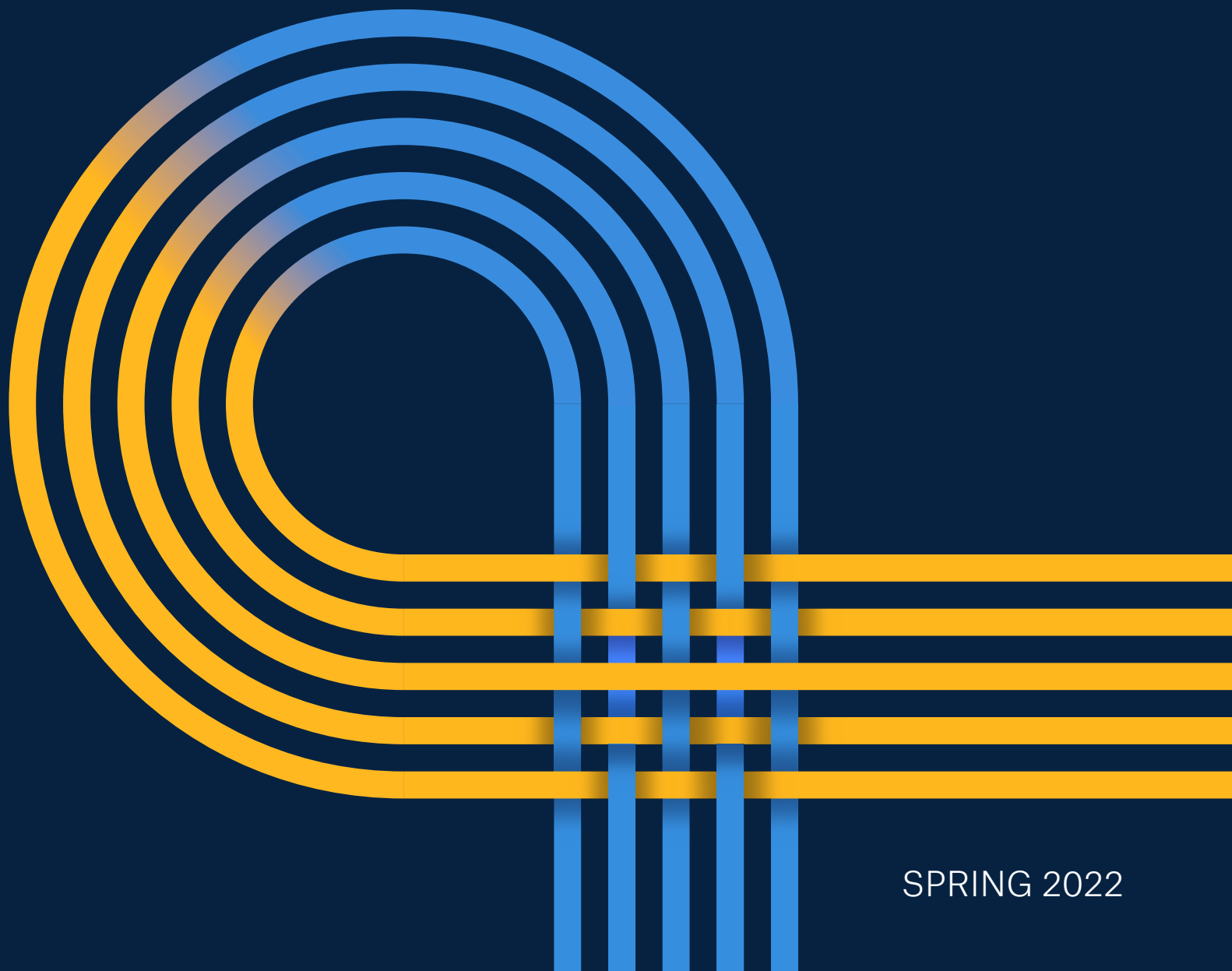


Quinnipiac
UNIVERSITY

EQUITY & INCLUSION REPORT

Our journey to inclusive excellence



SPRING 2022



A continuing journey

James Baldwin, groundbreaking author and playwright who wrote on race in America, said, “Not everything that is faced can be changed, but nothing can be changed until it is faced.”

Quinnipiac’s second annual Equity and Inclusion Report captures the many ways in which we are striving for change toward a more inclusive and socially just community — within Quinnipiac and in broader society — where each person feels supported and safe, with a sense of belonging to our community.

We are on a journey where we are making meaningful and notable progress, though with a destination that is still distant.

I am proud of the courage and passion our students, faculty and staff are demonstrating in facing often difficult issues, and in effecting real change. I am fully cognizant, also, of how much still needs to change; how many forms of injustice and intolerance are inflicted on victims of discrimination and inequality all around us. Our eagerness to eradicate those injustices must continue to fuel our journey.

We hold ourselves accountable in this journey. One way in which we demonstrate that accountability is by making our goals public, as well as our annual progress against those aspirations. It is also a way to illustrate how our community, in its entirety, is responsible for this progress and shares in the advances we

are making, collectively. We make progress together and in every way we touch another person — whether we are in casual contact with a peer; through teaching or class discussions; in how we speak, react, empathize, support and protect; or how we listen, process information, ask questions, respect and live our values.

For me, this is as much a personal journey as it is an institutional imperative. I talk about enlightened citizenry as an ambition — to be exposed to unfamiliar, sometimes unpopular and uncomfortable topics; to be an impartial listener who hears and reflects, who asks probing open-ended questions driven by true curiosity, graceful in disagreeing without dismissiveness and without canceling the other person; to be capable of adapting one’s worldview. I view these as personal goals, and as aspirations for us as a community.

I hope that this report motivates our continued progress, informs us where there are gaps and energizes us to keep raising our ambitions and vision of success as a just society.

Sincerely,

Judy Olian
President



Equity is everyone's responsibility

As vice president for equity and inclusion, helping create an environment where everyone feels welcomed and included and has the tools necessary to succeed is a significant part of my role in the Quinnipiac community.

As I often say, this is not the task of any single individual or department. Creating an equitable and just community is the responsibility of us all.

When I see all that is happening in our world — war, senseless acts of violence, and oppression in many forms — it hurts. It also becomes increasingly clear how important our work on this journey to inclusive excellence is.

Hillel the Elder stated, "If not you, then who? If not now, when?" We are the people we need to make a difference. I believe we change the world through concerted efforts to change our collective worlds. Each of us has a sphere of influence that we can positively impact. Through collective

actions to shape our worlds for the better, we have an opportunity to have a more significant impact on our community — locally, nationally and internationally.

Our Journey to Inclusive Excellence gives me hope amid increasing global turmoil. As you review this document, I believe you will be inspired by the work of our community members, who are committed to realizing our promise to "develop informed and engaged citizens ready to do our part in creating a more just and equitable world."

I am grateful for all the work you do and look forward to a continued partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Don", with a stylized flourish extending to the right.

Don C. Sawyer III
Vice President for Equity and Inclusion



Quinnipiac University Statement of Inclusive Values

At Quinnipiac University, we believe excellence is inclusive and built upon equity, so all groups feel welcome to fully participate in and contribute to our mission.

Achieving this level of excellence requires creating a sense of belonging for all individuals — especially historically marginalized members of society — by affirming the worth, dignity, legitimacy and equality of everyone in the Quinnipiac community and beyond, regardless of race, ethnicity, sex, age, sexual orientation, gender identity, disability, religion, national origin, political viewpoints, veteran status or socioeconomic background.

Our university-wide culture is not built on any single program, initiative or action. Rather, it blossoms when guided by heartfelt care for the well-being of fellow community members. This is what inclusive excellence looks like at Quinnipiac:

- We bring our “whole selves” to our work and study, which means we bring our hearts as well as our minds.
- We stand for the quest for knowledge, encourage the vigorous exchange of ideas, and foster honest, courageous conversations about sometimes uncomfortable subjects.
- We aim to always think and act with kindness to create a safe, respectful environment for these dialogues, with particular sensitivity to fellow community members’ individual or collective experiences.

Reasoned, academic and rigorous debate requires us to hear viewpoints with which we may disagree. However, those disagreements must not question the worth, dignity, legitimacy and/or equality of our fellow community members.

We affirm our belief in the ideals of inclusive excellence as a way to continue nurturing Quinnipiac as a university full of people who care deeply about each other and the communities around us.

[LEARN MORE](#)



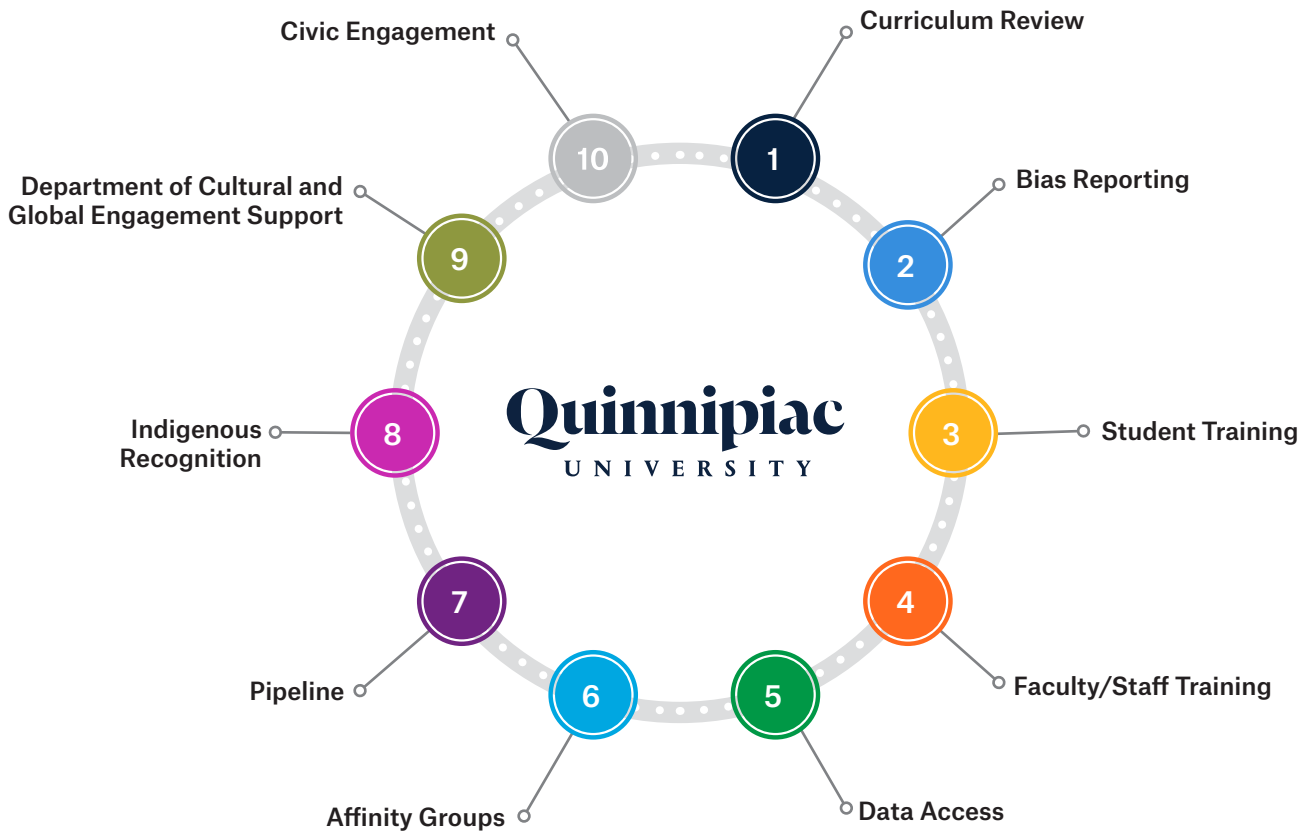
qu.edu/inclusion

A 10-Point Plan to Advance Racial Justice

In the summer of 2020, we introduced Quinnipiac’s “Actions to Advance Racial Justice.” The actions outlined in this plan were informed by statements, pledges and ideas from both faculty and student groups. The 10-point plan is intended to be a long-term roadmap to advancing racial justice for all communities — Black, Brown, Asian-American, Indigenous and Native American, LatinX and so many others.

Collectively, we can bring about change in our own communities — and within our own institution — by advancing equity, inclusiveness and anti-racism as cornerstones of who we are at Quinnipiac. Following are the latest updates and highlights of progress that continues to be made against each component of the 10-point plan.

10-POINT PLAN OVERVIEW





Progress Report on Our 10-Point Plan

1. CURRICULUM REVIEW

Goal: Increase learning about the roots and contemporary manifestations of social injustice, privilege, oppression and the drivers of social change.

Progress since the 2021 report

- ▶ The Inclusive Excellence Teaching Lab was granted \$93,265. The funds will allow the IETL to expand its work to develop and deploy Communities of Practice to address various aspects of teaching and learning. It will also help support the Inclusive Excellence Summer Assembly in 2022.
- ▶ The Inclusive Excellence Teaching Lab hosted the Second Inclusive Excellence Summer Assembly on May 18-19. This two-day convening was designed to affirm the role of community members as collective stewards and learners of institutional change and development of Quinnipiac University. The Second IESA encouraged faculty, students and staff across the university to explore issues of belonging in relation to learning and teaching at QU. The goal for the Summer Assembly was to encourage dialogue about belonging and to create learning opportunities for everyone.

2. BIAS REPORTING

Goal: Educate the community about the reporting process to ensure a fair and efficient investigatory process that supports a welcoming community for all.

Progress since the 2021 report

- ▶ The Multicultural Education team sent campus messages and MyQ posts to alert the community about ongoing workshops throughout the fall and spring semesters.
- ▶ A training website will be in development this summer to include lists of monthly sessions where members of the QU community can register for training on a host of topics related to diversity, equity, inclusion and social justice.
- ▶ We continue to do outreach related to Title IX and bias reporting. We will conduct a survey of community members who have used the site and have been through the process to see if there are additional improvements that need to be made.
- ▶ We hired a civil rights and Title IX investigator, who will help coordinate outreach and programs related to Title IX and investigate civil rights violations and bias-related incidents.

3. STUDENT TRAINING

Goal: Explore the roots of racism and actions to counter discrimination in society and in our own behaviors.

Progress since the 2021 report

- ▶ We continue to conduct training for undergraduate and graduate students.

4. FACULTY/STAFF TRAINING

Goal: Explore the roots of racism and actions to counter discrimination in society and in our own behaviors.

Progress since the 2021 report

- ▶ The Inclusive Conversations series was launched last fall to provide training workshops on diversity, equity and inclusion topics for the QU community. The sessions focused on critical issues to guide the community in having necessary dialogue and the opportunity to gain skills in creating inclusive environments. Sessions will continue to be offered during the upcoming academic year.

The Center for Teaching and Learning

“The Center for Teaching and Learning follows an ecological model in that it understands the critical interdependence of all organisms — from humans to technologies and physical places. Interdependence is relational: The relationships we have with others (again, from humans to technologies and physical spaces) determine what and how we become. To become better teachers, CTL supports collective faculty development experiences, such as communities of practice, peer mentorship, individual consultations and program-specific workshops. In these experiences, faculty members are supported in their local contexts as they co-develop an awareness of the diverse identities in their courses and consider equitable strategies for including all students as active agents in sustaining the learning environment.”

—Jonathan Torres, PhD

Director of the Center for Teaching and Learning

5. DATA ACCESS

Goal: Enhance access to data to promote greater transparency, strategic planning and accountability.

Progress since the 2021 report

- ▶ The inaugural equity and inclusion report was released in May 2021. Hard copies of the report were made available to community members, and the report was also posted on the QU website. We will do one major report a year.
- ▶ The new director of institutional research and strategy was hired in January. In partnership with the vice president for academic innovation and effectiveness, the role will assist Quinnipiac with its institutional research related to diversity, equity and inclusion.
- ▶ The inclusive excellence campus climate survey was launched this past spring. Analysis will take place over the summer, followed by campus town hall sessions to share and discuss results with the goal of creating action plans.

6. AFFINITY GROUPS

Goal: Amplify the voices of diverse groups on campus and in our alumni community.

Progress since the 2021 report

- ▶ The vice president for equity and inclusion hosted three networking sessions for new underrepresented minority (URM) hires. The sessions created a space for people to network, build connections and hopefully feel a sense of belonging at QU.
- ▶ The Employee Resource Group initiative has moved slower than expected. The process will be reviewed over the summer to find ways to get more people involved and get more groups started.
- ▶ The Women of Color group continues to meet.

7. PIPELINE

Goal: Improve policies and practices to enhance the pipeline and retention of underrepresented faculty, staff and students.

Progress since the 2021 report

- ▶ We secured an institutional partnership with the National Center for Faculty Development and Diversity to support faculty members and graduate and professional students throughout various stages of their careers. The program provides dedicated mentoring, support and training.

8. INDIGENOUS RECOGNITION

Goal: Appropriately acknowledge the Indigenous people of the land of this region who are Quinnipiac's namesake.

Progress since the 2021 report

- ▶ The annual Indigeneity Teach-In was held Nov. 9 and co-sponsored by the Albert Schweitzer Institute and the Indigenous Student Union.
- ▶ In partnership with the Office of Financial Aid, we are developing a strategy for an Indigenous student-focused scholarship.
- ▶ We continue to work on the Indigeneity Initiative. We are in the process of finalizing scholarships, a Quinnipiac naming history and research on the descendants of the Quinnipiac.

9. DEPARTMENT OF CULTURAL AND GLOBAL ENGAGEMENT SUPPORT

Goal: Attract philanthropy and augment the resources of the Department of Cultural and Global Engagement.

Progress since the 2021 report

- ▶ Philanthropic support was secured to develop the Sawhney Leadership Program. The program aims to expand leadership development and corporate immersion opportunities for historically underrepresented students in higher education. Participants work collaboratively with partners across campus and in the regional business community to expose students to multiple examples of leadership and prepare them for entry into the workforce.

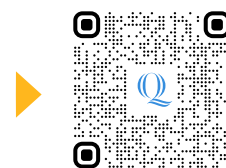
10. CIVIC ENGAGEMENT

Goal: Promote greater global awareness and engagement that holds leaders accountable.

Progress since the 2021 report

- ▶ We continue to work on initiatives that emphasize immersive and experiential learning that connects our campus community with the broader region, including academic, experiential and professional collaborations.

Read about our commitment to diversity and inclusion.



qu.edu/inclusion

THE NARRATIVE PROJECT



“The Narrative Project ... is rooted in the commitments to diversity, equity, inclusion and justice that I focused on during my time at Quinnipiac.”

▲ Quinnipiac University alumna Mercy Quaye, founder and president of The Narrative Project, poses for a portrait in her downtown New Haven offices.

EQUITY & INCLUSION HEROES

Building community through impact storytelling

When it comes to inspiring social change, Mercy Quaye '13, MA '18, believes the most powerful tool is also the most meaningful: the ability to start a conversation.

After organizing a series of coffee shop discussions following the death of Eric Garner in New York City in July 2014, Quaye was inspired to launch The Narrative Project, Connecticut's only anti-racist and social justice public relations agency. With a focus on socially responsible communications, Quaye has harnessed the power of storytelling to help mission-driven organizations reach their goals while building a stronger, more inclusive community.

Since its founding, The Narrative Project has grown to serve more than 30 organizations with a team of 15 employees and a client list that includes the ACLU of Connecticut, Planned Parenthood of Southern New England, Community Foundation for Greater New Haven, Connecticut Justice Alliance and Human Rights Funders Network. In May, The Narrative Project was awarded a congressional citation from U.S. Sen. Richard Blumenthal in recognition of its anti-racist communications service.

“I first launched the Black Narrative in 2015 as a conversation project for people to dive into issues like racial identity, gender dynamics and disability topics to explore the hurt and confusion of social injustice,” said Quaye. “The Narrative Project as an agency was launched in 2019. It truly grew from those conversations and is rooted in the commitments to diversity, equity, inclusion and justice that I focused on during my time at Quinnipiac.”

Inspired by the professional relationships she nurtured at Quinnipiac, Quaye has come full circle from student to teacher. She will be serving as an adjunct professor of public relations and journalism in the School of Communications in Fall 2022. In this role, and through student fellowship opportunities with The Narrative Project, she is actively guiding future generations of students as a mentor, teacher and role model. Harvesting the DEIJ seeds planted at Quinnipiac, Quaye continues to give back to her alma mater by fostering meaningful conversations in the classroom and cultivating a culture of inclusion on campus and throughout the greater community.

EQUITY & INCLUSION HEROES

Retracing the footsteps of the gay liberation movement

As Quinnipiac's director of community service, Vince Contrucci knows that education isn't contained just to the classroom. It also exists in communities all across America.

With that in mind, Contrucci began designing group walking tours of local cities so students could walk in the footsteps of history.

He gave his first tour in New York City almost a decade ago after a student, who like Contrucci identified as gay, asked about The Stonewall Inn and its significance in American history. The riots that began at the Greenwich Village bar are widely considered to be a watershed event that transformed the gay liberation movement in the United States.

"I became concerned that a generation of people were growing up and didn't know about their history or the rights that they have and how those rights were won," said Contrucci, who also has developed a walking tour of New Haven.

Contrucci leads these tours of 12 to 15 students twice each academic year. He views the tours as part of his core mission at Quinnipiac.

"In the context of community service, everything you do and everything you care about and value is a political statement," Contrucci said. "Protests and protest movements are part of moving the needle forward in equality, equity and inclusion. Community service work is inherently protest work."

Summer Assembly

As part of our work on pillar 1 of the 10-point plan, the Inclusive Excellence Teaching Lab hosted the Second Inclusive Excellence Summer Assembly (IESA) on May 18th and 19th. This two-day convening was designed to affirm the role of community members as collective stewards and learners of institutional change and development of Quinnipiac University. The Second IESA encouraged faculty, students and staff across the university to explore issues of belonging in relation to learning and teaching at QU. The goal for the Summer Assembly was to encourage dialogue about belonging and to create learning opportunities for everyone.

Vincent Contrucci, director of the Office of Community Service at Quinnipiac University, pauses on Orange Street in New Haven, one of the stops on the walking tour he does with students.

"I became concerned that a generation of people ... didn't know about their history or the rights that they have and how those rights were won."





“As trainees, we acknowledge ... that we are imperfect, there is still great room for improvement and growth, and yet this is what drives us forward.”

▲ The Equity, Inclusion and Diversity Collective, a medical student group at the Frank H. Netter MD School of Medicine at Quinnipiac, founded PEARLS last year.

EQUITY & INCLUSION HEROES

Students assemble PEARLS to empower others

The leaders of the Equity, Inclusion and Diversity Collective, a student group at the Frank H. Netter MD School of Medicine at Quinnipiac, came together last summer to brainstorm actionable practices to advance diversity, equity and inclusion within Quinnipiac Netter. The outcome was a year of dedicated work celebrated in the spring with the inaugural Perspectives on Equity Advancement, Research and Learning Symposium (PEARLS).

The PEARLS team sought to inspire meaningful change through an event that involved the creation of a 15% Better Initiative supporting small acts of commitment by anyone wanting to engage with DEI, an artist-in-residence program, and financial assistance for student scholarly innovation.

The symposium included presentations by faculty change agents and a student pitch presentation awarding \$4,000 in grant

funding to encourage student-designed scholarly DEI initiatives. The PEARLS team launched the event with support from the Inclusion and Diversity Council and the Office of Faculty Development at the School of Medicine.

“This was a massive effort by many individuals within the QU Netter community to advance diversity, equity and inclusion through scholarship and community engagement,” said third-year medical student Allison Lonstein ’24, student chair and a PEARLS founder. “As trainees, we acknowledge that we are on this journey together, learning. That we are imperfect, there is still great room for improvement and growth, and yet this is what drives us forward. Together, our motivation, passion, humility and dedication will allow us to create and be the change necessary to dispel inequities and promote well-being in our world.”

EQUITY & INCLUSION HEROES

Best Buddies promotes leadership, inclusive excellence

Valerie Strange '86, MOT '13, DOT '20, has spent most of her life supporting inclusion and leadership development for all people.

After working as an occupational therapist for 25 years in school districts across Connecticut, Strange joined the Quinnipiac faculty in 2013. Before long, she was volunteering with Best Buddies, an international organization that uplifts people with and without intellectual and/or developmental disabilities (IDD).

"Everyone has the right to be a contributing member of society," said Strange, a clinical associate professor of occupational therapy and advisory board chair for Best Buddies in Connecticut. "It's when we all come together, connecting despite our differences, that we can really make a positive impact in our communities."

Debora Lavigne, the program director of Fitness, Leisure and Wellness at Quinnipiac and an instructor within the FLW program, is also involved with Best Buddies in Connecticut. She serves as a state advisory board member and faculty representative for QU's Best Buddies student chapter.

Lavigne and Strange credit Kim Hartmann, a professor of occupational therapy and director of the Center for Interprofessional Healthcare Education, with inspiring them to engage with Best Buddies. Hartmann also helped Lavigne create a course for QU students to connect more deeply with Best Buddies.

At the end of each semester, Lavigne encourages her students — the accounting majors, the psychology majors, the health science studies majors and more — to stay involved with Best Buddies after college.

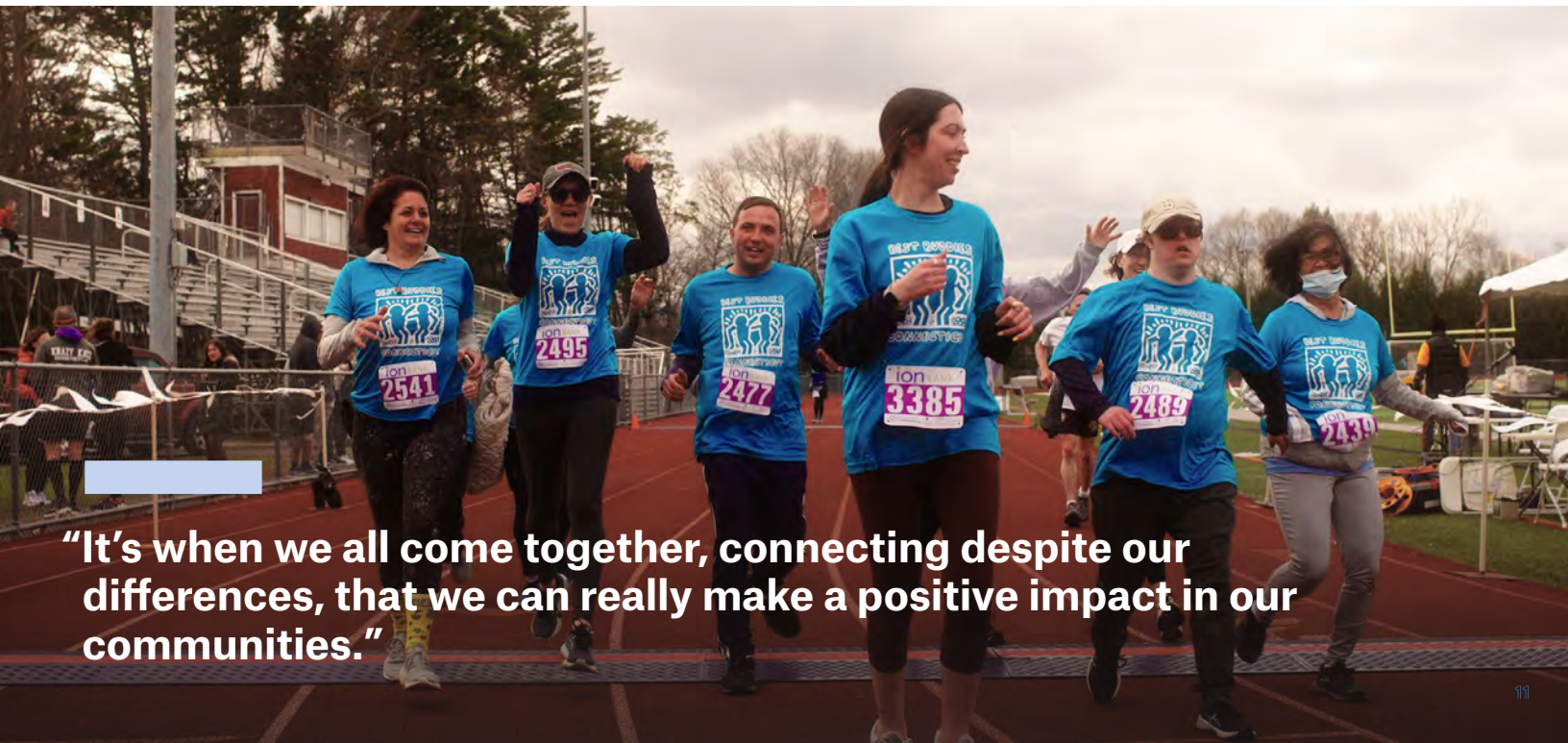
"You can advocate for people in the workplace. You can continue with Best Buddies going forward," Lavigne tells them. "This is something you can do for a lifetime."

Ability Media

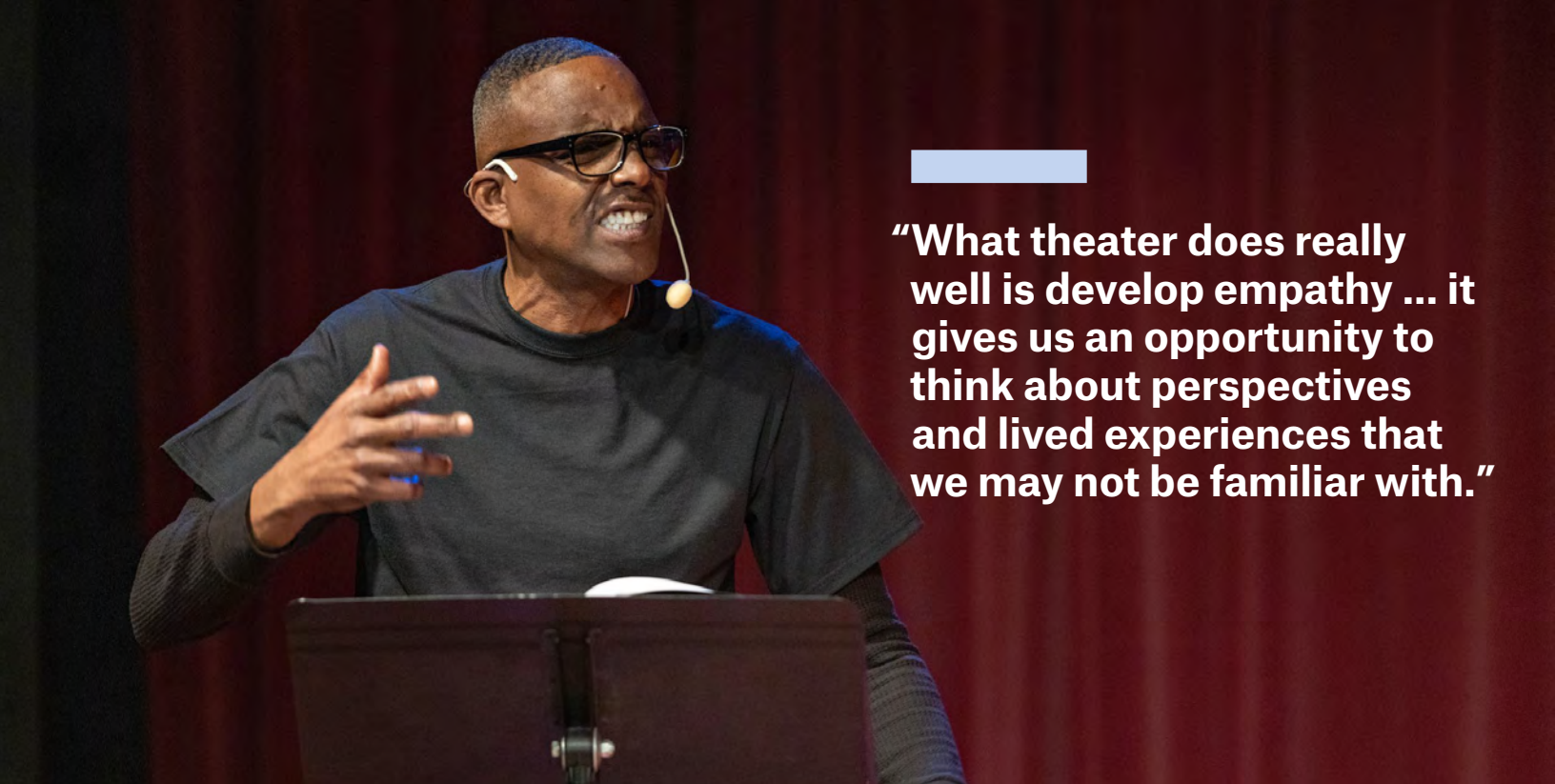
Through podcasts, videos, articles and photographs, Ability Media and the School of Communications have produced professional-quality broadcasts and other media to educate the public about the unique skills that differently-abled people offer. These students are committed to this important work and continue to build upon advocacy by showcasing the incredible contributions of the disabled community.

"From a disabled fashion show in NY to wall-to-wall Super Bowl LVI coverage in Los Angeles, Ability Media continues to find those stories in the disabled community and tell them from our own perspective. These students are making a difference," said Dave Stevens, professional in residence in the School of Communications. Stevens has been an integral part of Ability Media, bringing his nearly 40 years of media experience with him.

QU faculty, students and buddies run the Cheshire Half Marathon relay to raise funds and awareness for social inclusion for individuals with IDD in support of the Best Buddies Connecticut chapter.



"It's when we all come together, connecting despite our differences, that we can really make a positive impact in our communities."



“What theater does really well is develop empathy ... it gives us an opportunity to think about perspectives and lived experiences that we may not be familiar with.”

▲ Rodney T. Moore makes a point during the production of “Death by a Thousand Cuts,” written and directed by Steve Driffin.

EQUITY & INCLUSION HEROES

Raising the curtain on change.

Theater program explores connections, conversations

As head of the theater program at Quinnipiac, Kevin Daly is a storyteller who shares the stage with social justice, contemporary issues and community bonding.

“What theater does really well is develop empathy,” Daly said. “We step into the shoes of other people — and it’s not just a figurative thing. It’s meaningful and special because it gives us an opportunity to think about perspectives and lived experiences that we may not be familiar with.”

Over the last several years, the theater program has examined gun violence in schools, race and white privilege on a college campus, and the unfiltered narratives of formerly incarcerated men.

Don C. Sawyer III, vice president for equity, inclusion and leadership development, was the creative force behind “As We EMERGE: Monologues of the Formerly Incarcerated” in 2018.

“One of the things that I talked with Kevin about was using the theater as a tool for change and education,” Sawyer said. “The theater is a very intimate setting, so the experiences and stories are shared by everyone in that space at that moment.”

“The focus of ‘As We Emerge’ wasn’t meant to be entertaining,” Sawyer said. “We’re talking about people whose voices are constantly pushed to the margins, people who need to be heard.”

The scripts become so much more than pages of curled-up paper. They become social bridges.

“It’s extremely important to the university that we invite our neighbors to campus and that we represent and engage the Hamden and Greater New Haven communities,” Daly said. “These productions give us the opportunity to explore issues more closely and to talk about them.”

Prison Project

“The Quinnipiac University Prison Project continues to build upon the foundation that was laid in 2011. While COVID-19 has interrupted much of our direct service inside correctional facilities, we continue to strive to provide educational opportunities for justice-impacted people in and around the Greater New Haven area. Our upcoming fellowships for justice-impacted people are just one way we are ensuring collaborative partnerships within and among our community.”

—Erin Corbett, EdD, Prison Project Coordinator

EQUITY & INCLUSION HEROES

Researching a dream.

Sawhney Leadership Fellow inspires others

As a boy growing up in Addis Ababa, the capital of Ethiopia, Dagmawi Bogale '22, MHS '23, dreamed of becoming a scientist.

"I remember in the 10th grade, I wanted to do research so bad," said Bogale, a 4+1 dual-degree student in the biomedical sciences program. "I remember watching YouTube and saving up to buy my own laboratory equipment."

A microscope, slides, Petri dishes — the future Sawhney Leadership Fellow had it all figured out.

Meanwhile, his three older sisters had a dream, too. "They had a dream for me to study abroad," said Bogale, a first-generation college student. "They started ingraining that in my head when I was 9 or 10 years old."

But like many families in Addis Ababa, a college education exceeded their means. So a dream became the currency of hope: Bogale's sisters combined their savings to pay for nearly half of his tuition.

When Quinnipiac reached out to Bogale from 7,000 miles away in America, he worked with admissions and financial aid to make up the rest — even if Bogale wouldn't see his family for the next five years.

▼ Dagmawi Bogale is a Sawhney Leadership Fellow at Quinnipiac University.

Bogale is part of the inaugural class of Sawhney Leadership Fellows at Quinnipiac. The Sawhney Leadership Program, funded by a family gift in honor of the late Shiv L. Sawhney, a beloved professor of management at QU, aims to expand leadership development and corporate immersion opportunities for historically underrepresented students in higher education.

Every day is another chance to make a difference, said Bogale, who is actively engaged in uplifting others on campus.

Bogale is director of diversity and inclusion for the International Student Association and a mentor with the Quinnipiac University Enriching Student Transitions program to help incoming underrepresented students. He's also a resident assistant at Quinnipiac and a member of the QU Advancing Diversity in Science program.

Despite these commitments, Bogale's focus on academics and research hasn't changed since he arrived in 2018.

"The whole biomedical sciences department at Quinnipiac knew I was interested in research," Bogale said. "I think they saw it in my eyes. I think they saw, 'Yeah, he definitely wants to do this,' so they kept giving me opportunities to learn more. I'm very grateful for their help. I'm very grateful for everything here."

"The whole biomedical sciences department at Quinnipiac knew I was interested in research ... so they kept giving me opportunities to learn more."



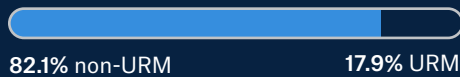
Diversity by the Numbers

The university has committed to enhancing access to data to promote greater transparency, strategic planning and accountability.

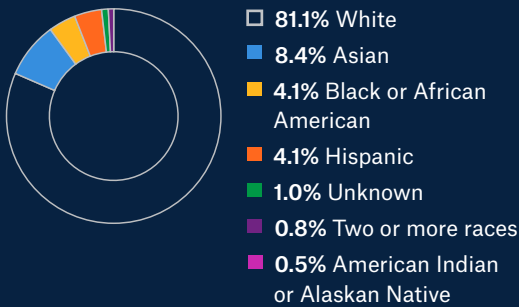
We must keep in mind that this data provides a snapshot in time. Context and long-term trends are essential, as is our goal to achieve lasting change rather than one-off, reactive solutions. This is a multiyear journey and changes in data may feel incremental at times, depending upon the university's hiring rates, size of its incoming classes, and the fact that students are only together 30 weeks a year (academic year), with most graduating after four years. QU's commitment is to make systemic and foundational changes as outlined in this E&I report, that will, over time, create the inclusive culture and environment to which we all aspire.

► FULL-TIME FACULTY DIVERSITY

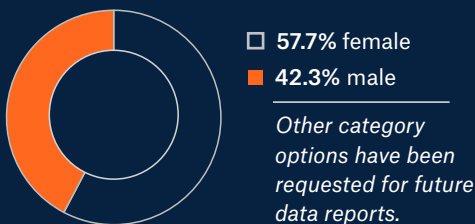
Race/ethnicity



Breakout of race/ethnicity



Gender



Race/ethnicity by school

College of Arts & Sciences



School of Business



School of Communications



School of Computing & Engineering



School of Education



School of Health Sciences



School of Law



School of Medicine



School of Nursing



► FULL-TIME FACULTY DIVERSITY (2017-21)

Race and Ethnicity	2017	2018	2019	2020	2021
American Indian or Alaskan Native*	1%	0.7%	0.4%	0.5%	0.5%
Asian*	7.9%	8.7%	8.3%	7.8%	8.4%
Black or African American*	5.2%	5.4%	5.4%	4.7%	4.1%
Hispanic or LatinX*	3.2%	3.1%	4.2%	4.7%	4.1%
Hawaiian or Pacific Islander*	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races*	0.5%	0.7%	0.9%	1.0%	0.8%
Undisclosed	1.2%	1.2%	0.9%	1.0%	1.0%
White (Non-Hispanic)	81.0%	80.2%	79.9%	80.3%	81.1%
* URM	17.8%	18.6%	19.2%	18.6%	17.9%

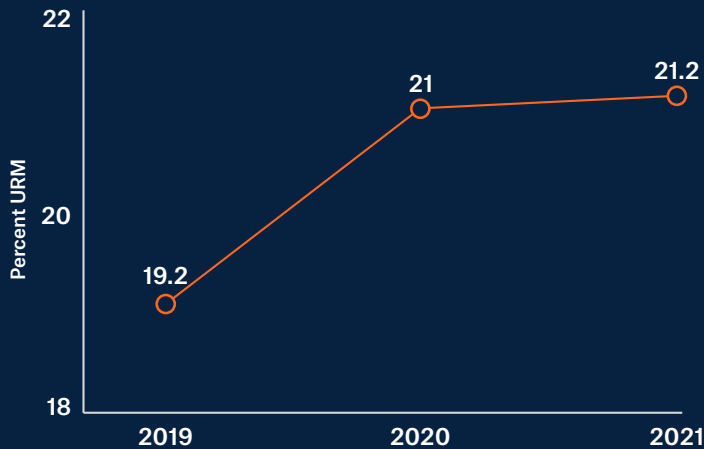
Faculty/staff recruitment

24%

Percent of full-time faculty and full- and part-time staff hired between August 2021 and May 2022 who identified as underrepresented minorities (URM).

STUDENT DIVERSITY

Diversity of our incoming class over time

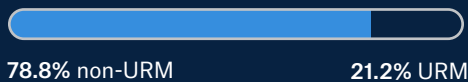


Retention rate for first-year students (retention measured from first year to sophomore year)

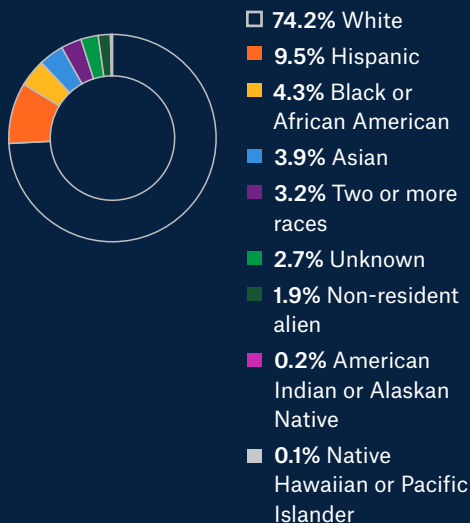


CLASS OF 2025 DATA (entered Fall 2021)

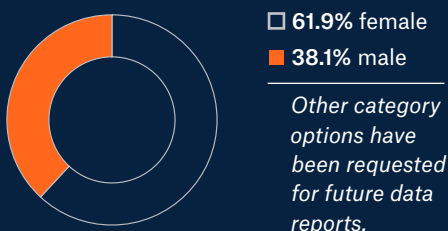
Race/ethnicity



Breakout of race/ethnicity

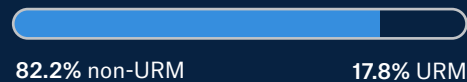


Gender

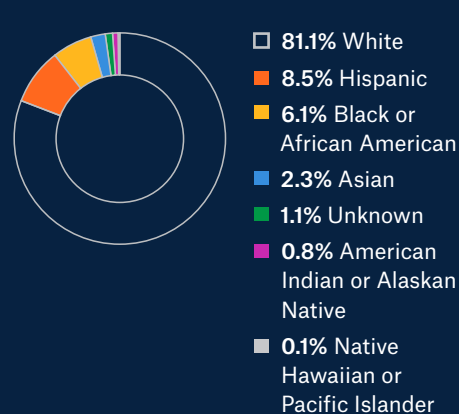


FULL-TIME STAFF (NON-FACULTY) DIVERSITY

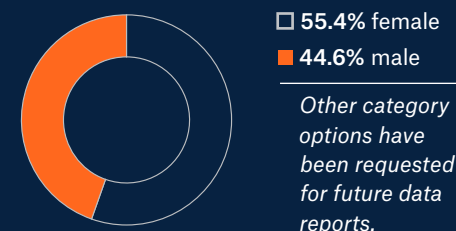
Race/ethnicity



Breakout of race/ethnicity



Gender



STAFF DIVERSITY (2018-20)

Race and Ethnicity	2019	2020	2021
American Indian or Alaskan Native*	0.8%	0.7%	0.8%
Asian*	1.6%	2.2%	2.2%
Black or African American*	4.7%	4.3%	6.1%
Hawaiian or Pacific Islander*	0.1%	0.1%	0.1%
Hispanic or LatinX*	7.0%	6.9%	8.5%
White (Non-Hispanic)	85.0%	85.3%	81.1%
* URM	14.1%	14.2%	17.7%

Data for students was compiled as of 9/20/21 IPEDS Census Date

Data for full-time faculty and staff was compiled as of 11/1/21

Percentages have been rounded to the nearest tenth decimal point

Underrepresented minorities (URM) are individuals who identify as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or LatinX, Native Hawaiian or Pacific Islander, or Two or More Races.

