed in collaboration with the Chief Diversity Officer. The Office of Institutional Equity and Diversity offers related advice and supports and the plan metrics are

revised accordingly.   Revised methods for evaluation are under consideration. A particular emphasis is on enrollment and retention of students.

E. **High Impact Diversity And Inclusion Programs For Institution**

1. IntroDUCKtion - New student orientation – includes candid conversations around the logistics of being a student, but also the mission of the institution and our commitment to an inclusive campus.

2. IMPACT program: The Intercultural Mentoring Program Advancing Community Ties (IMPACT) at is a retention program, connecting first year students with upperclassmen in order to help make the transition into the University and student life a comfortable, accepting and culturally responsive experience.

Pennsylvania State University
Office of the Vice Provost for Educational Equity[1]
Summary Report
May 2013

> **I.** **Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)**

A. **Notable Distinctions And Trends In Compositional Diversity**[2]

The University tracks diversity along parameters of race, ethnicity, sex, disability, veteran status and first generation students. Compared with the other peer institutions the university student body has less compositional diversity among most racial and ethnic minority groups, with the exception of international students and students of two or more races - these groups are on par with the peer institution cohort. The university enrolls more male than female undergraduate and graduate students, and has a higher ratio of male students than the peer group average.

Graduation rates by race and ethnicity are higher than peer averages in all categories, with the exception of international students who have a significantly lower graduation rate than the peer average.

Compared with the peer institution cohort the university has slightly higher proportions of male faculty and staff, and slightly lower proportions of racial and ethnic minorities among faculty and staff as a whole, with the exception of higher numbers of international faculty and staff. Among faculty only, the university has lower proportions of ethnic and racial minorities than the peer cohort.

Over the past five years the university's compositional diversity has remained fairly stable in most categories. Notable growth has been in the numbers of international students, especially graduate students. The increase in international students appears to be a trend within engineering and business schools in particular, and results in a large ratio of male, international graduate students. There has been a corresponding increase in international faculty

B. **Impact Of Institutional And Community Environment On Compositional Diversity**

The main campus is located in the center of the state. Pennsylvania does not much diversity as a state, and most diversity comes from the border areas of the state – the east coast and northern border. Almost 82% of Pennsylvania state is white, 10.8% African America, 5.7% Latino, and 2.7% Asian. From this perspective, as a public institution, the university is on above average on par with Latino student , and only at 50% of where they should be with our African American students. These numbers will look differently at our different campuses. The university has 24 campuses, including 21 undergraduate campuses. The more urban campuses will have more compositional diversity.

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[1] Based on telephone interview with W. Terrell Jones, Ed.D, Vice Provost for Educational Equity at The Pennsylvania State University on December 17th, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

II.	Organizational Composition

A. Organization of Diversity Efforts at University

The Vice Provost for Educational Equity at The Pennsylvania State University is responsible for both planning and compliance related to diversity efforts, serving as the Chief Diversity Officer and reporting to the Provost. Two Assistant Vice Provosts share direct responsibility for multiple planning, supervising, advisory, compliance and reporting functions as outlined on the office's organizational Chart (Attachments II).

The office serves as coordinating and advisory leader under a deliberate framework to foster diversity at the University that is led by the development and implementation of a five year plan.

Each academic college and support unit develops their own plan to foster diversity, which is then assessed by the Vice Provost's Office. These plans function as the strategic plan for each unit and the university collectively. A designated administrator of each academic college and support unit is responsible for the plan. Each unit's diversity plan and the Diversity's office review of the units' plan are available on the website.

At present this strategic plan does not coordinate with the university strategic plan. Initially, the overall and diversity plans operated in the same document, the plan became too long and there was not enough on diversity. Separate documents are necessary to have deeper conversations and to help move the college and units forward. However, there are plans to reintegrate the two planning cycles in the very near future.

The organizational charts for the Pennsylvania State University and the Office of Educational Equity are provided as Attachment I and Attachment II.

B. Specific Diversity Offices and Organizations
1. *Planning and Governance Bodies*
    1. [Vice Provost for Educational Equity at The Pennsylvania State University](#) – Central coordinating office for diversity efforts.

    2. [President's Equity Commissions](#) - The commissions focus on their own specific areas of interest, they also collaborate on common equity issues as they arise.
        i. [Commission on Lesbian, Gay, Bisexual, and Transgender Equity (CLGBTE)](#)
        ii. [Commission on Racial/Ethnic Diversity (CORED)](#)
        iii. [Commission for Women (CFW)](#)

    3. [Equal Opportunity Planning Committee](#)

2. *Programs and Initiatives*
    1. [Student Success Programs](#) – Targeted programs to increase students success and retention at the university

    i.   College Assistance Migrant Program
   ii.   Multicultural Resource Center
  iii.   Office for Disability Services
  iv.   Office of Veterans Programs
   v.   Student Support Services Program
  vi.   ~~Women in the Sciences and Engineering (WISE)~~

2. Precollege Access Programs – Targeted programs for recruitment of underrepresented students.

    i.   Educational Opportunity Center (Philadelphia)
   ii.   Talent Search
  iii.   Talent Search York
  iv.   Upward Bound
   v.   Upward Bound Math and Science Center
  vi.   Upward Bound Migrant

3. ZERO Tolerance for HATE Support Network

4. Human Resources Diversity and Inclusion – The Department of Human Resources focuses additional programming on recruitment and retention of underrepresented groups through additional commissions and committees.

    i.   Commission for Adult Learners
   ii.   Commission on Lesbian, Gay, Bisexual, and Transgender Equity
  iii.   Commission on Racial/Ethnic Diversity
  iv.   Commission for Women
   v.   Equal Opportunity Planning Committee
  vi.   Veterans Outreach

3. *Publications*

1. Strategic Planning Documents and Reports

2. Framework Review and Planning Updates

3. Newsletters and epublications

A.   **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**
   1. *Climate Surveys* – The university conducts extensive and ongoing assessment of climate to develop strategic and programming priorities. The Executive Summary of the 2008 Climate Survey is available on the Penn State Human Resources website. However individual units have done much more recent climate assessments.

   2. *Diversity Score Card* - The university has engaged Halualani & Associates to develop a diversity scorecard. As the university will soon have both a new President and Provost, the scorecard will provide a benchmark for consideration by the new top leadership. Halualani & Associates came highly recommended from the National Association of Diversity Officers in Higher Education.

   3. *College and Unit Level Planning Groups* – Diversity leadership at the college and unit level have been asked to address seven priority areas in planning including:
      a. **Campus Climate and Intergroup Relations**
         Challenge 1: Developing a Shared and Inclusive Understanding of Diversity
         Challenge 2: Creating a Welcoming Campus Climate
      b. **Representation (Access and Success)**
         Challenge 3: Recruiting and Retaining a Diverse Student Body
         Challenge 4: Recruiting and Retaining a Diverse Workforce
      c. **Education and Scholarship**
         Challenge 5: Developing a Curriculum That Fosters United States and International Cultural Competencies
      d. **Institutional Viability and Vitality**
         Challenge 6: Diversifying University Leadership and Management
         Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

B.   **Assessment of hidden dimensions of diversity –**

Sue Rankin, a nationally known diversity consultant, was formerly associated with the Office of the Vice Provost for Educational Equity, and a faculty member at Penn State. Dr Rankin has done quite a bit on assessment of LGBTQ climate at the university and nationally, conducting the *Campus Pride 2010 National College Climate Survey*. The university has had some discussions about adding sexual orientation and gender identify questions to the admissions form, but will not likely do so in the near future.

The university is starting to look more closely at economic diversity – while 10.8% of the people in the state are African American 5.8% are Latinos, nearly one-third of K-12 students are African American and Latinos. However many of these students have economic issues of trying to pay for college. The university is developing strategies to help first generation and low income in-state students to attend the university.

Dr. Jones referred to the recently released book, *Generation on a Tightrope: A Portrait of Today's College Student* by Arthur Levine, Diane R. Dean as a backdrop of the socioeconomics for diversity that will be key in the next 20 years within higher education diversity and inclusion.

C. **Dissemination of findings and plans – The university has many reports and publications available on its website**

   1. [Strategic Planning Documents and Reports](#)

   2. [Framework Review and Planning Updates](#)

   3. [Newsletters and epublications](#)

D. **Strategic Planning and Evaluation**

   1. ***Strategic Plan* –** The current five year *Framework to Foster Diversity* strategic plan is in place through 2015.

   2. ***Evaluation* –** On an ongoing basis, The Vice Provost meets weekly with the campus environment team, which included members from his staff, public relations, affirmative action, student affairs, undergraduate studies, law enforcement to discuss what issues have surfaced, and to conduct proactive planning to address emerging issues. This is a good way to have a conversation and bring the pieces of the puzzle together. Sometimes to deal with issues it comes from top-down and sometimes dispersed through this group.

E. **High Impact Diversity And Inclusion Programs For Institution**

   1. ***World in Conversation* –** As part of six credit diversity requirement for all undergraduates the World in Conversation framework combines classroom and out of class room experiences to promote increased awareness of ethic, cultural and other differences within the university community. The initiative begins with a required freshman seminar and is also carried through in a large race and gender seminar. Out of these classes, a group of student leaders have emerged who discuss diversity issues in other classes and forums. It makes a difference to have a conversation about diversity. The university has promoted the of use electronic discussions – to have conversations and impact across different campuses.

The Pennsylvania State University Administrative Organization

Board of Trustees

- Governmental Affairs
- Vice President for Administration
- **President**
- General Counsel
- Intercollegiate Athletics
- NCAA Faculty Representative

Health Affairs
- The Milton S. Hershey Medical Center
- College of Medicine

Outreach
- Academic Outreach
- Cooperative Extension
- Justice and Safety Institute
- Public Engagement
- Statewide Workforce and Economic Development

Research
- Animal Resource Program
- Institute for Arts and Humanities
- Institute for Cyberscience
- Defense Related Research Units
- Health Sciences Research
- The Huck Institutes of Life Sciences
- Innovation Park at Penn State
- Materials Research Institute
- Office of Military and Security Programs
- Penn State Institutes of Energy and the Environment
- Research and Technology Transfer
- Research Protections
- Social Science Research Institute *Children, Youth and Families Consortium*
- Sponsored Programs

Executive Vice President and Provost
- Undergraduate Education
- Academic Affairs
- Educational Equity
- Information Technology Services
- University Faculty Senate
- Commonwealth Campuses
- Affirmative Action
- Global Programs
- Planning and Institutional Assessment
- University Budget Office

- College of Agricultural Sciences
- College of Arts and Architecture
- Smeal College of Business
- College of Communications
- College of Earth and Mineral Sciences
- College of Education
- College of Engineering
- College of Health and Human Development
- College of Information Sciences & Technology
- College of the Liberal Arts
- Eberly College of Science
- Dickinson School of Law
- Graduate School
- School of Nursing
- The Schreyer Honors College
- University Libraries

University Relations
- Advancement Projects and Communication
- Campus and Community Affairs
- Marketing
- Public Information
- Publications

Development and Alumni Relations
- Alumni Association
- University Development

Student Affairs
- Career Services
- Center for Ethics and Religious Affairs
- Center for Student Activities and Programming
- Center for Student Engagement
- Center for Women Students
- Counseling and Psychological Services
- Development
- Parents Program
- Office of Student Conduct
- LGBTA Student Resource Center
- Paul Robeson Cultural Center
- Research and Assessment
- Residence Life
- Unions and Students Activities
- University Health Services

Finance and Business/Treasurer
- Auxiliary and Business Services
- Commonwealth Operations
- Corporate Controller
- Finance and Business Controller/Medical Center College of Medicine
- Human Resources
- Internal Audit
- Investment Management
- Physical Plant
- University Police

10/2012

OFFICE OF THE VICE PROVOST FOR EDUCATIONAL EQUITY

President
Rodney Erickson

Interim Executive Vice President and Provost
Robert Pangborn

Commission on Lesbian, Gay, Bisexual, and Transgender Equity

Commission on Racial/Ethnic Diversity

Commission for Women

Equal Opportunity Planning Committee

Senior Faculty Mentor
Grace Hampton

Vice Provost
W. Terrell Jones

Campus Environment Team

Assistant Vice Provost
Victoria Sanchez

Assistant Vice Provost
Marcus Whitehurst

Martin Luther King, Jr. Commemoration Committee

Director of Development
Wil Del Pilar

Diversity Planning Analysts

Information Technology

Framework/ Strategic Planning

College Assistance Migrant Program

Educational Opportunity Center-- Philadelphia

Multicultural Resource Center/ Comprehensive Studies Program

Office for Disability Services

Office of Veterans Programs

Student Support Services Program

Upward Bound Math and Science Center

Senior Director, Talent Search Program

Talent Search Program--York

Upward Bound

Upward Bound Migrant

Revised 5-23-12

The Pennsylvania State University

STATE UNIVERSITY OF NEW YORK – BUFFALO
Office of Equity, Diversity and Inclusion[1]
Summary Report
May 2013

I.	*Institutional Compositional Diversity (Compositional Data is Provided in Attachment I)*

A.   Notable Distinctions And Trends In Compositional Diversity[2]

The State University of New York at Buffalo tracks race, ethnicity and sex/gender for faculty, staff and students[3]. Notably, the university's categories used to track compositional faculty and staff diversity aligns with the university's Affirmative Action Plan. In other words, the university aims to look at their composition as it relates to workforce. This includes a demographic report on workforce by age group – which is compiled with data from human resources. As a part of this effort and to meet the requirements of the Office of Federal Contract Compliance Programs (OFCCP), disability and veteran status in terms of workforce is also measured.

The university's compositional data has not changed significantly for faculty, staff and students, during the past five to ten years. Specific to faculty, there has been a slight decrease in Black and White faculty, a slight increase in Asian faculty and Hispanic faculty has remained relatively the same. Although there has been a slight increase in female tenure track faculty, there has not really been a significant increase in gender diversity – the ratio of 2:1 for males and females respectively have remained the same. When analyzed by age group, the 2:1 ratio has held steady even among younger age cohorts, indicating that the gender disparity is not something that will simple "age out" as older faculty retire. Similarly for professional staff there have been slow, but steady changes in the compositional data trends toward increased diversity among some racial/ethnic minority groups and for women.

Specific to staff positions, there has been a slight decrease in Black staff, a slight increase in Asian staff and Hispanic and White staff has remained relatively the same. An expectation that diversity would increase among younger cohorts has not been realized. However, the more recent inclusion of "two or more races" as a data category may be resulting in reductions in other minority categories.

Student's compositional data, like both faculty and staff, has also not changed significantly over the past five to ten years, with the exception of a slight increase in Hispanic students.

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[1] Based on telephone interview with Director Sharon Nolan-Weiss conducted on October 30th, 2012.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28th, 2012 and updated February 18th, 2013.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The university's compositional diversity, as with all universities, is impacted by the focus, environment and geographic location of the university. In recent years, the university has enrolled increased numbers of international students. Faculty and senior staff candidates are sought out through a national search and potential staff is sought out throughout the 7 counties of Western New York. Geographic location has been seen as an important factor for potential students, faculty and staff. The somewhat remote location of University at Buffalo may have a negative impact on increased compositional diversity among faculty, staff and students.

II.	Organizational Composition

A.   Organization of Diversity Efforts at University

The Office of Equity, Diversity and Inclusion has primary focused on compliance and reporting related to the University's affirmative action plan, with planning and programming efforts primarily decentralized at the divisional level. However, with the implementation of the plan developed by the Commission on Academic Excellence and Equity, the scope of centralized diversity efforts at University at Buffalo are currently in transition. While definite action on the Commission's report is pending, the transition may include more planning and programming responsibilities placed in the office of Equity, Diversity and Inclusion in coordination with the various schools and divisions. Primary diversity and inclusion and governance functions include:

1. *Office of the Vice Provost for Faculty Affairs:* Charged with recruitment and retention of faculty

2. *Office of Equity, Diversity and Inclusion:* The director of this office started out as an Assistant Director in 2001. At the time, the position focused predominately on compliance issues. In 2011, the Assistant Director became the Director of Office of Equity, Diversity and Inclusion. With this change, the Director had the opportunity to meet with all the college deans and leaders to discuss diversity across the university with the goal of ascertaining how Equity, Diversity and Inclusion could better assist individual deans in their efforts to diversify their faculty, staff and students.

3. *Commission on Academic Excellence and Equity (Commission):* This commission was formed in 2008 by the Office of the Provost. The impetus was in part related to gender concerns in the granting of tenure. This commission's focus was solely on faculty and made formal recommendations to the university on academic excellence and equity. Of many recommendations, one was to have a chief diversity officer sit on the senior leadership team and have access to the president. This would create accountability measures to ensure that deans were engaging in diversity efforts. Currently, an implementation team has been charged with making recommendations to the provost on how to carry this work forward.

4. *SUNY System Office of Diversity, Equity and Inclusion (ODEI)*: In August 2007, the State University of New York (SUNY) established the Office of Diversity, Equity and Inclusion (ODEI). The office provides leadership and strategic direction to all of SUNY's campuses for developing and implementing a portfolio of affirmative action and diversity programs.

The University at Buffalo organizational chart is provided in Attachment 1.

B.   Specific Diversity Offices and Organizations

1. **Diversity Hubs:** Office of Equity, Diversity and Inclusion; Intercultural and Diversity Center(An office under student affairs, with primary focus on student diversity)

2. **Major Student groups: (Undergraduate Career Services Office and Registered Student Organizations):**
   a. Asian American Student Union
   b. Bangladeshi Student Association
   c. Black Student Union
   d. Chinese Student Association
   e. Filpino American Student Association
   f. Hong Kong Student Association
   g. Jewish Student Union
   h. LGBTA Directory of Student Groups

3. **Major Faculty/Staff groups:**
   a. Faculty-Student Association
   b. Minority Faculty Staff Association
   c. Professional Staff Senate
   d. Institute for Research and Education on Women and Gender

4. **Major Publications:**
   a. [Report of the President's Task Force On Women at UB, August 1996](#)
   b. [Commission on Academic Excellence and Equity, In Pursuit of Academic Excellence: Equity Across Diversity, January 2012](#)

5. **Special Initiatives:**
   a. Minority and Women Owned Businesses (Supplier Diversity Program);
   b. Commission on Academic Excellence and Equity Implementation Team

6. **Curriculum:**
   a. [Department of Learning and Instruction](#)
   b. Advanced Certificate in Teaching and Leading For Diversity

7. **Academic Programs:**
   a. [Educational Leadership and Policy](#)

C. **Human Resource Capacities and Engagement**

The Office of Equity, Diversity and Inclusion includes the director, an associate director, two assistant directors, one data/MIS staff person and two administrative staff.

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment):** The University has not conducted a great deal of assessment for diversity and inclusion planning and programming purposes. Instead, most of the assessment has been purposeful surveys geared towards achieving recognition, such as the Great Place to Work rankings. merit based applications, work place and student rankings. While climate surveys are not centrally conducted on a regular basis , individual colleges or groups can request a wellness and work life balance survey, which is implemented by the University Life and Services Office and/or training and assistance in planning, program and compliance (with compliance usually being the main focus). With the implementation of the Commission plan, the university will likely conduct more systematic assessment and planning.

B. **Assessment of hidden dimensions of diversity**: With regard to hidden diversity groups, most of the university's outreach efforts to date have been with student groups. Outreach efforts have included educations efforts related to LGBTQ and religious affiliations. There has been some interest in forming an affinity group on LGBT, but because the university is in transition with implementation of the Commission's report, the affinity group will hopefully be formed in the future.   Faculty/staff affinity groups, including LGBT, are an additional step that may occur with expanded diversity efforts.

C. **Dissemination of findings and plans**: The Commission report has been made publically available, as are most major committee findings.

D. **Strategic Planning and Evaluation of programs**: Primary evaluation of programs to date has been viewed as the achievement of the Affirmation Action Plan. Demographic data related to faculty, staff and students are reported annually by the Office of Institutional Analysis.

E. **High impact diversity and inclusion programs for institution**: The School of Medicine and Biomedical Sciences has formally designated a diversity administrator, who is a senior associate dean for inclusion and medicine and the School of Public Health and Health Profession is creating a hybrid position for diversity.

A particularly notable high impact program is the "Climb up Program". This program is run by the Senior Associate Dean for Inclusion and Cultural Enhancementin the School of Medicine and Biomedical Sciences, Margarita Dubocovich, and is a summer program where minority undergraduate students have the opportunity to work with a faculty research mentor to conduct and present their research. The program is viewed as a model that could be replicated across schools and disciplines.

Attachment I – University at Buffalo Organizational Chart

University at Buffalo
Foundation
Angelo M. Fatta

President
Satish K. Tripathi

University at Buffalo Council
Jeremy M. Jacobs, Sr.

Chief of Staff
Beth Del Genio

External/
Government/
Community
Relations

Buffalo Region
General Counsel

Provost and
Executive Vice President
for Academic Affairs
Charles F. Zukoski

Vice President
for Health Sciences
and Dean of the
School of Medicine
and Biomedical
Sciences
Michael E. Cain

Vice President for
Development &
Alumni Relations
Nancy L. Wells

- University Development
- Alumni Relations

Vice President for
Finance and
Administration
Laura E. Hubbard

- University Business Services
- Human Resource Services
- Employee Relations
- Internal Audit
- University Facilities

Vice President
for Research and
Economic
Development
Alexander N. Cartwright

- Sponsored Projects Services
- Research Subjects Protection
- Laboratory Animal Facilities
- Science, Technology Transfer & Economic Outreach
- New York State Center of Excellence in Bioinformatics and Life Sciences
- Economic Engagement
- Operations Manager Research Foundation of SUNY

- Academic Planning and Budget
- Educational Collaboration and Engagement
- Information Technology
- Faculty Affairs
- Graduate School
- International Education
- Strategic Initatives
- Undergraduate Education
- University Libraries

- School of Architecture and Planning
- College of Arts & Sciences
- Graduate School of Education
- School of Engineering
- School of Law
- School of Management
- School of Social Work

- School of Medicine & Biomedical Sciences
- School of Dental Medicine
- School of Public Health and Health Professions
- School of Nursing
- School of Pharmacy & Pharmaceutical Sciences

Vice President for
University Life and
Services
Dennis R. Black

- Auxiliary Services
- Equity, Diversity and Inclusion
- Student Associations
- Student Services
- Sustainability
- Workforce Life and Services
- University Communications

Director of
Athletics
Daniel J. White

- Intercollegiate Athletics
- Recreation and Intramural Services

August 15, 2012

Texas A&M University
Office of the Vice President and Associate Provost for Diversity[1]
April 2013

A.   Notable Distinctions And Trends In Compositional Diversity[2]

The University reports diversity along parameters of race, ethnicity and sex/gender, for students, faculty and staff. Compared with the other peer institutions the university student body has a significantly lower ratio of Asian and Black student composition. Conversely, as compared with the other peer institutions, the university has significantly higher ratio of Hispanic/Latino and White student composition. The university is on par with the peer institutions in the ratio of international students overall, but higher than average ratio of international students with graduate assistantships. The university enrolls more male than female undergraduate and graduate students, and has a higher ratio of male students for the two groups than the peer group average.

Overall, graduation rates of both female and males are significantly higher than the peer institutions' average. Graduation rates by race and ethnicity are higher or on par with peer averages in most categories, with the exception of Black – non Hispanic students who have a significantly lower graduation rate than the peer average.

Among faculty and staff, compared with the peer institution cohort, the university has high proportions of male faculty and staff. The university has slightly lower proportions of Asian and White faculty and staff, and has significantly higher proportions among Blacks, Hispanics, and international faculty and staff. Among faculty only, the university has slightly higher proportions of ethnic and racial minorities than the peer cohort, with the exception of international faculty, which is lower than the peer averages.

Over the past five to ten years the ratio of Hispanic students has grown significantly, with the accompanying reduction in the ratio of White students. This trend follows the overall demographic changes in Texas. Additionally, the university is currently conducting a study on the matriculation for Black students, as the matriculation for Black students has been stagnant for the last fifteen years.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

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[1] Based on telephone interview with Dave McIntosh, Director for Diversity Initiatives, Office of the Vice President and Associate Provost for Diversity, Texas A&M on November 13, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28th, 2012 and updated February 18th, 2013.

The university location in central Texas, with close proximity to urban areas, is an advantage to recruitment of diverse faculty, staff and students. Many students are from suburban Houston and Dallas, thus resulting in a higher number of Hispanic and White students at the university as compared to the overall population of the state. Comparatively, there are a low number of Asian American in-state residents.

II.	Organizational Composition

A.   Organization of Diversity Efforts at University

The Vice President and Associate Provost for Diversity is charged to be the Chief Diversity Office for the Campus. In this role, she maintains the University Diversity Plan and provides counsel for the Provost and President on issues related to diversity. This office is represented in both the President's and Provost's Cabinet and convenes the Diversity Operations Committee (which is a group with broad representation that is charged to ensure that university policies, procedures and organizational changes all consider the impact of diversity, among other things). The Office of the Vice President and Associate Provost for Diversity has a total of six employees –a vice president, associate vice president, a part-time Advance Administrator (with an Associate Vice President title), the Director for Diversity Initiatives, and two administrative staff positions. The office does not conduct direct programming; rather programming is conducted by individual colleges or units. The Division of Finance within the Department of Human Resources is responsible for most university-level compliance. Within this division, there is a point person that maintains the university's affirmative action plan. Similarly, within the Division of Administration, there is a Risk and Compliance Office where a point person maintains the Title IX compliance.

Approximately two years ago, the Office of the Vice President and Associate Provost for Diversity began execution of a unique model in which incentive funding for colleges and administrative units is tied to diversity outcomes (described in the University Diversity Plan). Each year the provost has given approximately $1 million dollars to the Vice President of Diversity to distribute to the colleges/units for demonstrating success toward their diversity goals. In order to receive a monetary incentive, each college/unit is expected to present to the Council on Climate and Diversity, their past years' efforts to recruit underrepresented faculty, staff and students and create an inclusive climate through diversity programs and initiatives that enhance the climate for all people. The colleges/units who demonstrate progress, as voted on by the Council on Climate and Diversity (composed of university and community members, including students), and demonstrated a commitment to a plan for ongoing improvements, receive monetary incentives.

Overall, this decentralized model, allowing units to take on strategies that best fit unique contexts, has been positively received, as it increases the level of engagement and discussions that are context specific and actionable. The model has elevated the status of diversity efforts and increased university wide discussions about diversity and inclusion. Most College Deans have added positions specifically focused on diversity, and are represented in the deans' cabinet, to ensure diversity efforts are implemented and monitored.

The organizational chart for the Texas A&M University is provided in Attachment I.

B.   Specific Diversity Offices and Organizations
1. *Planning and Governance Bodies*
   a. [Office of the Vice President & Associate Provost for Diversity](#)
   b. [Council on Climate and Diversity](#)
   c. [Human Resources](#)

d. [Student Affairs](#)
   e. [The Department of Multicultural Services](#)
   f. [The Women's Resource Center](#)
   g. [The GLBT Resource Center](#)
   h. [Disability Services](#)
   i. [Risk and Compliance](#)
   j. [Dean of Faculties](#)

2. ***Programs and Initiatives***
   a. The university has seven academic ethnic and gender studies programs/departments
      i. Race and Ethnic Studies Institute
      ii. Hispanic Studies
      iii. Africana Studies
      iv. Center for the Study of Health Disparities
      v. Center for the Study of Diversity and Sport
      vi. Women's Studies
      vii. Center on Disability and Development

   b. Special Initiatives
      i. [Diversity Awards](#)
      ii. [Campus Diversity Events](#)
      iii. [Institutionalized Diversity Initiatives](#)

3. ***Publications***

   a. [University Diversity Plan](#)
   b. [Diversity Plan Updated Timelines](#)
   c. [Report On Campus Diversity Initiatives](#)

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**
1. *Climate Surveys* – Climate assessments are conducted at the institutional and college/divisional levels to understand the campus climate for faculty, staff, students and administrators and to understand the success of diversity initiatives relative to the desired outcome. There are two kinds of climate assessments; (1) most units/colleges administer the climate assessment in 3 year cycles; and (2) an institution wide climate assessment conducted every three years for faculty, staff and students. The institution wide assessment aims to capture major themes, growth, and advancement which are related to diversity and inclusion goals and programs. Additionally, the assessment uses large scale quantitative measures, with a number of open-ended response questions to provide qualitative input as well. Of note, these climate assessments also gage a number of other issues important to the community being assessed, for example faculty are asked questions about the climate, but also about research space, collegiality, satisfaction, among other issues.

2. *Exit Interviews* – Exit interviews for faculty are conducted by the dean of faculty, and through Human Resources in the Division of Finance for staff. The data from all exit interviews are used for improving retention and employment practices and has been useful for unit leaders in understanding the trends for employee attrition and understanding potential barriers to success.

B. **Assessment of hidden dimensions of diversity –**

Non-visible dimensions of diversity are assessed from an institutional perspective as part of the climate surveys for faculty, staff, and students. Individual colleges/units typically also address these issues, which include LGBTQ, religious tolerance, spirituality, and a number of other issues in their unit-level climate assessments.

In addition to the university and unit climate assessments, the LGBTQ resource center has worked with a national group to compare their policy and climate to other universities using a scoring rubric. For faculty, staff, and students, the university level assessments do ask demographic questions regarding sexual orientation and gender identity.

C. **Dissemination of findings and plans**
1. The climate assessment findings are disseminated to (1) target populations, including faculty/administrator, in partial or aggregate levels with the major themes identified and (2) students, via the Student Life Studies website. Generally faculty and staff assessment data is disseminated to individual unit heads and deans to inform on going assessment, planning and evaluation, summarized results are shared broadly at the university level.

D. **Strategic Planning and Evaluation**

1. ***Strategic Plan*** **–** The Strategic Plan for Diversity at Texas A&M University is the University Diversity Plan, which outlines specific timetables for the accomplishment of goals and is consistent with other university guiding documents, such as Vision 2020 and the Academic Master Plan. The University Diversity Plan is assessed by the Provost and Vice President and Associate Provost for Diversity though meetings with unit heads (Deans and Vice Presidents) to ensure that the Plan adds value to the unit's planning and evaluation of diversity efforts.

2. ***Evaluation*** **–** Progress on diversity and inclusion goals, objectives and initiatives are benchmarked at the college and division level using some or all the following indicators:
    i.   Measured against desired learning outcome
    ii. Headcount
    iii. Frequency
    iv. Satisfaction
    v.   Articulated value by participants
    vi. Return on investment (in limited cases)

E. **High Impact Diversity And Inclusion Programs For Institution**

1. ***Diversity Initiative Database*** **–** The Office of the Vice President and Associate Provost for Diversity has developed a database of institutionalized diversity initiatives. Among the institutionalized initiatives, there are six major diversity themes that were identified including awareness, climate enhancement, outreach, recruitment, skill building, and retention. The group also derived seven best practices and linked them to assessment. These best practices had a clear focus on intended outcomes, well identified target population, had support from the top levels of leadership, leveraged ongoing initiatives and had ongoing funding. The database details many of the diversity initiatives currently in place at Texas A&M University to enhance organizational learning and institutional diversity.

2. ***College of Engineering*** **–** The College of Engineering is truly an exemplar and has demonstrated high impact practices in diversity and inclusion, as documented in the database. [In the database, there are excellent examples for the College of Engineering which would be worth noting – including the E 12 programs, as well as their recruitment initiatives]

3. Other colleges with exemplary programs, to name just a few, include the College of Science (recruitment initiatives that include collaborative partnerships with grades schools as well as a community college); the Division of Student Affairs (which houses a number of programs that help to foster student enrollment and student success); and the College of Geosciences (which has a number of federally funded programs that seek to inspire students and foster success). For more information, please see the database or the written report on our website.

The Texas A&M University System

ORGANIZATIONAL CHART

Board of Regents
- Executive Director
- System Ethics and Compliance Officer
- General Counsel
- Chancellor
- Internal Audit

Vice Chancellor Health Affairs President Texas A&M Health Science Center
- Baylor College of Dentistry
- College of Medicine
- Institute of Biosciences and Technology
- Rangel School of Pharmacy
- School of Rural Public Health
- Grad. School of Biomedical Sciences
- College of Nursing

Vice Chancellor Agriculture
- Texas A&M AgriLife Research
- Texas A&M AgriLife Extension Service
- Texas A&M Veterinary Medical Diagnostic Laboratory
- Texas A&M Forest Service

Vice Chancellor Engineering
- Texas A&M Engineering Experiment Station
- Texas A&M Engineering Extension Service
- Texas A&M Transportation Institute

Vice Chancellor Recruitment and Diversity

Vice Chancellor Federal and State Relations

Executive Director Office of Sponsored Research Services

Vice Chancellor Academic Affairs

Vice Chancellor Strategic Initiatives

Vice Chancellor Marketing and Communications

Chief Research Officer A&M System

Chief Financial Officer and Treasurer A&M System

Chief Information Officer A&M System

Chief Business Development Officer A&M System

University Presidents
- Prairie View A&M
- Texas A&M International
- Texas A&M Kingsville
- Texas A&M Commerce
- Texas A&M Central Texas
- Texas A&M
- Tarleton
- Texas A&M Corpus Christi
- West Texas A&M
- Texas A&M Texarkana
- Texas A&M San Antonio

April 18, 2013

University of Pittsburgh
Office of Affirmative Action, Diversity and Inclusion [1]

I.	**Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)**

A.   Notable Distinctions And Trends In Compositional Diversity [2]

The University collects and discretely maintains diversity information along parameters of race, ethnicity, sex, and veteran status, among students (following admittance), and faculty and staff (after hire). A process exists for individuals to confidentially document disabilities and request accommodations when appropriate.   Compared with the other peer institutions the university student body has lower ratios of minority students than the peer group with the exception of Black or African American students, which make up a slightly higher ratio than the peer average.   The University enrolls slightly higher ratios of women than men and at a rate that is somewhat higher than the peer group average.

Graduate rates by race and ethnicity are higher or on par with peer averages in most categories, and are notably higher for Hispanic and international students. Graduation rates for both male and female students are higher than the peer average.

Among faculty and staff the university has slightly higher rates of women than men and higher rates of women than the peer average. In terms of race and ethnicity the university is above or on par with the peer group with the exception of lower ratios of Hispanic faculty and staff, and slightly lower Black and African American staff. When considering only faculty, the university has a significantly higher ratio of international faculty than the peer cohort.

Prior to 2000 the University of Pittsburgh outpaced most of its peer cohort in the ratio of full-time Black/African American faculty. Today the ratios of full-time Black/African American and Hispanic faculty are more consistent with its peer institutions.   The targeted recruitment efforts in the 1980s and 1990s had increased these numbers, however more recently the faculty members from these minority groups have either retired or been recruited away to other institutions at a rate that exceeds new hires. The Provost has established a task force to look at this trend, and a specific effort is in place to enhance the recruitment and retention of full-time faculty representing all aspects of diversity as well as post-doctoral professionals from underrepresented categories.

The University Of Pittsburgh Office Of Institutional Research publishes an annual Fact Book summarizing the compositional and organizational characteristics of the university.

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[1] Based on telephone interview with Carol W. Mohamed, Director, the Office of Affirmative Action, Diversity and Inclusion, University of Pittsburgh, on December 20th, 2012 and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The geographic location of the university presents some challenges for recruiting and retaining young, single faculty members, though the location and university has a high satisfaction rate for those with families.   At the time of the interview the university was conducting focus groups and interviews with tenure stream faculty to learn more about their satisfaction levels and motivations for staying at the university.

II.   **Organizational Composition**

A.   Organization of Diversity Efforts at University

The Office of Affirmative Action, Diversity and Inclusion (OAADI) is charged with planning, advocacy and compliance functions for the university.   The Director of Affirmative Action, Diversity and Inclusion, Carol W. Mohamed, also serves as chief diversity officer, the Title IX coordinator, and ADA coordinator. Although the OAADI is housed in the division of Human Resources, the university chancellor retains direct authority for the approval and communication of the university's Affirmative Action Plan.   With additional support from two diversity specialists and one administrative support personnel, OAADI provides some direct programming including training modules. Primarily, however, OAADI serves in the role of *partner*, providing information and resources to help schools and departments develop, maintain and sustain an environment that values diversity and promotes inclusion.

OAADI collaborates closely with the Office of the Provost, Student Affairs, Human Resources, Governmental Affairs and each school/department to coordinate and assess ongoing initiatives related to diversity and inclusion. Each school within the university has own diversity and/or affirmative action committee – which has been strongly encouraged by the Provost Office.   There is no University-wide working group to oversee diversity and inclusion, each dean/responsibility center head is charged with meeting and upholding the university's values for diversity and inclusion.   The OAADI is often asked to review plans and consults on plans developed by school diversity committees. The Director of OAADI has ongoing access to department heads and deans to address goals and issues which may arise. The development and maintenance of interpersonal relationships and the tone of partnership is critically important to maintaining communication and coordination between the school levels to the central administration levels.

The organizational charts for the University of Pittsburgh are available in the [Fact Book 2012](), pages 17 – 27).

B.   Specific Diversity Offices and Organizations

1. **Planning and Governance Bodies**
   a. University of Pittsburgh Office of Affirmative Action, Diversity, and Inclusion (OAADI)
   b. School Diversity Committees
   c. Affirmative Action Committee of the University Board of Trustees - This committee is responsible for ensuring that positive steps are being taken to support the goals of the University of Pittsburgh diversity and inclusion commitment.

d. [Anti-Discrimination Policy Committee (ADPC) of the University Senate](#) - supports the overall mission of the University through discussion of the University's policies, practices, and programs regarding diversity and inclusion

2. **Programs and Initiatives**

   a. [African American Alumni Council](#) - serves the African American Alumni of the University of Pittsburgh

   b. [Asian Student Alliance](#) - serves as a representative body, acting in the interest of Asian students, Asian student groups, and students interested in Asian culture

   c. [Black Action Society](#) - dedicated to promoting the cultural, educational, political and social needs of students

   d. [Campus Women's Organization](#) - aims to represent the women of the University of Pittsburgh and their interests

   e. [Equipoise](#) - formed to service the needs of the Black faculty, administrators, staff employees and students

   f. [FOCUS *(Facilitating Opportunity and Climate for Underrepresented Students)*](#) - peer mentoring program that provides the tools students need to make a successful transition from high school to college life

   g. [Provost's Advisory Committee on Women's Concerns (PACWC)](#) - seeks to ensure a productive educational and work environment for faculty, staff, and students, particularly in areas related to women's concerns

   h. [Rainbow Alliance](#) - Pitt's undergraduate LGBTQA student organization

   i. [Student Organization Resource Center](#) - certifies over 400 student organizations to officially operate on campus and provides information, resources, services and training to enhance their operation

3. **Key Diversity Initiatives By School or Division**

   a. Office of Veterans Services
   b. Center for Instructional Development and Distance Education
   c. Center for Minority Health
   d. Center on Race and Social Problems
   e. Cross-Cultural Leadership and Development
   f. Disability Resources and Services
   g. Engineering Office of Diversity
   h. Health Sciences Diversity
   i. Joseph M. Katz Graduate School of Business
   j. Psychology Department
   k. School of Arts and Sciences Graduate Studies
   l. School of Health and Rehabilitation Sciences

m. School of Information Sciences

n. School of Medicine

III.	**Assessment, Planning and Evaluation of Diversity and Inclusion Efforts**

A. **Assessment Tools/Processes For Planning Purposes (i.e. Needs Assessment)**
1. **Climate Surveys** – The University conducts climate surveys with tenure stream faculty. Have not conducted a university wide survey of faculty, staff and students.

2. **Entry/Exit Interviews** - Deans conducting exit interviews with minority faculty leaving the university as part of effort to better understand higher attrition rates among minorities. The employ is given the option of conducting the interview with an objective third party such as human resources.

B. **Assessment Of Hidden Dimensions Of Diversity –** The University is making effort to better assess and accommodate faculty and staff with disabilities, particularly hidden disabilities. Also emphasizing recruitment and services for veterans. Considering whether to add sexual orientation to after hire information form, though there are some concerns about whether faculty and staff will be comfortable in identifying based on sexual orientation.

C. **Dissemination of findings and plans –** Results of client survey and exit interviews goes to provost office, for coordination with the schools to develop programs and planning to address gaps and deficits.

D. **Strategic Planning, Programming and Evaluation**

1. **Strategic Planning –** Diversity is included in the Universities overall strategic plan as a value. There is not a separate plan for diversity. At the central administrative level diversity is not viewed as a program but as a core value. Programs are implemented at the school or division level within each unit's budget.

2. **Evaluation –** Evaluation is primarily accomplished through the metrics of compositional data, retention and graduation rates. Accountability is at the school and divisional level. University Of Pittsburgh Office Of Institutional Research regularly evaluates the university's standing as compared to national peer institutions. The University of Pennsylvania and the University of Michigan are viewed as examples of successful models for integrating diversity as a value.

E. **High Impact Diversity And Inclusion Programs for Institution**

1. School of Information Sciences – Have successful targeted recruitment and retention of minority students and faculty.

2. RISE Program **–** Developed five years ago to improve graduation rates for the entire university.

University of Pittsburgh

3. [Chancellors Affirmative Action Awards](#) – Designed to motivate school and divisions to meet university value for diversity. The awards are for programs over individuals.

University of Virginia
Office for Diversity and Equity[1]
April 2013

I.   *Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)*

A.   Notable Distinctions And Trends In Compositional Diversity[2]

The University reports diversity along parameters of race, ethnicity and sex/gender, for students, faculty and staff.

Compared with the other peer institutions the university student body is on par with the peer institution cohort averages for ethnic ratios, with the exception of Black students, which is significantly higher than the peer average, and Hispanic and International students, which are significantly lower than the peer average composition. The university enrolls more female than male undergraduate and graduate students, and has a significantly higher ratio of female students for the two groups than the peer group average. Overall, graduation rates of both female and males are significantly higher than the peer institutions' average. Graduation rates by race and ethnicity are significantly higher than the peer averages in all ethnic categories.

Among faculty and staff the university has high proportions of male faculty and staff, and is on par with the peer institution cohort. The university has significantly lower proportions of Asian, Hispanic/Latino, and International faculty and staff, as compared to the peer cohort average, and has significantly higher proportions among Black and White faculty and staff. Among faculty only, the university has significantly lower ratios of Asian, Hispanic/Latino, and International faculty, and has slightly higher proportions of Black and White faculty, as compared to the peer cohort.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The university is looking at benefits that may be achieved through the integration of diversity related study programs in academic departments. For example, African American Studies is currently a program and a queer studies minor is in development, expansion of these types of academic programs and incorporation at the departmental level departments, may help attract a more diverse student body.

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[1] Based on telephone interview with Meghan Saunders Faulkner, Assistant to the Vice President and Chief Officer for Diversity & Equity for Programs and Projects, Office for Diversity and Equity, University of Virginia on November 6, 2012, and review of compositional data and other public secondary data available on the University.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

It is reasonable to assume that the political climate in the state of Virginia for LGBTQ state policies has made some potential faculty, staff, administrators, and students wary of accepting either a position or going to school in the state. It is currently the university policy that graduate students have to be married to live with someone else that is not a student in student housing, and Virginia's Constitution bans same-sex marriage.

II.	Organizational Composition

A.   Organization of Diversity Efforts at University

The Office for Diversity and Equity is responsible for planning and programing, and reports directly to the president. The Office for Diversity and Equity has six employees. The Vice President and Chief Officer for Diversity and Equity is classified as faculty, the rest of the employees are classified as staff. Staff consists of the Assistant to the Vice President and Chief Officer for Diversity and Equity for Programs and Projects, Virginia-North Carolina Alliance Program Coordinator, Director, University & Community Relations and Development, Director of Business Operations and Grants Management, and an administrative assistant and office manager. Specifically, the Vice Provost for Faculty Recruitment and Retention has the responsibility of faculty retention, and is interested in recruitment and retention of diverse faculty.

Special student initiatives are typically implemented and funded by the Office for Diversity and Equity. The Office also supports some college level initiatives. Funding is based on groups who ask for financial support. Specifically, students have a funding process, in which they request funding first from the Vice President for Student Affairs. The Office for Diversity and Equity, in collaboration with almost of the schools, hosts an annual Community Martin Luther King, Jr. Celebration.

The Office of Equal Opportunity Programs ~~are~~is responsible for compliance, and though there are not direct reporting lines between the two offices, there are direct communication channels. Both offices report directly to the President.   Currently, diversity efforts at the university are decentralized. Some schools have formalized diversity offices and others do not. Most have a diversity officer or a diversity committee. Overall, diversity efforts are decentralized, with support provided from the Office of Diversity and Equity, but no systemic process for university wide coordinated programs or initiatives.

The organizational charts for University of Virginia are provided in Attachment I and II.

B.   Specific Diversity Offices and Organizations (Partial Listing)
1.   Planning and Governance Bodies
  i.   Office for Diversity and Equity (ODE)
  ii.   Office of Graduate Student Diversity Programs
  iii. Vice Provost for Faculty Recruitment & Retention
  iv.   Center for Diversity in Engineering
  v.   Office of African-American Affairs
  vi.   Office of Admission

2.   Major Groups
  i.   U.Va. Pride
  ii.   Black Faculty and Staff
  iii. Women's Leadership Council
  iv.   LGBT Committee

v.   Diversity Council – A representation of all areas of the university. The Diversity Council meets monthly and is responsible for the dissemination of relevant information to key areas.

vi.   University of Virginia IDEA Fund – An initiative to raise funds to support programs related to inclusion, diversity, equity and access

vii.   Serpentine Society – The Society consists of lesbian, gay, bisexual, transgender alumni.

viii.   Diversity Access Committee

3. *Centers*

i.   The Women's Center
ii.   The LGBT Resource Center

4. *Programs and Initiatives*

a. The university has three ethnic and gender studies programs/departments and one curriculum

    i.   Women, Gender, & Sexuality Studies (major and minor)
    ii.   African-American & African Studies (major and minor)
    iii.   Curriculum: Non-western Perspectives course requirement for undergraduates in the College of Arts & Sciences

b. Special Initiatives

    a.   Safe Space
    b.   Sexual Orientation Men's Support Group
    c.   On-Grounds Housing Accommodations
    d.   LGBT Resource Center Library
    e.   Office for African American Affairs Peer Advising Program
    f.   Hispanic/Latino Peer Mentoring Program
    g.   Peer Advising and Family Network
    h.   Young Women Leaders Program

5. *Publications*

i.   Diversity Roundtable Executive Summary
ii.   Embracing Diversity in the Pursuit of Excellence (a report of the President's Commission on Diversity and Equity)
iii.   Progress Report on the PCODE Recommendations
iv.   An Audacious Faith

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment)[3]**
    1. *Climate Surveys* – The university occasionally conducts climate surveys via the Institutional Assessment Studies office. The Department of Human Resources conducted an academic faculty staff survey in 2011, which included sections on climate, but also include many other topics. The Faculty Senate conducted a faculty survey in 2012. The Faculty Senate administers a faculty survey, which includes sections on climate and demographics on race and gender. For the first time in 2012, this survey included a demographic question on sexual orientation. The faculty senate has no direct liaison with the Office for Diversity and Equity.

    2. *Individual Interviews –* UVA conducts exit interviews as well as interviews as part of the assessment of VPs, deans, and dept. chairs every five years

    3. *Focus Groups –* the President's office, in collaboration with human resources, has hosted a Day of Dialogue event for all of the university's community to assess campus climate. The Day of Dialogue event has become Dialogue Across UVA, which has been organized by faculty, staff and students. The Dialogue Across UVA group meets fall and spring semester to bring together a diverse representation for small group discussions. Discussions are focused on different aspects of diversity and equity (e.g. race, ethnicity, university governance).

    4. *Entry/Exit Interviews* – The university conducts an online exit interview and reasons for not accepting a job offer. Currently, the Office for Diversity and Equity is not focused on exit interviews.

B. **Assessment of hidden dimensions of diversity –**

    Recently , the Office for Diversity and Equity in collaboration with the LGBT Committee and Faculty Senate began collecting faculty demographic information on lesbian, gay or bisexual, gender identity (e.g. man, woman or transgender) as a part of the faculty survey conducted every four years. Furthermore, the same demographics will be included in future staff surveys.

    The Office for Diversity and Equity does not directly administer any surveys or assess hidden dimensions of diversity. Instead, the Office for Diversity and Equity support staff, faculty and student groups around hidden dimensions of diversity. The Office provides financial support for many student hosted events that relate to diversity issues.

C. **Dissemination of findings and plans**

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[3] The Office for Diversity and Equity does not administer any surveys.

Reports on the 2011 Academic Staff Survey and the 2012 Faculty Senate Survey are provided on the respective Human Resources and Faculty Senate Websites.

The President's Commission on Diversity and Equity recommendations and progress are reported to the board of visitors, and are available online, under board of visitors' minutes. The university does not have a separate diversity plan.

D. **Strategic Planning and Evaluation**

1. *Strategic Plan* – The university is the process of developing a strategic plan and has outlined a strategic plan timeline with meeting scheduled through June 2013. The university does not have a separate diversity plan, but did issue a report of the President's Commission on Diversity and Equity (2004), which includes recommendations, as well as a progress report on the commission's recommendations (2011)

2. *Evaluation* – Progress on diversity and equity goals, objectives and initiatives are benchmarked using admission rates and evaluating how students are preforming (graduation rates). Specifically, in the Office of African American Affairs, the dean uses grade point average as an indicator of success.

E. **High Impact Diversity And Inclusion Programs For Institution**

1. Community MLK Celebration – Community MLK Celebration runs for two weeks each year and has approximately 25-35 events.

2. John T. Casteen III Diversity Equity Inclusion Leadership Award – Each spring, the Office for Diversity and Equity honors someone with a diversity award. A luncheon for a couple hundred people is held to honor that person.

UNIVERSITY OF VIRGINIA PLAN OF ORGANIZATION

The Rector and Visitors

President
Teresa A. Sullivan

Executive Vice President and Provost
Arthur Garson, Jr., M.D., M.P.H.

Executive Vice President and Chief Operating Officer *Leonard W. Sandridge*

Senior Vice President for Development and Public Affairs
Robert D. Sweeney

Vice President and Chief Student Affairs Officer
Patricia M. Lampkin

Vice President and Chief Information Officer
James L. Hilton

Vice President for Research
Thomas C. Skalak

Vice President and Chief Officer for Diversity and Equity
Marcus Martin, M.D. (Interim)

Director of Athletics
Craig K. Littlepage

Vice President and Dean, School of Medicine *
Steven T. DeKosky, M.D.

Deans and Other Reports

Vice President and Chief Executive Officer of the Medical Ctr
R. Edward Howell

Vice President and Chief Financial Officer
Yoke San L. Reynolds

Vice President and Chief Human Resources Officer
Susan Carkeek

Vice President for Management and Budget
Colette Sheehy

Chancellor, The University of Virginia's College at Wise
David J. Prior

AS OF MARCH 1, 2011

* Also responsible to the Executive Vice President & Chief Operating Officer for clinical operations and management issues.

UNIVERSITY OF VIRGINIA PLAN OF ORGANIZATION
EXECUTIVE VP & PROVOST

Executive Vice President and Provost

Vice President and Dean, School of Medicine
- Senior Associate Dean
- Senior Associate Dean for Clinical Affairs
- Senior Associate Dean for Clinical Strategy
- Senior Associate Dean for Research
- Senior Associate Dean for Education & Admissions
- Senior Assoc. Dean for Cont. Medical Education & Ext. Affairs
- Senior Associate Dean and Chief Administrative Officer
- Assoc. Dean and Director, Claude Moore Health Sciences Library
- Associate Dean, Medical Alumni Affairs

Dean, School of Architecture
- Dean, College and Graduate School of Arts and Sciences
- Dean, Darden Graduate School of Business Administration
- Dean, McIntire School of Commerce
- Dean, School of Continuing and Professional Studies
- Dean, Curry School of Education
- Dean, School of Engineering and Applied Science
- Dean, School of Law
- Dean, School of Nursing
- Dean, Batten School of Leadership and Public Policy
- Dean, Undergraduate Admission
- University Librarian

Vice Provost for Academic Programs
- Vice Provost for Faculty Recruitment and Retention
- Vice Provost for International Programs
- Associate Provost for Academic Support & Classroom Management
- Vice Provost for Administration and Chief of Staff
- Vice Provost for the Arts
- Vice Provost for Faculty Development
- Assistant Provost for Academic Planning and Development

Director, Virginia Foundation for the Humanities
- Director, Weldon Cooper Center for Public Service
- Director, Center for Politics
- Director, Center for the Liberal Arts
- Senior Academic Facilities Planner

University of Virginia

Virginia Polytechnic Institute And State University
Office of Diversity and Inclusion[1]
Final Summary Report
April 2013

I.	Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)

A. **Notable Distinctions And Trends In Compositional Diversity[2]**

The Virginia Polytechnic Institute and State University (Virginia Tech) tracks race, ethnicity and sex/gender for faculty, staff and students. The university is increasingly monitoring socio-economic status as well, using Pell Grants among students as an indicator. Data for all level of students – undergraduate, graduate, transfer - are monitored.   Three faculty categories are monitored, administration and professional, teaching, and research faculty, and among these groups most attention has been given to diversity within the teaching and research faculty ranks. Staff composition is monitored by racial, ethnic and gender diversity.

While graduation rates at the university exceed the national average for all ethnic and racial groups, it is notable that within the university there is a significant gap between the racial and ethnic groups. Another area of interest for the university is graduate assistanceships. As a research institution Virginia Tech has an increasing emphasis on being able to attract graduate students through assistanceships. Currently and historically, as engineering school, a majority of the assistanceships have gone to men, and 40 percent are going to international students (nonresident alien).

The Hispanic/Latino student population has increased over the last 5 years. Considering underrepresented populations collectively (African America, Latino, Native American) the enrollment has been increasing and the trend is expected to continue. This follows the national trends at the undergraduate levels.   There is research that indicates that a slower birthrate for African American and Caucasian populations and higher birthrates for the Hispanic/Latino population have begun to impact and will continue to influence compositional diversity at institutions of higher education.

First time, full time African American freshman have decreased at Virginia Tech. Virginia Tech like other state universities in non-urban areas have been caught in somewhat of a perfect storm that

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[1] Based on telephone interview with Vice President William Lewis conducted on December 18th, 2012 and a surveys completed by Office of Diversity and Inclusion staff in the fall of 2012.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28, 2012 and updated March 11, 2013.

Virginia Polytechnic Institute And State University

has impacted the recruitment, yield and retention of African American students. The forces of this storm include 1) increasing competition for fewer students; 2) court cases reducing the efficacy of affirmative action policies[3]; and 3) the recession that has reduced the spending power of middle class families, while tuition costs have increased. Also noted was the 2009 changed in data reporting with the addition of the "two or more races" category, which reduced those of more than one race choosing the African American category.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

The university's compositional diversity, is somewhat impacted by the focus, environment and geographic location of the university.   Staff composition is reflective of the rural, Appalachian region of Virginia Tech's main campus, which has low rates of compositional diversity.   Students and Faculty are recruited from a national pool where it is there is more ability to recruit from more diverse pools.

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[3] See literature review for summary status of Fisher v. University of Texas, Grutter v. Bollinger and other relevant court cases.

II.	Organizational Composition

A. Organization of Diversity Efforts at University

Dr. William Lewis serves as the Vice President for Diversity and Inclusion and as the Chief Diversity Officer for Virginia Tech. The Office for Diversity and Inclusion's primary function is planning, programming and advocacy, and reports directly to the Office of the President, with informal reporting lines to the Provost.

The Office of Equity and Access, which is part of the Department of Human Resources, houses University ADA Services, Compliance and Conflict Resolution, Employee Relations, and Equity Initiatives. The role of the Office of Equity and Access in human resources is to support and advance the university's commitment to diversity and ensure a campus community free from discrimination and harassment.

Virginia Tech's organizational chart is provided in Attachment 1.

B. Specific Diversity Offices and Organizations

1. Multicultural Programs & Services - Promotes the academic, personal, and social success of all students, particularly those from under-represented and historically marginalized populations.
2. Commission of Equal Opportunity and Diversity - formal university governance group comprised of faculty, students and staff.
3. Primary Faculty and Staff Caucus groups
    i. Hispanic/Latino
    ii. African American
    iii. LGBT.
4. Alumni Groups
    i. Multicultural alumni group
    ii. Black alumni group
    iii. LGBT alumni group in development
5. Cranwell International Center
6. Student Success Center
7. AdvanceVT
8. Race and Social Policy Research Center (RSP)
9. Departmental Organizations
    i. Center for the Enhancement of Engineering Diversity (CEED)
    ii. Pamplin Multicultural Diversity Committee
    iii. Graduate School Office for Diversity Programs
    iv. Diversity Councils of the Colleges of Liberal Arts and Human Sciences, Science, Natural Resources and the Environment, Architecture & Urban Studies, Engineering, Veterinary Medicine and

10. **Student Groups**
    i. Asian American Student Union (AASU)
    ii. Black Organizations Council (BOC)
    iii. Blacks Student Alliance (BSA)
    iv. Jewish Student Union (JSU)
    v. Latino Association Student Organization (LASO)
    vi. Lesbian, Gay, Bisexual &Transgender Alliance (LGBTA)
    vii. Queer Grads and Allies: QG&A is open to anyone but primarily targets grad students and young professionals.
    viii. [Division of Student Affairs - Other Student Organizations](#)

C.   Human Resource Capacities and Engagement

The organizational chart for the Virginia Tech Office of Diversity and Inclusion is provided as Attachment II.

A. **Assessment Tools/Processes for planning purposes (i.e. needs assessment):** The Human Resource Department conducts a faculty staff climate survey every two years. The survey includes several question specifically related to diversity and inclusion.

    The Office of the Vice President for Student Affairs also participates in the campus climate survey administered by the National Association for Student Affairs Administrators in Higher Education (NASPA).

B. **Assessment of hidden dimensions of diversity**: Current efforts are to more fully understand Socio-economic dimensions among the student population, and the needs of lower income student.   There has also been concentrated effort over the past year to develop improved assessment of LGBTQ faculty, staff and student experiences. The NASPA assessment provides a good measure of student experience.   The Office of the Vice President for Diversity and Inclusion continues to work with the Vice President of Human Resources to consider survey assessment focused on LGBTQ faculty and staff.

C. **Dissemination of findings and plans**: The results of the Human Resources climate survey for faculty and staff is communicated by the Vice President for Human Resources. After the survey results are compiled, human resources leadership meets and shares with governance groups. The survey results are also shared with senior management at the divisional level, the caucus chairs receive a summary report of the results, and results are presented at an annual conference on advancing diversity at the university.

D. **Strategic Planning and Evaluation:** The University's strategic plan, A Plan for a New Horizon, has overarching statements regarding visions and goals for diversity and refers back to the diversity strategic plan. The Office of Diversity and Inclusion is currently revising the Diversity Strategic Plan to bring into alignment with the new university plan.

    For ongoing assessment and evaluations the Office of Diversity and Inclusion has developed the Diversity Opportunities and Outcomes Resource (DOOR) data system. The system is a searchable, on-line database designed to provide information on diversity-related programs and advance university goals as found in the Diversity Strategic Plan.

    Most measurements happen at a decentralized level (i.e. academic unit); there is a reporting out at an academic level for the university plan (i.e. compositional diversity metrics). While reporting of compositional diversity happens on an ongoing basis there has not been a process to systemically link initiatives with measurable progress. The Office of Diversity and Inclusion is seeking ways to improve evaluation of outcomes and impacts.

E. **High impact diversity and inclusion programs for institution**: The [Diversity Development Institute](#) was initiated in fall 2011. Since that time, the institute has had over 525 faculty/staff participate in two major program components. The first component is the certificate model: faculty and staff can participate and receive one of three certificates – ally, advocate and ambassador. The goal is to create a cadre of trainers that can do diversity training in their divisions. Within five years, there may be 10-20 people who have reached the ambassador certificate. The second component is to work with faculty to incorporate inclusive excellence pedagogy. This program is funded by the provost office.

Attachment I – Virginia Tech Organizational Chart

Virginia Polytechnic Institute
and State University
President's Organizational
Chart
August 2012

Finance and Audit Committee

Board of Visitors

PRESIDENT'S STAFF
- Chief of Staff
  Kim T. O'Rourke
- Executive Director, Government Relations
  Ralph M. Byers
- University Legal Counsel
  Kay K. Heidbreder
- Director of Athletics
  James C. Weaver
- Senior Fellow for Resource Development
  Minnis E. Ridenour
- Senior Fellow for International Advancement &
  Executive Director for Strategic Planning
  Paul L. Knox
- Special Assistant
  Jay Poole

PRESIDENT
Charles W. Steger

SENIOR VICE PRESIDENT AND PROVOST
Mark G. McNamee

VICE PRESIDENT FOR FINANCE AND CHIEF FINANCIAL OFFICER
M. Dwight Shelton, Jr.

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES
Sherwood G. Wilson

VICE PRESIDENT FOR DEVELOPMENT AND UNIVERSITY RELATIONS
Elizabeth A. Flanagan

VICE PRESIDENT FOR DIVERSITY AND INCLUSION
William T. Lewis

VICE PRESIDENT FOR ALUMNI RELATIONS
Thomas C. Tillar

VICE PRESIDENT FOR INFORMATION TECHNOLOGY AND CHIEF INFORMATION OFFICER
Vacant

DIRECTOR, INTERNAL AUDIT
Sharon M. Kurek

NOTE: Refer to Organizational Chart for the Senior Vice President and Provost to see additional Vice Presidents and College Deans.
COLLEGE DEANS (8): Agriculture and Life Sciences, Architecture and Urban Studies, Pamplin College of Business, Engineering, Liberal Arts and Human Sciences, Natural Resources and Environment, Science, Veterinary Medicine. Dean of University Libraries.
VICE PRESIDENTS (6): VP and Dean for Graduate Education, VP and Dean for Undergraduate Education, VP and Executive Director of the National Capital Region, VP for Outreach and International Affairs, VP for Research, VP for Student Affairs.

Virginia Polytechnic Institute And State University

Office for Diversity and Inclusion
Organization Chart

Ellington Graves
ODI Faculty Fellow

William T. Lewis Sr.
Vice President

Latanya Walker
Director of Alumni Relations for
Diversity, Inclusion, and Community
Engagement
*(Also reports to the Associate Vice
President for Alumni Relations)*

GA – Mia Mickenberg

Francesca Galarraga
Director
Diversity Education and Training

Alicia Cohen
Associate Director
Diversity Education and Training

Adrien DeLoach
Associate Director
Diversity Education and Training

Linda Greene
Diversity Programs Specialist

Perry Martin
Special Assistant
to the Vice President

Marcie Bishop
Receptionist – VP's Office

Samantha Boyd
Business Manager

Roxanna Link
IT and Software Specialist

Kelly Shannon
Public Relations and
Marketing Specialist

GA - Andrew Puhl

David Travis
Director of Special Projects

Updated: June 2012

Virginia Polytechnic Institute And State University

| **I.** | **Institutional Compositional Diversity (Compositional Data is Provided in Appendix I)** |

A.   **Notable Distinctions And Trends In Compositional Diversity**[2]

The university reports compositional diversity in the categories of race, ethnicity and gender for students, faculty and staff. The university also tracks measures of low income and first generation status for undergraduate students and is considering increased monitoring based on sexual orientation, gender identify and disability status. Compared with the peer institution cohort average, the university has higher ratios of American Indian, Asian and Native Hawaiian students and lower ratios of Black/African American, White and Hispanic students. Graduate rates for all races and ethnicities are above the cohort average.

The university has higher ratios of both undergraduate and graduate women students than men, and higher ratios of women students than the cohort average. Graduation rates for men and woman are higher than the cohort average.

The university has slightly higher ratios of women faculty and staff, than men, and higher ratios of women faculty and staff compared to the cohort average. The university has higher ratios of Asian faculty than the peer institution average and a significantly higher ratio of Race/ethnicity unknown. Considering only faculty the university is on par with the peer institution average, although the ratio for Race/ethnicity unknown remains comparatively high.

With regard to graduate assistantships, more men than women have assistantships; however the university has a higher ratio of women on assistantships than the cohort average. With consideration to ethnic and racial diversity most categories are significantly below the cohort average, due to a large ratio of race/ethnicity unknown.

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[1] Based on review of compositional data and other public secondary data available on the University and a telephone interview with Dr. Sheila Edwards Lange, Vice Provost for Diversity and Vice President for Minority Affairs on November 29th, 2012.

[2] The compositional data utilized for the study and reviewed during the interview was gathered from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) from a data query of the peer institutions conducted on October 28th, 2012 and updated February 18th, 2013.

Over the past five years the university has experienced growth in the Asian student population that is reflective of state population demographics, and has experienced increased enrollment of international students, like many of the peer institutions.

In 1998 the state of Washington adopted Initiative 200 banning the use of affirmative action policies in public contracting, employment, and education. The impact on compositional diversity, especially among the student population, has been significant. [3] A shift in 2006 to "holistic" admission policies, and being able to focus on low-income and first generation students has helped improve compositional diversity to a limited extent.

With regard to faculty and staff, the economic downturn since 2007 and state hiring freeze has served to slow down retirements and other turn over in positions, and in effect has restrained the ability to effectively improve compositional diversity.

B.   Impact Of Institutional And Community Environment On Compositional Diversity

Geographic location presents a challenge to increasing student compositional diversity, as Washington state demographics do not represent high rates of racial and ethnic diversity. Eighty percent of the university students are in-state residents. The perception that the state of Washington does not have significant diversity results in further difficulty in recruiting diverse faculty. The urban setting and vibrant nature of Seattle somewhat offsets this perception. The strong reputation of the university, emphasis on health sciences and innovative research, also serves as counterpoint to the perception of low diversity.

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[3] Brown, S. K., & Hirschman, C. (2006). The end of affirmative action in Washington State and its impact on the transition from high school to college. *Sociology of Education*, *79*(2), 106-130.

A. Organization of Diversity Efforts at University

Dr. Sheila Edwards Lange, Vice Provost for Diversity and Vice President for Minority Affairs, serves as the Chief Diversity Officer and heads up the Office of Minority Affairs and Diversity (OMA&D).   The OMA&D is responsible for supporting strategic initiatives related to diversity and inclusion. The office provides support to colleges and administrative units as they establish, coordinate, and assess their contributions to institutional diversity goals. Responsibilities for compliance are housed in Office of the Vice President for Academic Human Resources.

OMA&D reports to both the Office of the President and the Office of the Provost.   This dual reporting role enables support of diversity efforts for faculty, staff and students across all colleges and administrative units of the university.   Many of the colleges and administrative units have their own diversity officer, diversity committees, and recruitment and retention offices or programs. OMA&D supports and collaborates with these efforts. For units which do not have their own dedicated supports the OMA&D provides a higher level of assistance in programming as requested by the unit.

Dr. Lange chairs the University Diversity Council with representatives from each college and administrative unit; undergraduate and graduate students; constituency groups; and external advisory boards.

The organizational charts for the University of Washington – Central Administration and Academic Organization, and the Office of Minority Affairs and Diversity (OMA&D) - are provided in Attachment I and II.

B. Specific Diversity Offices and Organizations

1. *Planning and Governance Bodies*
   a. Office of Minority Affairs and Diversity (OMA&D) - Serves as an institutional focal point for promoting inclusion and diversity at University of Washington.
   b. School and College Offices or Programs– Many colleges and schools have their own offices for diversity. All schools and colleges have representation on the University Diversity Council.

      i. **School of Business**
      ii. **College of Education**
      iii. **College of Engineering**
      iv. **College of the Environment**

     v. **Graduate School**
    vi. **Information School**
   vii. **School of Law**
  viii. **School of Medicine**
    ix. **School of Nursing**
     x. **School of Public Health**

c. OMA&D Student Advisory Board – The SAB Board is advisory to the Vice President for Minority Affairs & Diversity ; its mission is to increase the impact of OMA&D 's policy formation and decision making related to students and assist in improving the climate for all students. The Associated Students of UW has a Director of Diversity Efforts on its Board of Directors. ASUW is the governance body for the student body.

2. *Programs and Initiatives*

a. Office of the Associate Vice Provost for Faculty Advancement - The primary mission of the Office of the Associate Vice Provost for Faculty Advancement is to ensure that the UW recruits, promotes and retains an excellent and diverse faculty.

b. Constituency focused programs and offices

     i. Disability Services
    ii. Native Life & Tribal Relations
   iii. Q Center
   iv. Women's Center
    v. GOMAP

a. Pre-College & Recruitment – The university has a large number programs specifically targeting pre-college recruitment including outreach and summer programs in departments, schools and colleges. The Dream Project is a student-led outreach project in Undergraduate Academic Affairs. Those in OMA&D are:

     i. Educational Talent Search
    ii. GEAR UP Educator Development Initiative
   iii. Ida B. Wells High School
   iv. Recruitment & Outreach
    v. Trio Training
   vi. Upward Bound
   vii. Washington MESA
  viii. Washington State Early Outreach Partnership
   ix. Yakima Valley GEAR UP

b. <u>Student Services and Retention</u> – The university has eleven programs targeting student success and retention in OMA&D:
   i. <u>College Assistance Migrant Program</u>
   ii. <u>Health Sciences Center Minority Students Program</u>
   iii. <u>Initiative for Maximizing Student Diversity</u>
   iv. <u>Instructional Center</u>
   v. <u>Kelly Ethnic Cultural Center/Theatre</u>
   vi. <u>LSAMP</u>
   vii. <u>OMA&D Academic Counseling Services</u>
   viii. <u>OMA&D High School Tutor/Mentor Program</u>
   ix. <u>OMA&D/UWAA Mentor Program</u>
   x. <u>Study Abroad</u>
   xi. <u>TRiO Student Support Services</u>

c. Graduate/Professional Preparation
   i. <u>Early Identification Program</u>
   ii. <u>McNair Program</u>
   iii. <u>GOMAP</u>
   iv. <u>SAC NAS</u>

d. Alumni & Community Resources
   i. <u>Alumni and Community Resources</u>
   ii. <u>Friends of the Educational Opportunity Program</u>
   iii. <u>Native American Advisory Board</u>
   iv. <u>Minority Community Advisory Board</u>
   v. <u>OMA&D Alumni</u>
   vi. <u>UWAA Multicultural Alumni Partnership</u>
   vii. <u>Business and Economic Development Center</u>
   viii. <u>Business Diversity Program</u>
   ix. BlackPast.org

e. Diversity Initiatives & Committees
   i. <u>Center for Curriculum Transformation</u>
   ii. <u>Diversity Blueprint</u>
   iii. <u>Diversity Council</u>
   iv. <u>Diversity Research Institute</u>
   v. <u>Faculty & Staff Affinity Groups</u>
   vi. <u>Louis Stokes Alliance for Minority Participation</u>

3. *Publications -*

    a. <u>Office of Minority Affairs and Diversity E-newsletters</u>
    b. <u>Alumni Association Viewpoint Magazine</u>
    c. <u>Event Photo Galleries</u>
    d. <u>Video Gallery</u>
    e. <u>Article Archives</u>

III.	*Assessment, Planning and Evaluation of Diversity and Inclusion Efforts*

    A.   **Assessment Tools/Processes for planning purposes (i.e. needs assessment)**

        1. ***Climate Surveys*** – The former Leadership, Community and Values Initiative in the Office of the Provost conducted a climate survey for student, faculty, and staff. The survey has been administered twice. The Provost's Office plans to re-administer the survey on a regular basis for general information and for obtaining continued metrics for evaluation of the Diversity Blueprint. Individual colleges also conduct their own climate surveys for both faculty/staff and student satisfaction.

        2. ***Focus Groups*** -   focus group are often conducted to address student, staff, and a faculty issues

        Entry/Exit Interviews – Entry/Exit interviews are conducted from time to time by various units on campus to assess diversity related issues.

        3. ***Other*** - Looking into electronic formats for sharing of experiences and perceptions of climate. The student and faculty LGBTQ centers and associations conduct surveys and research related to staff experiences.

    B.   **Dissemination of findings and plans -** Findings from the climate survey are considered by the Provost Office and meetings are held regarding the results as relevant at the division level. University level results are discussed by the Diversity Council and more broadly to develop recommendations.

    C.   **Strategic Planning and Evaluation -**

        1. ***Strategic Plan –*** The university has developed a strategic vision known as the *Two Years to Two Decades Initiative*. The vision serves as a foundation for division level strategic planning. The Diversity Blueprint works from this vision, as well as from other reports related to diversity, to create a plan for advancement of diversity and inclusion efforts.

        2. ***Evaluation –*** **The** Diversity Blue Print includes specific metrics for gaging progress (see detail below). The Blueprint includes a dashboard to track progress toward achieving goals.

Additionally, the diversity portal provides links to numerous statistical reports and other planning documents, which provide a backdrop to the history of diversity and inclusion at the University of Washington.

                  University of Washington

D. High Impact Diversity And Inclusion Programs For Institution

1. **Diversity Blueprint** -   In 2008, the university president asked the chief diversity officer to lead the University Diversity Council in developing goals and strategic priorities to promote and enable diversity across the University. The Diversity Blueprint includes six goals covering major areas of emphasis for diversity: leadership and governance; student, faculty and staff diversity; curriculum and research; and institutional and classroom climate. Strategic priorities and recommended action steps are provided for each goal as applicable for both administrative and academic units, as well as persons who will be accountable for oversight and progress. Institutional level metrics have been developed by a team of University assessment professionals and researchers.   The Blueprint is a guide for planning. Each academic and administrative unit is being asked to develop a plan based on assessment of needs and priorities in relation to those identified in the Blueprint. Many schools and colleges have developed diversity plans or added diversity as an integral part to their strategic plans. See examples at: http://www.washington.edu/diversity/blueprint/plans/index.shtml

Policy Directory >   APS Home >   Section 00

Administrative Policy Statements

May 3, 2012   **1.1**

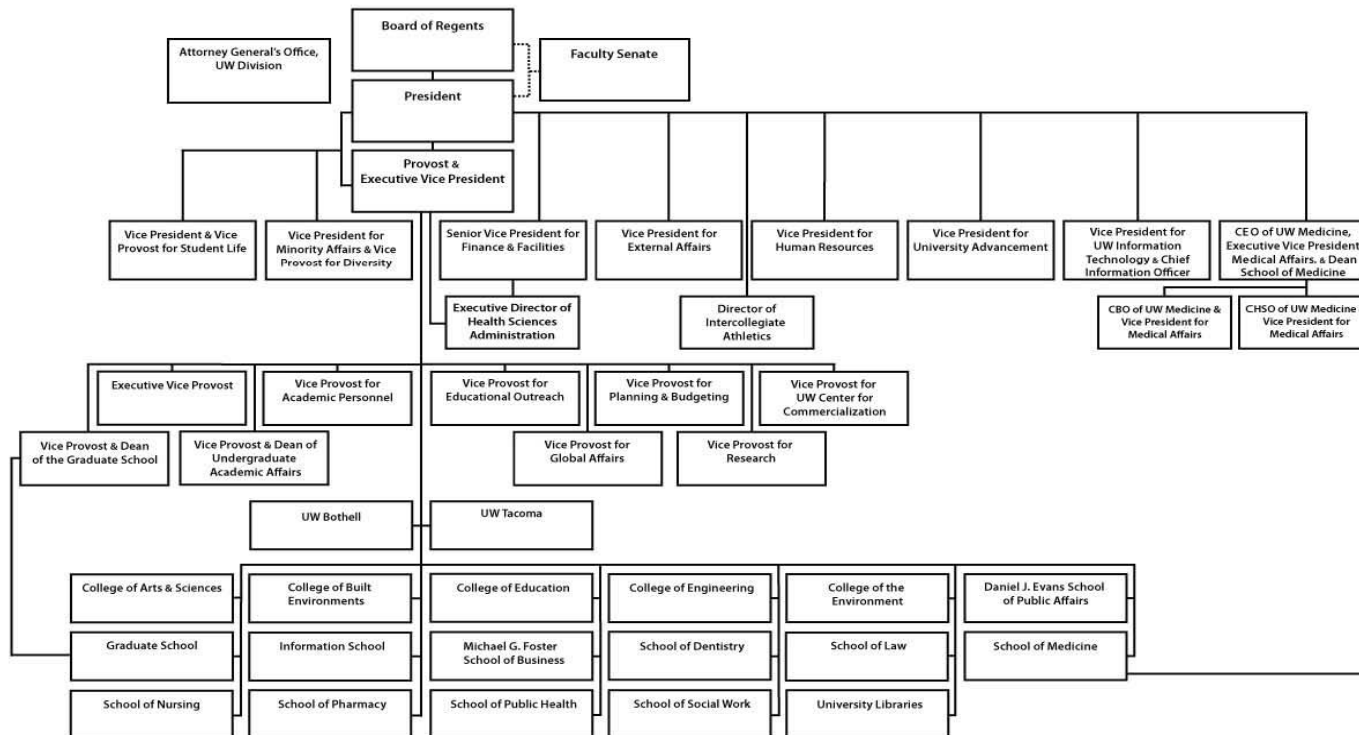## University Organization Chart

(Approved by the President by authority of the *Board of Regents Governance*, Standing Orders, Chapter 1)

This chart reflects the reporting relationships of the University of Washington's administrative offices, schools, colleges, and campuses. Select any box on this chart to link to APS 1.2, University Wide Leadership List, where more information is available.

W OFFICE OF MINORITY AFFAIRS & DIVERSITY
UNIVERSITY *of* WASHINGTON

Vice President/Vice Provost

Pre College and Outreach

- Washington State Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- Yakima Valley GEAR UP
- Ida B. Wells High School
- Mathematics Engineering Acievement Program (MESA)
- Recruitment & Outreach
- Talent Search
- TRIO Training
- Upward Bound

Student Retention

- College Assistance Migrant Program (CAMP)
- Early Identification Program / McNair
- EOP Counseling
- Ethnic Cultural Center
- Instructional Center
- International Initiatives
- Health Sciences Center Minority Students Program

- Louis Stokes Alliance for Minority Participation in STEM (LSAMP)
- Re-Entry Program
- Scholarships
- Student Support Services
- Student Support Services - Science, Technology, Engineering, and Mathematics (SSS - STEM)
- Summer Transition Program

Institutional Transformation

- Curriculum Transformation
- Diversity Council
- Diversity Research Institute
- Faculty Diversity
- Faculty & Staff Affinity Groups
- Tribal Relations

OMA&D Central Services

- Fiscal Services
- Human Resources
- Information Technology
- Advancement
- Assessment
- Community & Public Relations

University of Washington

Tuition and Admission Rates

Institution Name	Total price for In-state students living on campus	Total price for Out-of-state students living on campus	Percent admitted - total	Percent admitted - men	Percent admitted - women	Percent Admissions yield - total	Percent Admissions yield - men	Percent Admissions yield - women
College of William and Mary	24,974	47,804	35	44	29	33	32	35
Cornell University	57,125	57,125	18	17	19	51	51	51
Georgia Institute of Technology-Main Campus	21,098	39,308	52	49	57	39	39	39
Iowa State University	18,521	30,393	81	79	82	38	40	35
Michigan State University	23,202	42,148	73	70	75	39	40	37
North Carolina State University at Raleigh	19,388	32,223	54	51	57	44	49	39
Ohio State University-Main Campus	26,871	41,766	63	62	64	43	44	42
Pennsylvania State University-Main Campus	31,002	43,084	55	53	57	32	34	30
Purdue University-Main Campus	22,748	40,916	68	66	71	34	35	32
Rutgers University-New Brunswick	28,253	40,915	61	60	63	35	36	34
Stony Brook University	20,336	29,786	39	42	36	24	26	22
Texas A & M University-College Station	20,723	36,113	63	61	65	50	50	50
The University of Texas at Austin	24,714	47,426	47	44	49	47	47	47
University at Buffalo	21,151	30,601	51	52	51	30	30	29
University of California-Berkeley	32,632	55,510	21	20	23	38	39	38

Institution Name	Total price for In-state students living on campus	Total price for Out-of-state students living on campus	Percent admitted - total	Percent admitted - men	Percent admitted - women	Percent Admissions yield - total	Percent Admissions yield - men	Percent Admissions yield - women
University of California-Davis	31,199	54,077	46	44	48	22	23	22
University of Colorado Boulder	27,236	48,414	87	85	89	32	34	30
University of Florida	19,257	41,534	43	41	45	55	55	55
University of Illinois at Urbana-Champaign	27,628	41,770	68	67	69	37	38	37
University of Maryland-College Park	22,632	40,003	45	46	44	34	36	32
University of Michigan-Ann Arbor	25,204	50,352	41	38	43	39	40	38
University of Minnesota-Twin Cities	24,050	29,050	47	46	47	29	29	29
University of Missouri-Columbia	21,874	34,669	81	81	81	42	43	41
University of Oregon	22,052	40,916	79	74	83	27	28	26
University of Pittsburgh-Pittsburgh Campus	29,732	39,140	58	58	58	29	29	28
University of Southern California	57,876	57,876	23	24	22	34	35	33
University of Virginia-Main Campus	23,986	48,980	33	33	34	44	43	44
University of Washington-Seattle Campus	24,059	41,543	58	56	61	40	43	38
University of Wisconsin-Madison	22,449	38,199	66	63	70	41	42	40
Virginia Commonwealth University	24,635	38,067	71	72	70	40	41	39
Virginia Polytechnic Institute and State University	23,869	37,840	67	64	71	38	38	38
Washington State University	24,939	36,217	84	81	86	38	41	36
Average Among Cohort	**26,419**	**41,680**	**56**	**54**	**57**	**37**	**38**	**36**

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Student Enrollment

Institution Name	Full-time enrollment	Part-time enrollment	Under-graduate enrollment	Graduate enrollment	Full-time under-graduate enrollment	Full-time graduate enrollment	Part-time under - graduate enrollment	Part-time graduate enrollment
College of William and Mary	7,684	516	6,071	2,129	5,987	1,697	84	432
Cornell University	21,037	94	14,167	6,964	14,149	6,888	18	76
Georgia Institute of Technology-Main Campus	18,233	2,708	13,948	6,993	12,701	5,532	1,247	1,461
Iowa State University	26,194	3,417	24,343	5,268	23,103	3,091	1,240	2,177
Michigan State University	41,596	6,229	36,557	11,268	33,294	8,302	3,263	2,966
North Carolina State University at Raleigh	27,438	7,329	25,176	9,591	22,069	5,369	3,107	4,222
Ohio State University-Main Campus	48,788	8,079	42,916	13,951	39,234	9,554	3,682	4,397
Pennsylvania State University-Main Campus	43,515	2,113	38,954	6,674	37,727	5,788	1,227	886
Purdue University-Main Campus	35,994	4,855	31,988	8,861	29,998	5,996	1,990	2,865
Rutgers University-New Brunswick	34,925	5,025	31,268	8,682	29,752	5,173	1,516	3,509
Stony Brook University	19,622	4,298	15,785	8,135	14,485	5,137	1,300	2,998
Texas A & M University-College Station	44,462	5,768	39,867	10,363	36,515	7,947	3,352	2,416
The University of Texas at Austin	46,823	4,289	38,437	12,675	35,608	11,215	2,829	1,460
University at Buffalo	23,701	5,148	19,334	9,515	17,664	6,037	1,670	3,478
University of California-Berkeley	34,450	1,687	25,885	10,252	25,138	9,312	747	940
University of California-Davis	30,449	1,283	25,038	6,694	24,392	6,057	646	637
University of Colorado Boulder	26,842	5,716	26,530	6,028	24,268	2,574	2,262	3,454
University of Florida	42,949	6,640	32,598	16,991	30,343	12,606	2,255	4,385

Institution Name	Full-time enrollment	Part-time enrollment	Under-graduate enrollment	Graduate enrollment	Full-time under-graduate enrollment	Full-time graduate enrollment	Part-time under-graduate enrollment	Part-time graduate enrollment
University of Illinois at Urbana-Champaign	40,541	3,866	32,256	12,151	31,311	9,230	945	2,921
University of Maryland-College Park	32,233	5,398	26,826	10,805	24,697	7,536	2,129	3,269
University of Michigan-Ann Arbor	40,225	2,491	27,407	15,309	26,538	13,687	869	1,622
University of Minnesota-Twin Cities	38,694	13,863	34,812	17,745	29,194	9,500	5,618	8,245
University of Missouri-Columbia	29,432	4,330	25,992	7,770	24,413	5,019	1,579	2,751
University of Oregon	21,895	2,501	20,623	3,773	18,738	3,157	1,885	616
University of Pittsburgh-Pittsburgh Campus	24,740	4,026	18,427	10,339	17,186	7,554	1,241	2,785
University of Southern California	33,082	4,928	17,414	20,596	16,753	16,329	661	4,267
University of Virginia-Main Campus	20,950	3,347	15,762	8,535	14,842	6,108	920	2,427
University of Washington-Seattle Campus	36,548	5,896	29,022	13,422	25,876	10,672	3,146	2,750
University of Wisconsin-Madison	37,653	4,293	29,880	12,066	27,737	9,916	2,143	2,150
Virginia Commonwealth University	24,783	6,844	23,498	8,129	19,628	5,155	3,870	2,974
Virginia Polytechnic Institute and State University	27,939	2,997	23,700	7,236	23,176	4,763	524	2,473
Washington State University	23,035	4,294	22,763	4,566	19,800	3,235	2,963	1,331
Average Among Cohort	**31,452**	**4,508**	**26,164**	**9,796**	**24,260**	**7,192**	**1,904**	**2,604**

Percent Student Enrollment by Race and Ethnicity (see endnotes)

Institution Name	American Indian or Alaska Native	Asian/ Native Hawaiian/ Pacific Islander	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/ Latino	White	Race/ ethnicity unknown	Non-resident Alien	Two or more races
College of William and Mary	0	6	6	0	7	7	59	12	5	3
Cornell University	0	14	14	0	5	8	41	11	18	3
Georgia Institute of Technology-Main Campus	0	14	14	0	6	5	54	1	18	2
Iowa State University	0	3	3	0	3	3	75	4	12	1
Michigan State University	0	4	4	0	7	3	70	2	12	2
North Carolina State University at Raleigh	0	5	5	0	8	3	70	3	9	2
Ohio State University-Main Campus	0	5	5	0	6	3	72	2	10	1
Pennsylvania State University-Main Campus	0	5	5	0	4	5	71	2	11	2
Purdue University-Main Campus	0	5	5	0	3	3	65	2	19	1
Rutgers University-New Brunswick	0	22	21	0	8	10	49	2	7	3
Stony Brook University	0	20	19	0	6	8	41	12	13	0
Texas A & M University-College Station	0	5	5	0	3	15	66	0	9	2
The University of Texas at Austin	0	15	15	0	4	18	51	1	9	2
University at Buffalo	1	9	9	0	6	5	53	7	19	0
University of California-Berkeley	0	31	31	0	3	11	33	7	12	2
University of California-Davis	0	33	32	0	2	14	37	5	6	3
University of Colorado Boulder	1	5	5	0	2	8	74	4	5	2
University of Florida	0	8	8	0	7	14	57	3	8	2
University of Illinois at Urbana-Champaign	0	12	11	0	5	6	56	1	18	2
University of Maryland-College Park	0	13	13	0	11	6	54	4	9	3
University of Michigan-Ann Arbor	0	11	11	0	4	4	60	4	13	3
University of Minnesota-Twin Cities	0	7	7	0	4	3	68	5	11	2
University of Missouri-Columbia	0	2	2	0	7	3	79	2	6	1
University of Oregon	1	6	5	1	2	6	70	4	9	3
University of Pittsburgh-Pittsburgh Campus	0	5	5	0	6	2	71	6	8	2
University of Southern California	0	20	19	0	5	12	37	4	19	3

Institution Name	American Indian or Alaska Native	Asian/ Native Hawaiian/ Pacific Islander	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/ Latino	White	Race/ ethnicity unknown	Non-resident Alien	Two or more races
University of Virginia-Main Campus	0	10	10	0	6	5	61	7	8	2
University of Washington-Seattle Campus	1	23	22	1	3	6	51	5	11	0
University of Wisconsin-Madison	0	5	5	0	2	4	73	2	10	2
Virginia Commonwealth University	0	11	11	0	16	5	55	4	5	3
Virginia Polytechnic Institute and State University	0	7	7	0	4	4	71	3	8	2
Washington State University	1	6	5	0	2	7	68	5	7	4
Average Among Cohort	**0**	**11**	**11**	**0**	**5**	**7**	**60**	**4**	**11**	**2**

Enrollment and Graduation by Gender

Institution Name	Under- graduate enrollment - women	Under- graduate enrollment - men	Graduate enrollment - women	Graduate enrollment - men	Graduation rate men	Graduation rate women
College of William and Mary	55	45	52	48	87	94
Cornell University	50	50	43	57	93	94
Georgia Institute of Technology-Main Campus	32	68	26	74	77	84
Iowa State University	44	56	44	56	66	70
Michigan State University	51	49	56	44	75	79
North Carolina State University at Raleigh	44	56	47	53	68	76
Ohio State University-Main Campus	47	53	53	47	79	81
Pennsylvania State University-Main Campus	46	54	45	55	85	89
Purdue University-Main Campus	42	58	40	60	65	73
Rutgers University-New Brunswick	49	51	62	38	74	80
Stony Brook University	47	53	57	43	62	72
Texas A & M University-College Station	48	52	42	58	77	84
The University of Texas at Austin	51	49	48	52	78	83
University at Buffalo	46	54	51	49	68	75
University of California-Berkeley	53	47	45	55	88	92
University of California-Davis	55	45	51	49	80	83
University of Colorado Boulder	47	53	42	58	66	70
University of Florida	55	45	51	49	81	86
University of Illinois at Urbana-Champaign	45	55	48	52	80	86
University of Maryland-College Park	47	53	47	53	79	85
University of Michigan-Ann Arbor	49	51	46	54	88	91
University of Minnesota-Twin Cities	52	48	52	48	69	71
University of Missouri-Columbia	52	48	58	42	67	70
University of Oregon	51	49	53	47	66	66
University of Pittsburgh-Pittsburgh Campus	50	50	55	45	77	80
University of Southern California	51	49	48	52	87	93

Institution Name	Under- graduate enrollment - women	Under- graduate enrollment - men	Graduate enrollment - women	Graduate enrollment - men	Graduation rate men	Graduation rate women
University of Virginia-Main Campus	55	45	55	45	91	96
University of Washington-Seattle Campus	52	48	53	47	77	81
University of Wisconsin-Madison	52	48	51	49	81	82
Virginia Commonwealth University	56	44	61	39	49	56
Virginia Polytechnic Institute and State University	42	58	44	56	79	85
Washington State University	51	49	54	46	62	72
Average Among Cohort	**49**	**51**	**49**	**51**	**76**	**81**

Graduation Rate by Race/Ethnicity

Institution Name	American Indian or Alaska Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Race/ ethnicity unknown	Nonresident alien
College of William and Mary	83	90	80	93	92	84	100
Cornell University	65	95	85	94	95	100	88
Georgia Institute of Technology-Main Campus	86	82	62	80	79		81
Iowa State University	71	66	52	65	69	66	48
Michigan State University	67	78	55	62	81	76	69
North Carolina State University at Raleigh	44	73	59	75	74	59	50
Ohio State University-Main Campus	58	84	73	79	81	78	73
Pennsylvania State University-Main Campus	55	85	71	79	88		73
Purdue University-Main Campus	61	61	46	61	70	72	64
Rutgers University-New Brunswick	73	81	70	69	78	80	73
Stony Brook University	100	74	70	67	62	64	71
Texas A & M University-College Station	84	81	60	72	83	100	74
The University of Texas at Austin	82	84	66	72	84	100	81
University at Buffalo	36	80	60	59	71	69	81
University of California-Berkeley	93	93	71	81	92	90	82
University of California-Davis	84	83	71	71	84	84	80
University of Colorado Boulder	56	64	47	60	70	68	67
University of Florida	93	83	77	83	85	82	64
University of Illinois at Urbana-Champaign	68	84	69	71	85	77	69
University of Maryland-College Park	92	84	73	72	84	85	65
University of Michigan-Ann Arbor	69	91	78	88	91	89	86
University of Minnesota-Twin Cities	41	61	41	52	74	65	74
University of Missouri-Columbia	50	63	60	61	70	68	75
University of Oregon	62	67	58	67	67	61	59

Institution Name	American Indian or Alaska Native	Asian or Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Race/ethnicity unknown	Nonresident alien
University of Pittsburgh-Pittsburgh Campus	75	81	63	78	80	78	100
University of Southern California	50	93	84	89	91	88	85
University of Virginia-Main Campus	100	98	85	99	95	95	85
University of Washington-Seattle Campus	61	81	68	71	81	74	81
University of Wisconsin-Madison	69	77	62	73	84	77	70
Virginia Commonwealth University	48	63	52	45	54	43	26
Virginia Polytechnic Institute and State University	69	79	67	79	83	82	66
Washington State University	62	64	53	62	68	63	71
Average Among Cohort	**69**	**79**	**65**	**73**	**80**	**77**	**73**

B. **Faculty Composition** – IPEDS Data Center – 2011 – 2012 Provisional Data

Total Faculty and Staff and Percent by Gender

Institution Name	Grand total Faculty and Staff Full time and part time	Grand total men	Grand total women	Percent men	Percent women
College of William and Mary	3,344	1,516	1,828	45%	55%
Cornell University	12,873	6,503	6,370	51%	49%
Georgia Institute of Technology-Main Campus	10,526	6,894	3,632	65%	35%
Iowa State University	8,586	4,577	4,009	53%	47%
Michigan State University	14,404	6,898	7,506	48%	52%
North Carolina State University at Raleigh	11,627	6,109	5,518	53%	47%
Ohio State University-Main Campus	30,643	12,706	17,937	41%	59%
Pennsylvania State University-Main Campus	18,126	9,540	8,586	53%	47%
Purdue University-Main Campus	15,163	8,061	7,102	53%	47%
Rutgers University-New Brunswick	11,235	5,493	5,742	49%	51%
Stony Brook University	5,561	3,159	2,402	57%	43%
Texas A & M University-College Station	10,866	5,714	5,152	53%	47%
The University of Texas at Austin	24,765	12,851	11,914	52%	48%
University at Buffalo	6,294	3,334	2,960	53%	47%
University of California-Berkeley	15,957	8,328	7,629	52%	48%
University of California-Davis	16,167	7,693	8,474	48%	52%
University of Colorado Boulder	9,818	5,296	4,522	54%	46%
University of Florida	18,070	8,868	9,202	49%	51%
University of Illinois at Urbana-Champaign	16,436	9,023	7,413	55%	45%
University of Maryland-College Park	13,451	7,204	6,247	54%	46%
University of Michigan-Ann Arbor	24,674	11,667	13,007	47%	53%
University of Minnesota-Twin Cities	22,608	10,784	11,824	48%	52%
University of Missouri-Columbia	19,681	8,385	11,296	43%	57%
University of Oregon	6,074	2,757	3,317	45%	55%

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Institution Name	Grand total Faculty and Staff Full time and part time	Grand total men	Grand total women	Percent men	Percent women
University of Pittsburgh-Pittsburgh Campus	14,928	7,114	7,814	48%	52%
University of Southern California	19,144	9,152	9,992	48%	52%
University of Virginia-Main Campus	10,169	5,220	4,949	51%	49%
University of Washington-Seattle Campus	21,755	10,294	11,461	47%	53%
University of Wisconsin-Madison	21,154	11,010	10,144	52%	48%
Virginia Commonwealth University	7,511	3,418	4,093	46%	54%
Virginia Polytechnic Institute and State University	10,275	5,485	4,790	53%	47%
Washington State University	7,371	3,646	3,725	49%	51%
Average Among Cohort	**14,352**	**7,147**	**7,205**	**50%**	**50%**

Integrated Postsecondary Education Data System (IPEDS): March 11, 2013

Faculty and Staff Composition by Race and Ethnicity
Percent

Institution Name	American Indian or Alaska Native Percent	Asian percent	Black or African American percent	Hispanic or Latino percent	Native Hawaiian or Other Pacific Islander percent	White percent	Two or more races percent	Race/ ethnicity unknown percent	Nonresident alien percent
College of William and Mary	0.1%	2.4%	11.6%	2.0%	0.2%	73.0%	0.8%	4.2%	5.7%
Cornell University	0.2%	5.4%	2.6%	2.4%	0.0%	74.7%	0.7%	1.9%	12.1%
Georgia Institute of Technology-Main Campus	0.2%	11.0%	15.8%	2.6%	0.0%	55.0%	0.3%	1.1%	13.9%
Iowa State University	0.2%	4.8%	2.0%	2.0%	0.0%	74.5%	0.3%	0.0%	16.2%
Michigan State University	0.5%	4.6%	5.7%	4.1%	0.0%	71.9%	0.6%	0.7%	12.0%
North Carolina State University at Raleigh	0.2%	3.6%	9.9%	2.9%	0.1%	67.4%	0.7%	2.8%	12.5%
Ohio State University-Main Campus	0.2%	4.1%	9.2%	1.9%	0.0%	71.6%	0.6%	4.0%	8.4%
Pennsylvania State University-Main Campus	0.4%	2.8%	2.5%	1.9%	0.0%	72.8%	0.7%	6.8%	12.2%
Purdue University-Main Campus	0.3%	5.7%	2.6%	2.5%	0.0%	71.7%	0.7%	0.4%	16.1%
Rutgers University-New Brunswick	0.2%	7.4%	8.2%	7.1%	0.0%	52.7%	0.4%	14.6%	9.3%
Stony Brook University	0.2%	6.2%	3.7%	4.6%	0.0%	63.4%	0.0%	0.7%	21.2%
Texas A & M University-College Station	0.3%	4.8%	7.1%	10.5%	0.4%	62.4%	0.3%	0.9%	13.2%
The University of Texas at Austin	0.3%	7.6%	5.2%	15.7%	0.0%	58.3%	1.0%	0.0%	11.9%
University at Buffalo	0.6%	5.5%	4.8%	1.6%	0.0%	78.8%	0.1%	0.0%	8.6%
University of California-Berkeley	0.4%	16.3%	6.1%	8.3%	0.1%	46.0%	0.3%	13.7%	8.8%
University of California-Davis	0.8%	16.3%	3.0%	9.4%	0.1%	59.7%	0.3%	4.4%	6.1%
University of Colorado Boulder	0.6%	5.9%	1.8%	7.4%	0.0%	70.1%	0.0%	6.3%	8.0%
University of Florida	0.2%	5.8%	8.5%	5.5%	0.1%	66.8%	0.8%	0.8%	11.5%
University of Illinois at Urbana-Champaign	0.2%	5.7%	5.8%	3.0%	0.0%	65.9%	1.0%	0.9%	17.4%
University of Maryland-College Park	0.2%	7.8%	11.7%	5.0%	0.1%	53.0%	0.5%	6.6%	15.2%
University of Michigan-Ann Arbor	0.3%	7.9%	6.1%	3.1%	0.1%	68.9%	1.4%	1.1%	11.2%
University of Minnesota-Twin Cities	0.5%	6.0%	4.1%	2.2%	0.1%	75.0%	0.7%	1.5%	9.9%
University of Missouri-Columbia	0.5%	3.5%	5.9%	1.8%	0.1%	80.7%	0.4%	0.9%	6.2%
University of Oregon	1.2%	4.2%	1.4%	3.4%	0.3%	76.4%	0.1%	6.7%	6.3%

Institution Name	American Indian or Alaska Native Percent	Asian percent	Black or African American percent	Hispanic or Latino percent	Native Hawaiian or Other Pacific Islander percent	White percent	Two or more races percent	Race/ ethnicity unknown percent	Nonresident alien percent
University of Pittsburgh-Pittsburgh Campus	0.1%	7.7%	5.7%	1.5%	0.1%	72.5%	0.3%	0.5%	11.7%
University of Southern California	0.2%	15.9%	7.6%	20.5%	0.1%	37.9%	2.3%	6.1%	9.4%
University of Virginia-Main Campus	0.1%	4.5%	8.8%	1.2%	0.0%	73.5%	0.4%	3.1%	8.4%
University of Washington-Seattle Campus	0.4%	11.6%	2.8%	3.8%	0.2%	57.4%	2.2%	15.3%	6.3%
University of Wisconsin-Madison	0.3%	5.1%	1.9%	2.9%	0.0%	70.5%	0.4%	8.1%	10.8%
Virginia Commonwealth University	0.4%	5.8%	14.4%	2.5%	0.1%	68.2%	1.3%	0.9%	6.5%
Virginia Polytechnic Institute and State University	0.3%	3.7%	3.9%	1.8%	0.0%	74.7%	0.7%	0.2%	14.6%
Washington State University	0.6%	3.9%	1.2%	3.9%	0.2%	64.5%	1.3%	13.8%	10.7%
Average among Cohort	**0.3%**	**6.7%**	**6.0%**	**4.7%**	**0.1%**	**66.6%**	**0.7%**	**4.0%**	**11.0%**

Part-time and Full-time Faculty (Instruction, Research and Public Service)
Total and by Gender

Institution Name	Total Faculty	Instruction/ research/ public service Faculty - men	Instruction/ research/ public service Faculty - women	Instruction/ research/ public service Faculty - men	Instruction/ research/ public service Faculty - women
College of William and Mary	850	512	338	60.2%	39.8%
Cornell University	2,989	1,995	994	66.7%	33.3%
Georgia Institute of Technology-Main Campus	1,225	921	304	75.2%	24.8%
Iowa State University	2,509	1,543	966	61.5%	38.5%
Michigan State University	2,962	1,822	1,140	61.5%	38.5%
North Carolina State University at Raleigh	2,075	1,389	686	66.9%	33.1%
Ohio State University-Main Campus	4,690	2,852	1,838	60.8%	39.2%
Pennsylvania State University-Main Campus	3,656	2,241	1,415	61.3%	38.7%
Purdue University-Main Campus	2,656	1,770	886	66.6%	33.4%
Rutgers University-New Brunswick	3,645	2,094	1,551	57.4%	42.6%
Stony Brook University	2,265	1,432	833	63.2%	36.8%
Texas A & M University-College Station	2,466	1,666	800	67.6%	32.4%
The University of Texas at Austin	2,964	1,837	1,127	62.0%	38.0%
University at Buffalo	2,230	1,364	866	61.2%	38.8%
University of California-Berkeley	4,096	2,556	1,540	62.4%	37.6%
University of California-Davis	4,264	2,547	1,717	59.7%	40.3%
University of Colorado Boulder	3,789	2,281	1,508	60.2%	39.8%
University of Florida	5,140	3,158	1,982	61.4%	38.6%
University of Illinois at Urbana-Champaign	3,083	2,042	1,041	66.2%	33.8%
University of Maryland-College Park	4,186	2,625	1,561	62.7%	37.3%
University of Michigan-Ann Arbor	7,192	4,396	2,796	61.1%	38.9%
University of Minnesota-Twin Cities	5,344	3,229	2,115	60.4%	39.6%
University of Missouri-Columbia	4,456	2,617	1,839	58.7%	41.3%
University of Oregon	1,855	956	899	51.5%	48.5%
University of Pittsburgh-Pittsburgh Campus	5,823	3,436	2,387	59.0%	41.0%

Institution Name	Total Faculty	Instruction/ research/ public service Faculty - men	Instruction/ research/ public service Faculty - women	Instruction/ research/ public service Faculty - men	Instruction/ research/ public service Faculty - women
University of Southern California	5,017	3,042	1,975	60.6%	39.4%
University of Virginia-Main Campus	2,283	1,510	773	66.1%	33.9%
University of Washington-Seattle Campus	4,792	2,793	1,999	58.3%	41.7%
University of Wisconsin-Madison	4,146	2,566	1,580	61.9%	38.1%
Virginia Commonwealth University	3,395	1,816	1,579	53.5%	46.5%
Virginia Polytechnic Institute and State University	2,537	1,661	876	65.5%	34.5%
Washington State University	2,055	1,134	921	55.2%	44.8%
Average Among Cohort	**3,457**	**2,119**	**1,339**	**61.3%**	**38.7%**

Integrated Postsecondary Education Data System (IPEDS): March 11, 2013

Faculty by Race and Ethnicity at a Percent of Total Faculty

Institution Name	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races total	Race/ ethnicity unknown	Nonresident alien
College of William and Mary	0.2%	4.7%	2.8%	2.0%	0.0%	81.3%	0.6%	3.8%	4.6%
Cornell University	0.3%	8.1%	2.4%	2.8%	0.0%	71.4%	0.2%	0.7%	14.1%
Georgia Institute of Technology-Main Campus	0.0%	18.7%	3.2%	2.7%	0.0%	71.9%	0.2%	0.5%	2.9%
Iowa State University	0.2%	11.8%	1.8%	2.2%	0.0%	72.1%	0.2%	0.0%	11.7%
Michigan State University	0.6%	10.7%	4.5%	3.0%	0.1%	76.1%	0.2%	0.2%	4.6%
North Carolina State University at Raleigh	0.2%	7.3%	3.6%	3.0%	0.0%	79.1%	0.5%	2.6%	3.8%
Ohio State University-Main Campus	0.2%	10.0%	3.8%	2.7%	0.0%	73.4%	0.3%	3.7%	5.9%
Pennsylvania State University-Main Campus	0.3%	7.0%	3.0%	2.8%	0.0%	74.0%	0.3%	5.9%	6.5%
Purdue University-Main Campus	0.1%	13.4%	2.4%	2.7%	0.0%	69.5%	0.5%	0.1%	11.3%
Rutgers University-New Brunswick	0.1%	8.8%	2.8%	2.2%	0.0%	55.2%	0.3%	19.1%	11.4%
Stony Brook University	0.3%	10.2%	2.8%	2.1%	0.0%	71.4%	0.0%	0.4%	12.8%
Texas A & M University-College Station	0.3%	11.4%	3.6%	5.0%	1.6%	73.0%	0.2%	0.8%	4.1%
The University of Texas at Austin	0.4%	3.7%	3.4%	5.2%	0.0%	70.1%	0.5%	0.0%	16.6%
University at Buffalo	0.5%	10.6%	4.3%	1.9%	0.0%	77.1%	0.1%	0.0%	5.4%
University of California-Berkeley	0.4%	13.7%	2.4%	4.3%	0.0%	54.7%	0.1%	12.7%	11.7%
University of California-Davis	0.5%	20.3%	1.7%	4.8%	0.0%	59.1%	0.2%	4.6%	8.7%
University of Colorado Boulder	0.3%	6.4%	1.3%	4.4%	0.0%	74.4%	0.0%	6.0%	7.2%
University of Florida	0.1%	11.7%	3.4%	5.8%	0.1%	73.2%	0.6%	0.6%	4.5%
University of Illinois at Urbana-Champaign	0.2%	10.8%	3.5%	4.0%	0.0%	64.0%	0.6%	1.0%	16.0%
University of Maryland-College Park	0.1%	10.6%	4.1%	3.1%	0.1%	63.7%	0.3%	6.0%	12.1%
University of Michigan-Ann Arbor	0.3%	12.5%	3.1%	3.1%	0.1%	63.4%	1.0%	0.9%	15.8%
University of Minnesota-Twin Cities	0.5%	9.4%	2.1%	2.2%	0.0%	73.2%	0.5%	1.6%	10.5%
University of Missouri-Columbia	0.3%	8.2%	2.6%	2.3%	0.1%	76.9%	0.2%	0.9%	8.4%
University of Oregon	0.9%	5.2%	0.6%	3.3%	0.1%	75.1%	0.0%	6.7%	8.0%
University of Pittsburgh-Pittsburgh Campus	0.1%	13.6%	2.2%	2.1%	0.1%	67.2%	0.1%	0.3%	14.3%
University of Southern California	0.1%	16.4%	3.4%	5.8%	0.1%	66.2%	1.4%	3.9%	2.8%

Institution Name	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races total	Race/ ethnicity unknown	Nonresident alien
University of Virginia-Main Campus	0.3%	7.9%	3.4%	1.8%	0.0%	83.3%	0.3%	0.4%	2.8%
University of Washington-Seattle Campus	0.3%	11.6%	1.7%	3.3%	0.0%	72.0%	1.2%	7.3%	2.5%
University of Wisconsin-Madison	0.3%	7.5%	1.7%	2.7%	0.0%	76.6%	0.5%	7.5%	3.1%
Virginia Commonwealth University	0.2%	7.8%	5.3%	2.8%	0.0%	75.3%	0.9%	1.2%	6.5%
Virginia Polytechnic Institute and State University	0.4%	8.7%	2.7%	3.0%	0.1%	75.7%	0.5%	0.0%	9.0%
Washington State University	0.2%	6.6%	0.9%	2.6%	0.2%	59.8%	1.0%	19.1%	9.6%
Average Among Cohort	**0.3%**	**10.2%**	**2.8%**	**3.2%**	**0.1%**	**70.9%**	**0.4%**	**3.7%**	**8.4%**

Graduate Assistants – Part-time and Full-time
Total and By Gender

Institution Name	Graduate Assistants	Graduate Assistants - Men	Graduate Assistants - Women	Graduate Assistants - Men %	Graduate Assistants - Women %
College of William and Mary	744	340	404	46%	54%
Cornell University	2,591	1,472	1,119	57%	43%
Georgia Institute of Technology-Main Campus	3,460	2,602	858	75%	25%
Iowa State University	2,470	1,487	983	60%	40%
Michigan State University	3,065	1,642	1,423	54%	46%
North Carolina State University at Raleigh	2,948	1,702	1,246	58%	42%
Ohio State University-Main Campus	4,154	2,331	1,823	56%	44%
Pennsylvania State University-Main Campus	4,626	2,673	1,953	58%	42%
Purdue University-Main Campus	4,604	2,912	1,692	63%	37%
Rutgers University-New Brunswick	1,857	1,019	838	55%	45%
Stony Brook University	1,000	712	288	71%	29%
Texas A & M University-College Station	2,729	1,576	1,153	58%	42%
The University of Texas at Austin	6,323	3,643	2,680	58%	42%
University at Buffalo	1,196	661	535	55%	45%
University of California-Berkeley	4,486	2,651	1,835	59%	41%
University of California-Davis	3,927	2,004	1,923	51%	49%
University of Colorado Boulder	2,566	1,516	1,050	59%	41%
University of Florida	4,354	2,410	1,944	55%	45%
University of Illinois at Urbana-Champaign	5,319	3,197	2,122	60%	40%
University of Maryland-College Park	4,069	2,287	1,782	56%	44%
University of Michigan-Ann Arbor	3,760	2,233	1,527	59%	41%
University of Minnesota-Twin Cities	5,349	2,768	2,581	52%	48%
University of Missouri-Columbia	2,613	1,390	1,223	53%	47%
University of Oregon	1,434	678	756	47%	53%
University of Pittsburgh-Pittsburgh Campus	2,040	1,099	941	54%	46%
University of Southern California	2,521	1,431	1,090	57%	43%

Institution Name	Graduate Assistants	Graduate Assistants - Men	Graduate Assistants - Women	Graduate Assistants - Men %	Graduate Assistants - Women %
University of Virginia-Main Campus	1,781	985	796	55%	45%
University of Washington-Seattle Campus	3,342	1,761	1,581	53%	47%
University of Wisconsin-Madison	5,278	2,921	2,357	55%	45%
Virginia Commonwealth University	860	394	466	46%	54%
Virginia Polytechnic Institute and State University	3,125	1,890	1,235	60%	40%
Washington State University	1,663	886	777	53%	47%
Average Among Cohort	**3,133**	**1,790**	**1,343**	**57%**	**43%**

**Graduate Assistants – Part-time and Full-time
Total and By Race and Ethnicity**

Institution Name	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race/ ethnicity unknown	Non-resident alien
College of William and Mary	0.0%	1.6%	2.6%	2.0%	0.5%	65.7%	2.3%	7.0%	18.3%
Cornell University	0.1%	6.8%	1.7%	3.0%	0.1%	40.5%	1.6%	5.4%	40.8%
Georgia Institute of Technology-Main Campus	0.2%	14.7%	2.9%	3.3%	0.0%	39.9%	0.6%	0.9%	37.5%
Iowa State University	0.2%	1.7%	2.7%	2.3%	0.0%	49.3%	0.4%	0.0%	43.4%
Michigan State University	0.2%	2.4%	4.2%	3.2%	0.0%	47.1%	1.3%	2.9%	38.6%
North Carolina State University at Raleigh	0.2%	2.6%	3.4%	2.5%	0.1%	51.8%	0.8%	0.9%	37.6%
Ohio State University-Main Campus	0.2%	2.8%	2.4%	3.1%	0.0%	50.6%	0.8%	4.0%	36.0%
Pennsylvania State University-Main Campus	0.3%	2.5%	3.0%	2.4%	0.0%	36.4%	0.5%	12.6%	42.2%
Purdue University-Main Campus	0.2%	6.7%	2.7%	2.6%	0.0%	41.7%	0.8%	0.4%	44.8%
Rutgers University-New Brunswick	0.2%	3.7%	1.8%	2.7%	0.0%	28.4%	0.4%	29.3%	33.4%
Stony Brook University	0.1%	1.3%	1.1%	0.7%	0.0%	25.2%	0.0%	1.0%	70.6%

Institution Name	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race/ethnicity unknown	Non-resident alien
Texas A & M University-College Station	0.4%	3.0%	3.5%	6.2%	0.1%	42.4%	0.5%	1.4%	42.4%
The University of Texas at Austin	0.1%	9.7%	2.5%	7.8%	0.0%	50.3%	0.8%	0.0%	28.7%
University at Buffalo	0.4%	4.8%	1.3%	1.1%	0.1%	58.1%	0.2%	0.0%	33.9%
University of California-Berkeley	0.2%	14.2%	2.2%	5.1%	0.1%	34.0%	0.3%	23.6%	20.3%
University of California-Davis	0.7%	16.1%	1.7%	6.2%	0.1%	52.0%	0.3%	7.7%	15.1%
University of Colorado Boulder	0.6%	3.8%	1.2%	4.1%	0.0%	62.9%	0.0%	7.7%	19.7%
University of Florida	0.2%	2.6%	3.0%	4.6%	0.1%	46.3%	0.9%	2.3%	39.9%
University of Illinois at Urbana-Champaign	0.1%	6.0%	2.6%	3.3%	0.0%	43.3%	1.4%	0.8%	42.5%
University of Maryland-College Park	0.1%	5.1%	3.6%	2.5%	0.1%	41.5%	0.3%	10.4%	36.3%
University of Michigan-Ann Arbor	0.2%	6.8%	2.4%	3.9%	0.0%	47.4%	1.9%	0.6%	36.9%
University of Minnesota-Twin Cities	0.4%	5.1%	1.9%	2.3%	0.1%	56.7%	1.1%	3.9%	28.6%
University of Missouri-Columbia	0.2%	2.5%	3.0%	2.3%	0.1%	60.8%	0.7%	0.7%	29.7%
University of Oregon	0.8%	4.5%	1.4%	3.4%	0.1%	66.1%	0.1%	8.8%	14.9%
University of Pittsburgh-Pittsburgh Campus	0.1%	3.1%	3.0%	1.3%	0.2%	51.4%	0.2%	1.1%	39.5%
University of Southern California	0.1%	6.9%	1.3%	4.4%	0.0%	15.6%	0.8%	21.5%	49.5%
University of Virginia-Main Campus	0.1%	2.4%	2.2%	1.0%	0.1%	48.7%	0.4%	15.2%	30.0%
University of Washington-Seattle Campus	0.2%	3.5%	0.6%	1.6%	0.1%	22.3%	1.3%	47.7%	22.7%
University of Wisconsin-Madison	0.3%	3.8%	1.7%	2.2%	0.0%	48.0%	0.3%	14.8%	28.8%
Virginia Commonwealth University	0.3%	5.5%	6.3%	3.8%	0.1%	55.2%	1.5%	0.5%	26.7%
Virginia Polytechnic Institute and State University	0.1%	2.9%	2.9%	2.3%	0.0%	49.9%	1.2%	0.7%	40.1%
Washington State University	0.4%	3.2%	1.4%	4.3%	0.1%	51.0%	1.3%	5.5%	32.9%
Average Among Cohort	**0.3%**	**5.1%**	**2.4%**	**3.2%**	**0.1%**	**46.3%**	**0.8%**	**7.5%**	**34.4%**

Notes

IPEDs reports race and ethnicity in the categories of *American Indian or Alaska Native[1], Asian/Native Hawaiian/Pacific Islander[2], Asian[3], Native Hawaiian or Other Pacific Islander[4], Black or African American[5], Hispanic/Latino[6], White[7], Race/Ethnicity Unknown[8], Non-Resident Alien[9] and Two or More Races[10]* . For the purposes of analysis, American Indian/Alaska Native, Asian/Native Hawaiian/Pacific Islander and Native Hawaiian/Other Pacific Islander categories were combined due to the low numbers in each group.

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[1] American Indian or Alaska Native - A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

[2] Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, and Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

[3] Asian (new definition) - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

[4] Native Hawaiian or Other Pacific Islander (new definition) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

[5] Black non-Hispanic - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

[6] Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

[7] White, non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

[8] Race/Ethnicity Unknown - This category is used ONLY if the student did not select a racial/ethnic designation, AND the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

[9] Non-Resident Alien - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

[10] Two or more races - Percent of total enrollment that are two or more.

Attachment 3
Carnegie Classification Summary

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
College of William and Mary	Public	7,874	RU/H: Research Universities (high research activity)	A&S-F/SGC: Arts & sciences focus, some graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	M4/HR: Medium four-year, highly residential
Cornell University	Private not-for-profit	20,633	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/HR: Large four-year, highly residential
Georgia Institute of Technology-Main Campus	Public	20,291	RU/VH: Research Universities (very high research activity)	Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/HR: Large four-year, highly residential
Iowa State University	Public	27,925	RU/VH: Research Universities (very high research activity)	Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
Michigan State University	Public	47,071	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
North Carolina State University at Raleigh	Public	33,819	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	Doc/STEM: Doctoral, STEM dominant	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
Ohio State University-Main Campus	Public	55,014	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/NR: Large four-year, primarily nonresidential
Pennsylvania State University-Main Campus	Public	45,185	RU/VH: Research Universities (very high research activity)	Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
Purdue University-Main Campus	Public	41,052	RU/VH: Research Universities (very high research activity)	Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
Rutgers University-New Brunswick	Public	37,366	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/HR: Large four-year, highly residential
Stony Brook University	Public	24,681	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/HR: Large four-year, highly residential
Texas A & M University-College Station	Public	48,702	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/NR: Large four-year, primarily nonresidential
The University of Texas at Austin	Public	50,995	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/NR: Large four-year, primarily nonresidential
University at Buffalo	Public	28,881	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
University of California-Berkeley	Public	35,830	RU/VH: Research Universities (very high research activity)	A&S-F/HGC: Arts & sciences focus, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	MU: Majority undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential
University of California-Davis	Public	31,247	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential
University of Colorado Boulder	Public	33,010	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/NR: Large four-year, primarily nonresidential
University of Florida	Public	50,691	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
University of Illinois at Urbana-Champaign	Public	43,881	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
University of Maryland-College Park	Public	37,195	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential
University of Michigan-Ann Arbor	Public	41,674	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
University of Minnesota-Twin Cities	Public	51,659	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/NR: Large four-year, primarily nonresidential
University of Missouri-Columbia	Public	31,237	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential
University of Oregon	Public	22,335	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	HU: High undergraduate	FT4/S/HTI: Full-time four-year, selective, higher transfer-in	L4/NR: Large four-year, primarily nonresidential

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
University of Pittsburgh-Pittsburgh Campus	Public	28,328	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential
University of Southern California	Public	34,824	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in	L4/R: Large four-year, primarily residential
University of Virginia-Main Campus	Public	24,355	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
University of Washington-Seattle Campus	Public	45,943	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/NR: Large four-year, primarily nonresidential
University of Wisconsin-Madison	Public	41,654	RU/VH: Research Universities (very high research activity)	A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	MU: Majority undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential

Institution	Control	Student Pop	Basic Classification	Undergraduate Instructional Program	Graduate Instructional Program	Enrollment Profile	Undergraduate Profile	Size and Setting
Virginia Commonwealth University	Public	32,172	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/S/HTI: Full-time four-year, selective, higher transfer-in	L4/NR: Large four-year, primarily nonresidential
Virginia Polytechnic Institute and State University	Public	30,870	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	Doc/STEM: Doctoral, STEM dominant	HU: High undergraduate	FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in	L4/R: Large four-year, primarily residential
Washington State University	Public	26,101	RU/VH: Research Universities (very high research activity)	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary	HU: High undergraduate	FT4/S/HTI: Full-time four-year, selective, higher transfer-in	L4/R: Large four-year, primarily residential

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Classification Description

The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970 to support its research program. The Basic Classification was published for use in 1973, and subsequently updated in 1976, 1987, 1994, 2000, and 2005. The 2005 edition involved some significant changes from the previous releases by dividing Associate's colleges into subcategories and using a multi-measure research index to classify doctorate-granting institutions. The 2010 update retains the same classification structure as the 2005 edition. Please see the Basic Classification Methodology for details regarding how this classification is calculated.

The Basic Classification Categories are as follows.

Associate's Colleges. Includes institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. Excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions.

- Assoc/Pub-R-S: Associate's—Public Rural-serving Small
- Assoc/Pub-R-M: Associate's—Public Rural-serving Medium
- Assoc/Pub-R-L: Associate's—Public Rural-serving Large
- Assoc/Pub-S-SC: Associate's—Public Suburban-serving Single Campus
- Assoc/Pub-S-MC: Associate's—Public Suburban-serving Multicampus
- Assoc/Pub-U-SC: Associate's—Public Urban-serving Single Campus
- Assoc/Pub-U-MC: Associate's—Public Urban-serving Multicampus
- Assoc/Pub-Spec: Associate's—Public Special Use
- Assoc/PrivNFP: Associate's—Private Not-for-profit
- Assoc/PrivFP: Associate's—Private For-profit
- Assoc/Pub2in4: Associate's—Public 2-year Colleges under Universities
- Assoc/Pub4: Associate's—Public 4-year, Primarily Associate's
- Assoc/PrivNFP4: Associate's—Private Not-for-profit 4-year, Primarily Associate's
- Assoc/PrivFP4: Associate's—Private For-profit 4-year, Primarily Associate's

Doctorate-granting Universities. Includes institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

- RU/VH: Research Universities (very high research activity)
- RU/H: Research Universities (high research activity)
- DRU: Doctoral/Research Universities

Master's Colleges and Universities. Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions – see Methodology). Excludes Special Focus Institutions and Tribal Colleges.

- Master's/L: Master's Colleges and Universities (larger programs)
- Master's/M: Master's Colleges and Universities (medium programs)
- Master's/S: Master's Colleges and Universities (smaller programs)

Baccalaureate Colleges. Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year. (Some institutions above the master's degree threshold are also included; see Methodology.) Excludes Special Focus Institutions and Tribal Colleges.

- Bac/A&S: Baccalaureate Colleges—Arts & Sciences
- Bac/Diverse: Baccalaureate Colleges—Diverse Fields
- Bac/Assoc: Baccalaureate/Associate's Colleges

Special Focus Institutions. Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (above 75%) is in a single field or set of related fields. Excludes Tribal Colleges.

- Spec/Faith: Theological seminaries, Bible colleges, and other faith-related institutions
- Spec/Medical: Medical schools and medical centers

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- Spec/Health: Other health profession schools
- Spec/Engg: Schools of engineering
- Spec/Tech: Other technology-related schools
- Spec/Bus: Schools of business and management
- Spec/Arts: Schools of art, music, and design
- Spec/Law: Schools of law
- Spec/Other: Other special-focus institutions

Tribal Colleges. Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

- Tribal: Tribal Colleges

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 and 2010. Institutions might be classified differently using a different time frame.

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Classification Description
Undergraduate Instructional Program Classification

The Undergraduate Instructional Program Classification focuses attention on undergraduate education, regardless of the presence or extent of graduate education. Undergraduate education is an essential component of what most colleges and universities do, as the vast majority of U.S. institutions of higher education teach undergraduates. Indeed, even at institutions with strong commitments to graduate education and the production of new knowledge through research and scholarship, the undergraduate program usually accounts for the majority of student enrollment. (Similarly, our undergraduate profile classification focuses on the undergraduate population at all institutions with undergraduates). For specific information regarding how this classification is calculated, please see the Undergraduate Instructional Program Methodology.

The Undergraduate Instructional Program Classification is based on three pieces of information: the level of undergraduate degrees awarded (associate's or bachelor's), the proportion of bachelor's degree majors in the arts and sciences and in professional fields, and the extent to which an institution awards graduate degrees in the same fields in which it awards undergraduate degrees. All categories in this classification are determined using degree conferral data from the update year (2008-2009).

The distinction between arts and sciences and professional undergraduate majors is one that has been made in the Classification since 1987 (but only for undergraduate colleges), and researchers and others in the higher education community have also made similar distinctions. We are extending and elaborating the previous analysis by (1) applying it to almost all baccalaureate-level institutions, (2) making finer distinctions along the arts & sciences – professions continuum, and (3) recognizing a "middle ground" where the two domains exist in relative balance with respect to graduating students' major concentrations.

A high concentration of majors in the arts and sciences is not the same as a liberal arts education, and we do not view any particular location on this continuum as the special province of liberal education. Examples of high-quality liberal education exist across the spectrum.

Some institutions enroll no graduate students. Others may have graduate programs that operate relatively independently of the undergraduate program (such as a law school). Still others offer graduate education in most or all fields where they have undergraduate programs, and, of course, some institutions fall between these extremes. By examining the number of undergraduate fields in which we also see graduate degrees (as determined by overlap in the four-digit Department of Education CIP* codes under which baccalaureate and graduate degrees are recorded), we can locate institutions along this continuum of undergraduate-graduate "coexistence." Departments that teach only undergraduates can differ in many ways from those that also train graduate students. Examples of such differences include faculty activities and instructional resources.

It is important to emphasize that we do not view these continua (arts & sciences – professions or graduate coexistence) as signifying gradations in value or quality.

The categories are as follows:

Assoc: Associate's.
These institutions awarded associate's degrees but no bachelor's degrees.

Assoc–Dom: Associate's Dominant.
These institutions awarded both associate's and bachelor's degrees, but the majority of degrees awarded were at the associate's level.

A&S-F/NGC: Arts & sciences focus, no graduate coexistence.
At least 80 percent of bachelor's degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors.

A&S-F/SGC: Arts & sciences focus, some graduate coexistence.
At least 80 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.

A&S-F/HGC: Arts & sciences focus, high graduate coexistence.
At least 80 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

A&S+Prof/NGC: Arts & sciences plus professions, no graduate coexistence.
60–79 percent of bachelor's degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors.

A&S+Prof/SGC: Arts & sciences plus professions, some graduate coexistence.
60–79 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.

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A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence.
60–79 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Bal/NGC: Balanced arts & sciences/professions, no graduate coexistence.
Bachelor's degrees awarded were relatively balanced between arts and sciences and professional fields (41–59 percent in each), and no graduate degrees were awarded in fields corresponding to undergraduate majors.

Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence.
Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41–59 percent in each), and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.

Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence.
Bachelor's degree majors were relatively balanced between arts and sciences and professional fields (41–59 percent in each), and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Prof+A&S/NGC: Professions plus arts & sciences, no graduate coexistence.
According to the degree data, 60–79 percent of bachelor's degree majors were in professional fields (such as business, education, engineering, health, and social work), and no graduate degrees were awarded in fields corresponding to undergraduate majors.

Prof+A&S/SGC: Professions plus arts & sciences, some graduate coexistence.
60–79 percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.

Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence.
60–79 percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Prof–F/NGC: Professions focus, no graduate coexistence.
At least 80 percent of bachelor's degree majors were in professional fields (such as business, education, engineering, health, and social work), and no graduate degrees were awarded in fields corresponding to undergraduate majors.

Prof–F/SGC: Professions focus, some graduate coexistence.
At least 80 percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in up to half of the fields corresponding to undergraduate majors.

Prof–F/HGC: Professions focus, high graduate coexistence.
At least 80 percent of bachelor's degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 and 2010. Institutions might be classified differently using a different time frame.

* CIP = Classification of Instructional Program

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Classification Description

Graduate Instructional Program Classification

As a companion to the Undergraduate Instructional Program classification, this classification examines the nature of graduate education, with a special focus on the mix of graduate programs across fields of study. In this classification, a single graduate-level degree qualifies an institution for inclusion. For more information regarding how this classification is calculated, please see the Graduate Instructional Program Methodology.

The classification is based on the level of graduate degrees awarded (master's degrees, and doctoral degrees categorized as either research, professional practice, or other doctorate), the number of fields represented by the degrees awarded, and the mix or concentration of degrees by broad disciplinary domain. The classification has two parts: one for institutions that do not award research doctorates, and one for doctoral-level institutions (based on the record of degree conferrals, not program offerings). Within each group, we then classify institutions with respect to the breadth of graduate offerings and the concentration of degrees in certain fields or combinations of fields.

For two categories of doctorate-granting institutions, we distinguish institutions offering medical education (defined as human or veterinary medical education, including allopathic medicine, osteopathic medicine, dentistry, and veterinary medicine). Institutions in other categories may also offer medical education, but the numbers were not large enough to justify subcategories, and we judged it preferable to differentiate with respect to the other graduate fields, rather than with respect to the presence or absence of medical education.

NOTE: Because a single research doctorate degree (as defined in the IPEDS data collection of the National Center for Education Statistics) qualifies an institution for inclusion in the doctoral categories, institutions with large master's or professional programs and modest doctoral-level programs are currently classified according to their doctoral programs.

The categories are listed below. The term "comprehensive" is used here to denote comprehensiveness of offerings across a range of fields.

S-Postbac/Ed: Single Postbaccalaureate (education)
These institutions awarded master's degrees in education but not in other fields.

S-Postbac/Bus: Single Postbaccalaureate (business)
These institutions awarded master's degrees in business but not in other fields.

S-Postbac/Other: Single Postbaccalaureate (other field)
These institutions awarded master's or professional degrees in a single field other than education or business.

Postbac-Comp: Postbaccalaureate comprehensive
These institutions awarded master's degrees in the humanities, social sciences, and STEM* fields, as well as degrees in one or more professional fields.

Postbac-A&S: Postbaccalaureate, Arts & Sciences dominant
These institutions awarded master's degrees in some arts and sciences fields. They may also award master's or professional degrees in other fields, but in lesser numbers.

Postbac-A&S/Ed: Postbaccalaureate with Arts & Sciences (education dominant)
These institutions awarded master's degrees in both arts and sciences and professional fields, and the field with the largest number of graduate degrees was education.

Postbac-A&S/Bus: Postbaccalaureate with Arts & Sciences (business dominant)
These institutions awarded master's degrees in both arts and sciences and professional fields, and the field with the largest number of graduate degrees was business.

Postbac-A&S/Other: Postbaccalaureate with Arts & Sciences (other dominant fields)
These institutions awarded master's degrees in both arts and sciences and professional fields, and the field with the largest number of graduate degrees was a professional field other than business or education.

Postbac-Prof/Ed: Postbaccalaureate professional (education dominant)
These institutions awarded master's or professional degrees in professional fields only, and the field with the largest number of graduate degrees was education.

Postbac-Prof/Bus: Postbaccalaureate professional (business dominant)
These institutions awarded master's or professional degrees in professional fields only, and the field with the largest number of graduate degrees was business.

Postbac-Prof/Other: Postbaccalaureate professional (other dominant fields)
These institutions awarded master's or professional degrees in professional fields only, and the field with the largest number of graduate degrees was a field other than business or education.

S-Doc/Ed: Single doctoral (education)
These institutions awarded research doctorate degrees in education but not in other fields (they may have more extensive offerings at the master's or professional level).

S-Doc/Other: Single doctoral (other field)
These institutions awarded research doctoratel degrees in a single field other than education (they may have more extensive offerings at the master's or professional level).

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
These institutions awarded research doctorate degrees in the humanities, social sciences, and STEM* fields, as well as in medicine, dentistry, and/or veterinary medicine. They also offer professional education in other health professions or in fields such as business, education, engineering, law, public policy, or social work.

CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
These institutions awarded research doctorate degrees in the humanities, social sciences, and STEM* fields. They also offer professional education in fields such as business, education, engineering, law, public policy, social work, or health professions other than medicine, dentistry, or veterinary medicine.

Doc/HSS: Doctoral, humanities/social sciences dominant
These institutions awarded research doctorate degrees in a range of fields, and the largest number of research doctorates were in the humanities or social sciences. They may also offer professional education at the doctoral level or in fields such as law or medicine.

Doc/STEM: Doctoral, STEM dominant
These institutions awarded research doctorate degrees in a range of fields, and the largest number of research doctorates were in the STEM* fields. They may also offer professional education at the doctoral level or in fields such as law or medicine.

Doc/Prof: Doctoral, professions dominant
These institutions awarded research doctorate degrees in a range of fields, and the largest number of research doctorates were in professions other than engineering (such as education, health professions, public policy, or social work). They may also offer professional education in law or medicine.

* STEM: Science, technology, engineering, and mathematics.

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Classification Description

Enrollment Profile Classification

Enrollment Profile Classification provides a bird's eye view of the student population by grouping institutions according to the mix of students enrolled at the undergraduate and graduate/professional levels. Exclusively undergraduate institutions are further broken down by level (two-year and four-year). For institutions with both undergraduate and graduate/professional students, institutions are grouped according to t he distribution of full-time equivalent (FTE*) students across the two levels, giving an approximate measure of the student population's "center of gravity." As a result, it reflects important differences with respect to educational mission as well as institutional climate and culture—differences that can have implications for infrastructure, services, and resource allocation. For more information regarding how this classification is calculated, please see the Enrollment Profile Methodology.

The categories are as follows:

ExU2: Exclusively undergraduate two-year
Fall enrollment data show only undergraduates enrolled at these associate's degree granting institutions.

ExU4: Exclusively undergraduate four-year
Fall enrollment data show only undergraduates enrolled at these bachelor's degree granting institutions.

VHU: Very high undergraduate
Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10 percent of FTE* enrollment.

HU: High undergraduate
Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 10–24 percent of FTE enrollment.

MU: Majority undergraduate
Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 25–49 percent of FTE enrollment.

MGP: Majority graduate/professional
Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for at least half of FTE enrollment.

ExGP: Exclusively graduate/professional
Fall enrollment data show only graduate/professional students enrolled.

* FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 and 2010. Institutions might be classified differently using a different time frame.

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Classification Description

Undergraduate Profile Classification

The Undergraduate Profile Classification describes the undergraduate population with respect to three characteristics: the proportion of undergraduate students who attend part- or full-time; achievement characteristics of first-year, first-time students; and the proportion of entering students who transfer in from another institution. Each of these captures important differences in the nature of the undergraduate population. They do not imply differences in the quality of undergraduate education, but they have implications for how an institution serves its students. Please see the Undergraduate Profile Methodology for more detail regarding how this classification was calculated.

Some institutions serve a primarily full-time student population, while others serve large numbers of students who attend part-time due to substantial work and family commitments outside school. These differences have implications for the scheduling of classes, student services, extracurricular activities, time to degree, and other factors. Part-time students also tend to be older than full-time students, and older students bring more life experience and maturity into the classroom, often accompanied by a greater zeal for learning compared with those who have not spent any appreciable time away from formal education. Older students also generally face special challenges related to the competing obligations of school, work, and family.

Entrance examination scores describe—with limitations—the academic preparation of entering first-year students, which in turn corresponds to selectivity of undergraduate admissions. Although they should not be used as a gauge of institutional quality, admissions test scores and selectivity are widely used by institutions, academic researchers, and others in determining the comparability of colleges and universities. For all the criticisms of standardized tests, they provide the only comparable, widely available metric for students' prior academic preparation and achievement.

A measure of transfer origin identifies institutions where many undergraduates enter as first-year students and progress to graduation, as compared with those where an appreciable number of students begin their college careers elsewhere. Serving larger numbers of transfer students has a number of implications, such as the planning and assessment of general education, student advising, the structure of majors, and so on. At schools admitting large numbers of transfer students, test score data based on the first-time first-year population may not adequately describe the undergraduate population as a whole.

For some institutions, analysis of aggregate student enrollments in the Undergraduate Profile Classification can conceal the fact that two distinct programs and student populations are included. These institutions offer relatively distinct undergraduate programs—one serves a student body consisting of recent high school graduates who typically attend full-time and who reside on or close to campus (often living with other students), while the other program focuses on degree completion for returning students. Students in degree completion programs typically have families and full-time jobs, and they may attend part-time and commute to school or enroll online. For such institutions, the undergraduate profile classification may not accurately characterize either program.

The categories are as follows:

PT2: Higher part-time two-year
Fall enrollment data show at least 60 percent of undergraduates enrolled part-time at these associate's degree granting institutions.

Mix2: Mixed part/full-time two-year
Fall enrollment data show 40–59 percent of undergraduates enrolled part-time at these associate's degree granting institutions.

MFT2: Medium full-time two-year
Fall enrollment data show 10–39 percent of undergraduates enrolled part-time at these associate's degree granting institutions.

FT2: Higher full-time two-year
Fall enrollment data show less than 10 percent of undergraduates enrolled part-time at these associate's degree granting institutions.

PT4: Higher part-time four-year
Fall enrollment data show at least 40 percent of undergraduates enrolled part-time at these bachelor's degree granting institutions.

MFT4/I: Medium full-time four-year, inclusive
Fall enrollment data show 60–79 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. These institutions either did not report test score data or the scores indicate that they extend educational opportunity to a wide range of students with respect to academic preparation and achievement.

MFT4/S/LTI: Medium full-time four-year, selective, lower transfer-in
Fall enrollment data show 60–79 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions.

Test score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students' test scores places most of these institutions in roughly the middle two-fifths of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.

MFT4/S/HTI: Medium full-time four-year, selective, higher transfer-in

Fall enrollment data show 60–79 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students' test scores places most of these institutions in roughly the middle two-fifths of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.

FT4/I: Full-time four-year, inclusive

Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. These institutions either did not report test score data or the scores indicate that they extend educational opportunity to a wide range of students with respect to academic preparation and achievement.

FT4/S/LTI: Full-time four-year, selective, lower transfer-in

Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students' test scores places these institutions in roughly the middle two-fifths of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.

FT4/S/HTI: Full-time four-year, selective, higher transfer-in

Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students' test scores places these institutions in roughly the middle two-fifths of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.

FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in

Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are more selective in admissions (our analysis of first-year students' test scores places these institutions in roughly the top fifth of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.

FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in

Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Test score data for first-year students indicate that these institutions are more selective in admissions (our analysis of first-year students' test scores places these institutions in roughly the top fifth of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 and 2010. Institutions might be classified differently using a different time frame.

Institution Lookup   Standard Listings   Custom Listings   Classification Descriptions   Methodology   Summary Tables   Downloads   Links   (cc) BY   Contact

Carnegie Foundation for the Advancement of Teaching

Home > Carnegie Classifications > Descriptions > Size & Setting Classification

Classification Description

Size & Setting Classification

The Size and Setting Classification describes institutions' size and residential character. Because residential character applies to the undergraduate student body, exclusively graduate/professional institutions are not included. For detailed information regarding how this classification is calculated, please see the Size and Setting Methodology.

Size matters. It is related to institutional structure, complexity, culture, finances, and other factors. Indeed, it is probably the most influential omitted variable in the 1970 classification framework. Residential or nonresidential character reflects aspects of the campus environment, student population served, and the mix of programs and services that an institution provides.

Four-year institutions are divided into four categories of full-time equivalent (FTE*) enrollment and three categories of residential character. Neither characteristic implies differences in the quality of undergraduate education, but an institution's location along the two continua generally corresponds to a distinctive mix of educational challenges and opportunities. Because few two-year institutions serve a residential population, these institutions are classified solely based on FTE enrollment.

The residential character measure is based on two attributes: the proportion of degree-seeking undergraduates who attend full-time and the proportion living in institutionally-owned, -operated, or -affiliated housing. It is important to note the variety of situations of students who do not live in college or university housing. Some are true "commuting" students, while others may live with other students in rental housing on the periphery of campus, and still others are distance education students who rarely or never set foot on a campus. A chart illustrating the residential character categories can be found here.

The categories are as follows:

VS2: Very small two-year
Fall enrollment data show FTE* enrollment of fewer than 500 students at these associate's degree granting institutions.

S2: Small two-year
Fall enrollment data show FTE* enrollment of 500–1,999 students at these associate's degree granting institutions.

M2: Medium two-year
Fall enrollment data show FTE* enrollment of 2,000–4,999 students at these associate's degree granting institutions.

L2: Large two-year
Fall enrollment data show FTE* enrollment of 5,000–9,999 students at these associate's degree granting institutions.

VL2: Very large two-year
Fall enrollment data show FTE* enrollment of at least 10,000 students at these associate's degree granting institutions.

VS4/NR: Very small four-year, primarily nonresidential
Fall enrollment data show FTE* enrollment of fewer than 1,000 degree-seeking students at these bachelor's degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus** and/or fewer than 50 percent attend full time (includes exclusively distance education institutions).

VS4/R: Very small four-year, primarily residential
Fall enrollment data show FTE enrollment of fewer than 1,000 degree-seeking students at these bachelor's degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.

VS4/HR: Very small four-year, highly residential
Fall enrollment data show FTE enrollment of fewer than 1,000 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.

S4/NR: Small four-year, primarily nonresidential
Fall enrollment data show FTE enrollment of 1,000–2,999 degree-seeking students at these bachelor's degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus** and/or fewer than 50 percent attend full time (includes exclusively distance education institutions).

S4/R: Small four-year, primarily residential
Fall enrollment data show FTE enrollment of 1,000–2,999 degree-seeking students at these bachelor's degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.

S4/HR: Small four-year, highly residential
Fall enrollment data show FTE enrollment of 1,000–2,999 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.

M4/NR: Medium four-year, primarily nonresidential
Fall enrollment data show FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor's degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus** and/or fewer than 50 percent attend

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Classifications FAQs

Answers to questions you may have about the Carnegie Classifications. More

Feedback

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Reading Room

Rethinking and Reframing the Carnegie Classification
Alexander C. McCormick and Chun-Mei Zhao

Carnegie's Community-Engagement Classification: Intentions and Insights (PDF)
Amy Driscoll

Attaining Carnegie's Community-Engagement Classification (PDF)
James J. Zuiches and the NC State Community Engagement Task Force
from Change (January/February 2008)

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full time (includes exclusively distance education institutions).

M4/R: Medium four-year, primarily residential
Fall enrollment data show FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor's degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.

M4/HR: Medium four-year, highly residential
Fall enrollment data show FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.

L4/NR: Large four-year, primarily nonresidential
Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus** and/or fewer than 50 percent attend full time (includes exclusively distance education institutions).

L4/R: Large four-year, primarily residential
Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.

L4/HR: Large four-year, highly residential
Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.

* FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

** On campus is defined as institutionally-owned, -controlled, or -affiliated housing.

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 and 2010. Institutions might be classified differently using a different time frame.

Attachment 4
High Impact Diversity and Inclusion Programs

I. Programs by Institution

Iowa State University

1. **ISU Advance** – Increasing the participation and advancement of women in academic science and engineering careers, the ISU Advance Grant has created equity mentors/advisors in all the colleges. Those involved with the Advance Grant have been the drivers for collaborations. There is currently a faculty fellow leading the centralized advance efforts.

2. **College of Engineering** – Diversity within the engineering department has been very successful. There is now an equal proportion of male and female chairs within the department.

Michigan State University

1. *ADAPP ADVANCE Projects* – Now in its 5th year, the NSF Advance grant portfolio has led to significant potential for structural change in support of women and faculty of color at the university. The university continues to build on this progress which has focused on policy and practices changes around faculty performance review, faculty search & selection, faculty mentoring and women's leadership.

2. **MSU Neighborhoods** – Has taken the four pillars of university life: 1) academic, 2) health and wellness, 3) residential, and 4) intercultural into programming and resources to support students in achieving success.

North Carolina State University

1. **Advance State** – Completion of an advance grant that worked to recruit more diverse faculty and staff in the science departments.

2. **Annual Diversity Dialogue** – Outreach and education efforts (i.e. ongoing annual diversity dialogue each semester; America for Era is hosted on their campus).

3. **At Home in the World** – Program to inspire and teach cultural awareness and competence while part of the university community and once in vocation following graduation.

Ohio State University

1. **Young Scholars Program** – In 1988, The Ohio State University created the Young Scholars Program (YSP) in 9 Ohio cities to support the educational aspirations of Ohio's first generation

college students. Since then, YSP has prepared thousands of young people for success in college and beyond. While OSU began the program as an attempt to bolster African American college attendance, it quickly realized that all first generation students deserved to be college educated, and today the program serves Black, White, Asian, Hispanic, Native American and students from a wide range of other racial and ethnic backgrounds. Targeting students at the end of their sixth grade year who have demonstrated academic promise, YSP provides a range of opportunities including academic enrichment in the areas of math, science, reading, writing and ACT preparation. As members of YSP, students benefit from the expertise of Ohio State faculty and advanced graduate students who instruct them in these disciplines. Upon entering Ohio State, YSP students receive a 4-year full financial package.

2. **Todd A. Bell National Resource Center** – The Todd Anthony Bell National Resource Center on the African American Male (BNRC) opened in September 2005. Since its inception, the center has prioritized the production of robust research studies that inform social policy and theory on African American males and developed research-based programs, models, and initiatives that can be replicated at other institutions. The BNRC has created a sense of community and connectedness among African American men at Ohio State to ensure their success in college and beyond. BNRC initiatives include the Early Arrival Program, a Leadership Institute, a Black Male Retreat and the Todd Bell Lecture Series.

Pennsylvania State University

1. **World in Conversation** – As part of the six-credit diversity requirement for all undergraduates, the World in Conversation framework combines classroom and out-of-classroom experiences to promote increased awareness of ethnic, cultural and other differences within the university community.   The initiative begins with a required freshman seminar and is also carried through in a large race and gender seminar.   Out of these classes, a group of student leaders have emerged who discuss diversity issues in other classes and forums. It makes a difference to have a conversation about diversity. The university has promoted the use of electronic discussions in order to have conversations and impact across different campuses.

Purdue Univeristy

1. **Academic Boot Camp** – Focusing on STEM areas, multi-ethnic students already accepted and planning to attend Purdue will be exposed to the coursework, lifestyle and pace of college life. A variety of courses specifically designed for the ABC program give students a better understanding of where their strengths lie, and where and how to get help in weaker areas.

Rutgers, the State University of New Jersey - New Brunswick

1. **Rutgers Future Scholars** – The University has created the Rutgers Future Scholars program. This program pays for rising eighth graders to visit the university campuses over the summer to take college level courses. If the students meet certain criteria, they would be offered a full scholarship to attend the university.

State University of New York – Buffalo

1. **Climb up Program** – This program is run by the Senior Associate Dean for Inclusion and Cultural Enhancement in the School of Medicine and Biomedical Sciences, Margarita Dubocovich, and is a summer program where minority undergraduate students have the opportunity to work with a faculty research mentor to conduct and present their research. The program is viewed as a model that could be replicated across schools and disciplines.

Stony Brook University

1. **Center for Excellence** – This center is for graduate students.

2. **National Organization of African American Affairs** – Organized by student affairs and the multicultural affairs, the organization provides professional and individual development and leadership development.

Texas A&M University

1. **Diversity Initiative Database** – The Office of the Vice President and Associate Provost for Diversity has developed a database of institutionalized diversity initiatives. Among the institutionalized initiatives, there are six major diversity themes that were identified and include awareness, climate enhancement, outreach, recruitment, skill building and retention. The group also derived seven best practices and linked them to assessment. These best practices had a clear focus on intended outcomes, a well identified target population, support from the top levels of leadership, and leveraged ongoing initiatives and funding. The database details many of the diversity initiatives currently in place at Texas A&M University to enhance organizational learning and institutional diversity.

2. **College of Engineering** – The College of Engineering is truly an exemplar and has demonstrated high impact practices in diversity and inclusion, as documented in the database. [Excellent examples worth noting are the E 12 programs, as well as their recruitment initiatives.]

3. Other colleges with exemplary programs, to name just a few, include the College of Science (recruitment initiatives that include collaborative partnerships with grade schools as well as a community college); the Division of Student Affairs, which houses a number of programs that

help to foster student enrollment and student success; and the College of Geosciences, which has a number of federally-funded programs that seek to inspire students and foster success. For more information, please see the database or the written report on our website.

University of Illinois Urbana-Champaign

1. **Inclusive Illinois** – This program is highlighted as a broad, overarching, multi-campus wide program, which provides a vision, commitment and structure around diversity that is communicated to the campus. It is the face of diversity for the campus. Most new initiatives and programs will be coming out of this structure.

University of Oregon

1. **IntroDUCKtion** – New student orientation – includes candid conversations around the logistics of being a student, but also the mission of the institution and our commitment to an inclusive campus.

2. **IMPACT program** – The Intercultural Mentoring Program Advancing Community Ties (IMPACT) is a retention program that connects first year students with upperclassmen in order to help make the transition into the university and student life a comfortable, accepting and culturally responsive experience.

University of Pittsburgh

1. **School of Information Sciences** – Has successful targeted recruitment and retention of minority students and faculty.

2. **RISE Program** – Developed five years ago to improve graduation rates for the entire university.

3. **Chancellor's Affirmative Action Awards** – Designed to motivate schools and divisions to meet university values for diversity. The awards are for programs rather than individuals.

University of Virginia

1. **Community MLK Celebration** – Community MLK Celebration runs for two weeks each year and has approximately 25-35 events.

2. **John T. Casteen III Diversity Equity Inclusion Leadership Award** – Each spring, the Office for Diversity and Equity honors someone with a diversity award. A luncheon for a couple hundred people is held to honor that person.

University of Washington

1. **Diversity Blueprint** – In 2008, the university president asked the chief diversity officer to lead the University Diversity Council in developing goals and strategic priorities to promote and enable diversity across the University. The Diversity Blueprint includes six goals covering major areas of emphasis for diversity: leadership and governance; student, faculty and staff diversity; curriculum and research; and institutional and classroom climate. Strategic priorities and recommended action steps are provided for each goal as applicable for both administrative and academic units, as well as persons who will be accountable for oversight and progress. A team of university assessment professionals and researchers has developed institutional-level metrics. The Blueprint is a guide for planning. Each academic and administrative unit is being asked to develop a plan based on assessment of needs and priorities in relation to those identified in the Blueprint. Many schools and colleges have developed diversity plans or added diversity as an integral part to their strategic plans. See examples at:
http://www.washington.edu/diversity/blueprint/plans/index.shtml

University of Wisconsin – Madison

1. **PEOPLE Program** – Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) is administered by the School of Education at the University of Wisconsin-Madison. The program goal is to help students successfully make each transition from middle school to high school and from high school to college.

2. **POSSE Program** – Posse identifies leadership talent, ability to work in a team with people from diverse backgrounds and a desire to succeed. Once selected, Posse Scholars enroll in a 32-week training program during their senior high school year. The goal is for the students to arrive on campus academically prepared and motivated to foster positive social change.

Virginia Commonwealth University

1. **Academic Unit Plans** – These plans help individual academic units achieve excellence through diversity work. Additionally, the plans help the units collaborate, initiate and assess programs, services and activities that promote teaching and learning in the university for a widely diverse student population.

2. **Accreditation** – Leveraging the requirements of accreditation has been beneficial to diversity initiatives and programs.

3. **Division of Diversity and Equity Website** – The Division's website is a critical tool to give information to the university.

Virginia Polytechnic Institute and State University

1. **Diversity Development Institute** – Was initiated in Fall 2011. Since that time, the Institute has had over 525 faculty/staff participate in two major program components. The first component is the certificate model: faculty and staff can participate and receive one of three certificates – ally, advocate and ambassador. The goal is to create a cadre of trainers that can do diversity training in their divisions. Within five years, there may be 10-20 people who have reached the ambassador certificate. The second component is to work with faculty to incorporate inclusive excellence pedagogy. This program is funded by the Provost's Office.

II. Programs by Category

Access

1. **Ohio State - Young Scholars Program** – In 1988, The Ohio State University created the Young Scholars Program (YSP) in 9 Ohio cites to support the educational aspirations of Ohio's first generation college students. Since then, YSP has prepared thousands of young people for success in college and beyond. While OSU began the program as an attempt to bolster African American college attendance, it quickly realized that all first generation students deserved to be college educated, and today the program serves Black, White, Asian, Hispanic, Native American and students from a wide range of other racial and ethnic backgrounds. Targeting students at the end of their sixth grade year who have demonstrated academic promise, YSP provides a range of opportunities including academic enrichment in the areas of math, science, reading, writing and ACT preparation. As members of YSP, students benefit from the expertise of Ohio State faculty and advanced graduate students who instruct them in these disciplines. Upon entering Ohio State, YSP students receive a 4-year full financial package.

2. **University of Wisconsin - PEOPLE Program** – Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) is administered by the School of Education at the University of Wisconsin-Madison. The program goal is to help students successfully make each transition from middle school to high school and from high school to college.

3. **Rutgers - Future Scholars** – The University has created the Rutgers Future Scholars program. This program pays for rising eighth graders to visit the university campuses over the summer to take college level courses. If the students meet certain criteria, they would be offered a full scholarship to attend the university.

4. **Stony Brook University - Center for Excellence** – This center is for graduate students.

Advance Programs

1. **Iowa State - Advance** – Increasing the participation and advancement of women in academic science and engineering careers, the ISU Advance Grant has created equity mentors/advisors in all the colleges. Those involved with the Advance Grant have been the drivers for collaborations. There is currently a faculty fellow leading the centralized advance efforts.

2. **NC State - Advance** – Completion of an advance grant that worked to recruit more diverse faculty and staff in the science departments.

3. **Michigan State - ADAPP ADVANCE Projects** – Now in its 5th year, the NSF Advance grant portfolio has led to significant potential for structural change in support of women and faculty of color at the university. The university continues to build on this progress, which has focused on

policy and practice changes around faculty performance review, faculty search and selection, faculty mentoring and women's leadership.

Black/African American Programs

1. **Ohio State - Todd A. Bell National Resource Center** – The Todd Anthony Bell National Resource Center on the African American Male (BNRC) opened in September 2005. Since its inception, the center has prioritized the production of robust research studies that inform social policy and theory on African American males and developed research-based programs, models, and initiatives that can be replicated at other institutions. The BNRC has created a sense of community and connectedness among African American men at Ohio State to ensure their success in college and beyond. BNRC initiatives include the Early Arrival Program, a Leadership Institute, a Black Male Retreat and the Todd Bell Lecture Series.

2. **University of Virginia - Community MLK Celebration** – Community MLK Celebration runs for two weeks each year and has approximately 25-35 events.

3. **Stony Brook University - National Organization of African American Affairs** – Organized by student affairs and multicultural affairs, the organization provides professional and individual leadership development.

College/Unit Specific

1. **Iowa State College of Engineering** – Diversity within the engineering department has been very successful. There is now an equal proportion of male and female chairs within the department.

2. **University of Pittsburgh - School of Information Sciences** – Has successfully targeted recruitment and retention of minority students and faculty.

3. **University of Pittsburgh - Chancellor's Affirmative Action Awards** – Designed to motivate schools and divisions to meet university values for diversity. The awards are for programs rather than individuals.

4. **SUNY Buffalo - "Climb up Program"** – This program is run by the Senior Associate Dean for Inclusion and Cultural Enhancement in the School of Medicine and Biomedical Sciences, Margarita Dubocovich, and is a summer program where minority undergraduate students have the opportunity to work with a faculty research mentor to conduct and present their research. The program is viewed as a model that could be replicated across schools and disciplines.

5. **Texas A&M - College of Engineering** – The College of Engineering is truly an exemplar and has demonstrated high impact practices in diversity and inclusion, as documented in the database. [Excellent examples worth noting are the E 12 programs, as well as their recruitment initiatives.]

6. **Texas A&M - Other Colleges** – Other colleges with exemplary programs, to name just a few, include the College of Science (recruitment initiatives that include collaborative partnerships with grade schools as well as a community college); the Division of Student Affairs, which houses a number of programs that help to foster student enrollment and student success; and the College of Geosciences, which has a number of federally-funded programs that seek to inspire students and foster success. For more information, please see the database or the written report on our website.

7. **Virginia Commonwealth University - Accreditation** – Leveraging the requirements of accreditation has been beneficial to diversity initiatives and programs.

Cultural Competency/International

1. **NC State - At Home in the World** – Program to inspire and teach cultural awareness and competence while part of the university community and once in vocation following graduation.

2. **Virginia Tech - Diversity Development Institute** – Was initiated in Fall 2011. Since that time, the institute has had over 525 faculty/staff participate in two major program components. The first component is the certificate model: faculty and staff can participate and receive one of three certificates – ally, advocate and ambassador. The goal is to create a cadre of trainers that can do diversity training in their divisions. Within five years, there may be 10-20 people who have reached the ambassador certificate. The second component is to work with faculty to incorporate inclusive excellence pedagogy. This program is funded by the Provost's Office.

Curriculum

1. **Penn State - World in Conversation** – As part of the six-credit diversity requirement for all undergraduates, the World in Conversation framework combines classroom and out-of-classroom experiences to promote increased awareness of ethnic, cultural and other differences within the university community. The initiative begins with a required freshman seminar and is also carried through in a large race and gender seminar. Out of these classes, a group of student leaders have emerged who discuss diversity issues in other classes and forums. It makes a difference to have a conversation about diversity. The university has promoted the use of electronic discussions in order to have conversations and impact across different campuses.

Dialogue Programs

1. **NC State - Annual Diversity Dialogue** – Outreach and education efforts (i.e. ongoing annual diversity dialogue each semester and America for Era is hosted on their campus).

Evaluation/ Performance

1. **Texas A&M University - Initiative Database** – The Office of the Vice President and Associate Provost for Diversity has developed a database of institutionalized diversity initiatives. Among the institutionalized initiatives, there are six major diversity themes that were identified and include awareness, climate enhancement, outreach, recruitment, skill building and retention. The group also derived seven best practices and linked them to assessment. These best practices had a clear focus on intended outcomes, a well identified target population, support from the top levels of leadership, and leveraged ongoing initiatives and funding. The database details many of the diversity initiatives currently in place at Texas A&M University to enhance organizational learning and institutional diversity.

2. **University of Virginia - John T. Casteen III Diversity Equity Inclusion Leadership Award** – Each spring, the Office for Diversity and Equity honors someone with a diversity award. A luncheon for a couple hundred people is held to honor that person.

Planning/Organizational Change/Community Building

1. **Inclusive Illinois** – This program is highlighted as a broad overarching multi-campus wide program, which provides a vision, a commitment and structure around diversity that is communicated to the campus. It is the diversity face for the campus. Most new initiatives and programs will be coming out of this structure.

2. **University of Oregon - IntroDUCKtion** – New student orientation – includes candid conversations around the logistics of being a student, but also the mission of the institution and our commitment to an inclusive campus.

3. **University of Washington - Diversity Blueprint** – In 2008, the university president asked the chief diversity officer to lead the University Diversity Council in developing goals and strategic priorities to promote and enable diversity across the University. The Diversity Blueprint includes six goals covering major areas of emphasis for diversity: leadership and governance; student, faculty and staff diversity; curriculum and research; and institutional and classroom climate. Strategic priorities and recommended action steps are provided for each goal as applicable for both administrative and academic units, as well as persons who will be accountable for oversight and progress. A team of university assessment professionals and researchers has developed institutional-level metrics. The Blueprint is a guide for planning. Each academic and administrative unit is being asked to develop a plan based on assessment of needs and priorities in relation to those identified in the Blueprint. Many schools and colleges have developed diversity plans or added diversity as an integral part to their strategic plans. See examples at: http://www.washington.edu/diversity/blueprint/plans/index.shtml

4. **Virginia Commonwealth University - Academic Unit Plans** – These plans help individual academic units achieve excellence through diversity work. Additionally, the plans help the units collaborate, initiate and assess programs, services and activities that promote teaching and learning in the university for a widely diverse student population.

5. **Virginia Commonwealth University - Division of Diversity and Equity Website** – The Division's website is a critical tool to give information to the university.

Success

1. **University of Oregon - IMPACT program** – The Intercultural Mentoring Program Advancing Community Ties (IMPACT) is a retention program that connects first year students with upperclassmen in order to help make the transition into the university and student life a comfortable, accepting and culturally responsive experience.

2. **University of Pittsburgh - RISE Program** – Developed five years ago to improve graduation rates for the entire university.

3. **Michigan State University - Neighborhoods** – Has taken the four pillars of university life: 1) academic, 2) health and wellness, 3) residential, and 4) intercultural into programming and resources to support students in achieving success.

4. **University of Wisconsin - POSSE Program** – Posse identifies leadership talent, ability to work in a team with people from diverse backgrounds and a desire to succeed. Once selected, Posse Scholars enroll in a 32-week training program during their senior high school year. The goal is for the students to arrive on campus academically prepared and motivated to foster positive social change.

5. **Purdue University - Academic Boot Camp** – Focusing on STEM areas, multi-ethnic students already accepted and planning to attend Purdue will be exposed to the coursework, lifestyle and pace of college life. A variety of courses specifically designed for the ABC program give students a better understanding of where their strengths lie, and where and how to get help in weaker areas.