

Section B

THE CHRONICLE OF HIGHER EDUCATION

October 31, 2014

# Diversity in Academe



## Black Men on Campus

**Their Struggles, Successes,  
and Voices**



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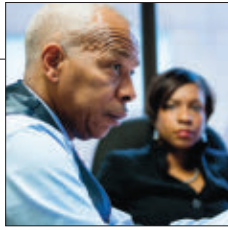
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# Diversity in Academe

THE CHRONICLE OF HIGHER EDUCATION

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## BLACK MEN ON CAMPUS

### Seeking a Formula for Success

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### The ‘Tapping’ Problem

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- Kortney Ryan Ziegler, a scholar of African-American studies, has experienced academic life as both a black woman and a black man.

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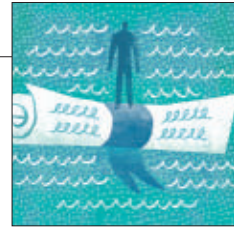
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### Behind the Statistics

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### And What About Black Women?

Yes, more of them attend college than black men. But that shouldn’t overshadow deeper disparities, say Kimberlé W. Crenshaw and Walter R. Allen: **B24**

### Counseling Black Men

The formation of black-male identity is like a thousand-piece puzzle, says G. Talib Wright: **B26**

*The Chronicle Crossword will return in next week’s issue of The Chronicle Review, dated November 7, 2014.*

Cover illustration by James O’Brien for The Chronicle

**I**N THIS SPECIAL REPORT, we’ve looked beyond statistics for stories that capture the complexity of black men’s experiences in academe. You’ll meet Cameron Slater, who spent years on the streets before enrolling in a college that offers a success network for black men. Now he gives other students advice (Page B4). And Benjamin F. Quillian, a longtime administrator who makes a point of building personal relationships with groundskeepers and custodians along with senior leaders (Page B6). And Jelani Zarif, who as a child was fascinated by gravity but was determined not to be held down by the housing projects where he grew up. He’s now a postdoctoral fellow in a urology lab (Page B16).

## EDITOR’S NOTE

Black male students are, in fact, better represented in academe than is commonly believed, but they continue to face an “opportunity gap,” says Ivory A. Toldson, a Howard University scholar (Page B20). And the path to college is hardly easy for black men, who often struggle with poverty, inequities in public schools, discrimination both overt and covert, and negative stereotypes. Their frustrations have risen with the recent shooting death of an unarmed black teenager in Ferguson, Mo.

The director of counseling at a historically black college for men,

G. Talib Wright, helps his students process the trauma of such events and develop strong identities in a society that he believes is disparaging of black manhood (Page B26).

A growing number of colleges, meanwhile, are making special efforts to enroll and graduate more black male students. One proven strategy is to focus on students’ strengths rather than their weaknesses. For more strategies that have helped black male students, scholars, and administrators, read on.

Thanks to the writers, editors, and designers who worked on this issue. We hope readers find it useful.

—CAROLYN MOONEY  
SENIOR EDITOR, SPECIAL SECTIONS





STEPHEN B. THORNTON FOR THE CHRONICLE

*Cameron Slater (left), who earned an associate degree in business administration at Pulaski Technical College, went on to the U. of Arkansas at Little Rock. He still puts in 15 hours a week at Pulaski as an academic coach in the program that helped him when he needed it.*

# Helping Black Men Succeed in College

By BEN GOSE

**C**AMERON SLATER spent nearly a decade on the streets in Little Rock, Ark.—he says he saw four friends die within three months—before he enrolled at Pulaski Technical College after a nudge from his pastor.

In his first year, he and his friends noticed some adults on the campus, in North Little Rock, who always seemed to be chatting with black male undergraduates. “We thought they were probation officers,” he says.

The adults were actually academic coaches at the Network for Student Success, a Pulaski effort supported by the U.S. Education Department to improve retention and graduation rates among black male students. Mr. Slater gave the program a try. He was assigned a “success coach,” who helped him identify academic goals. He was advised to sit at the front of his class and introduce himself to his instructors. He was urged to dress in a shirt and tie and to overcome his natural shyness to speak in front of groups.

In his second year, Mr. Slater was elected student-body president. He earned an associate degree in business administration from the community college in 2013, and is now working toward a bachelor’s degree at the University of Arkansas at Little Rock.

“Once I got into the network, I saw that it was just a bunch of brothers in there cracking jokes—that studying was not all about being uptight,” he says. “I started pulling more and more people in, and letting them know that this is where they needed to be if they wanted to be successful.”

The higher-education struggles of black men are well chronicled. Over the past 15 years, dozens of colleges have started programs designed specifically to get black men enrolled and help them graduate. So far, they are still significantly outnumbered and outperformed on campus by black women. But efforts to improve their experiences are likely to accelerate since President Obama’s announcement in February of the My Brother’s Keeper program, which includes philanthropic pledges of \$200-million to help young black students.

Many African-American boys fall behind early in their schooling and never catch up. Fewer than 20 percent are proficient in math and reading in both fourth and eighth grades. Just over half graduate from high school. Only a third of black men in the United States who attend four-year colleges graduate within six years, compared with 45 percent of Hispanic men, 57 percent of white men, and 64 percent of Asian men. Only 17 percent of all black male students who enter community colleges will earn certificates or associate degrees or transfer to four-year institutions within three years.

Advocates say the new programs aren’t just about helping African-American men, but are also key to meeting overall goals related to college completion.

“We’ve got to address the performance challenges in this cohort if we’re going to raise America’s overall attainment level,” says Arlethia Perry-Johnson, director of the University System of Georgia’s African-American Male Initiative.

The oldest programs have been around for a decade or more. Ohio



State University's Todd Anthony Bell National Resource Center on the African American Male, which opened in 2004, provides a four-day program just before classes start to 50 to 60 black male freshmen each year, about a third of the black male students in the entering class. The program emphasizes soft skills—such as motivation and study habits—rather than academic instruction. “We have found that these soft skills tend to have a greater effect on how successful young men are on our campus,” says James L. Moore III, an education professor who directs the center.

Each fall the Bell center holds the Gathering of Men, a networking event for black male students, professors, and community professionals. In February it organizes a two-day, off-campus retreat for black male students from Ohio State and other universities. The weekend event features a diverse schedule, including research-paper presentations, yoga, and sessions on financial literacy and how to deal with police officers they might encounter.

**T**HE BELL CENTER'S programs appear to be paying off. Ohio State's six-year graduation rate for black male undergraduates is now 67 percent, an increase of 30 percentage points since 2002, notes Mr. Moore.

L'nard Tufts, an Ohio State senior majoring in mechanical engineering, says he was often the only black student in his freshman engineering classes. The Bell center's orientation program, he says, introduced him to other “academically minded African-American males whom I could lean on for support.”

Mr. Tufts also participated in the center's Leadership Institute, a series of seminars that helped him develop skills that he is tapping this year as founder of a student group, Dexterity 43210. The organization (its name matches Ohio State's ZIP code), which drew 70 students for its first meeting, intends to create an “overly complex contraption,” he says, and enter it in a Rube Goldberg competition at the Center of Science and Industry, in Columbus.

At the University of Maryland at College Park, black undergraduates helped start the Black Male Initiative in 2005, amid concerns about the relatively small number of black professors on the campus. The group initially met on Saturday mornings for undergraduates and black administrators and professors to get to know one another. Now it holds a monthly community forum on issues such as racial profiling and the criminal-justice system, and arranges volunteer opportunities in local schools for black male undergraduates.

“It started as a tool to help retain black males on a campus that is, in the view of students of color and staff, ‘chilly’ in terms of the cultural climate,” says Solomon Comissiong, a co-founder of the initiative and assistant director of the university's Nyumburu Cultural Center. “It's not just for academic reasons that students aren't retained.”

The Georgia university system's African-American Male Initiative has programs on 27 of the 31 campuses. The system encourages participation by providing matching grants of up to \$30,000 per year. Since the effort's inception, in 2002, the number of bachelor's degrees earned systemwide by black men has increased 82 percent, to 2,353 in 2013, officials say.

Each institution designs its own variations. The Georgia Institute of Technology, for example, offers a multiweek immersion program for new black male students, so that they will more quickly appreciate the level of study required to be successful. Less-selective institutions have created programs that help at-risk students with “intrusive advising”—abrupt interventions delivered in person when they cut class or fail assignments.

“We don't have a cookie-cutter approach, because we don't have a cookie-cutter system,” says Ms. Perry-Johnson, director of the system-wide initiative.

**S**OME of the most innovative programs nationwide are at community colleges, which enroll more than 70 percent of African-American men who attend public colleges. Some of those institutions, including Baltimore City Community College, receive federal support for their programs from an Education Department program designed to help predominantly black institutions.

Baltimore City is receiving \$2.37-million over four years for a program that offers mentoring and tutoring as well as bus tickets and books. In addition to helping students financially, the freebies encourage students to attend workshops on topics like time management,

note-taking, and balancing academic work with family responsibilities.

All participants also participate in what the program's director, Duane O. Reid Jr., calls “community mentoring”—including volunteering in local elementary schools and at a soup kitchen.

The program is on track to graduate about 70 African-American men within three years by next fall, he says, a rate of 45 percent. That's well above the college's overall graduation rate for black men, which is roughly 5 percent.

Brian Jones, a 43-year-old native of Washington, D.C., who has battled drug addictions and had numerous run-ins with the police over the past two decades, made his way to Baltimore City in 2012 after completing a six-month drug treatment program. The midlife quest for a college degree hasn't come easy. Mr. Jones had a three-month relapse with synthetic marijuana (“spice”) last January and has flunked algebra twice. But he's back on track this semester, has nudged his GPA up to 2.6, and hopes eventually to earn a bachelor's degree in social work from nearby Coppin State University.

He says he is in touch every day with a case manager and an academic adviser supplied by the program, which requires regular check-ins. “I've spent a lot of time wasting my time,” Mr. Jones says. “Now I think I still have time to correct the mistakes that I've made.”

**S**OME SCHOLARS say the recent protests in Ferguson, Mo., highlight the need for changes in how colleges help black men succeed, even though the shooting of Michael Brown, an unarmed black teenager, by a police officer there had nothing to do with higher education.

“Black men are criminalized in our society, and that affects how police officers and others interact with them,” says J. Luke Wood, an associate professor of community-college leadership at San Diego State University. “Teachers may be thinking, ‘Do I want this student to come to my office hours? Maybe as a white female, I don't want a black male coming to my office to meet with me one-on-one.’”

Mr. Wood, co-director of a research collaborative that studies efforts to help minority men at community colleges, says many black men are leery of higher education to begin with—they may view it as a female sphere, or may hesitate to seek academic help because of a fear that they'll look dumb.

“In our research, we've found that it doesn't matter how well you teach—if you don't have a relationship with these guys first, they're not going to be open to the information,” he says.

Shaun R. Harper, an associate professor of education at the University of Pennsylvania and executive director of the Center for the Study of Race and Equity in Education, argues that colleges need to spend far more time and money helping professors understand how their actions, or even unconscious biases, may have a negative impact on black men.

“You can spend hundreds or even thousands of hours helping a black student learn to be resilient and resist harmful racial stereotypes,” Mr. Harper says, “but if the guy goes back into a classroom and the professor is still behaving in a racist manner, or has unchecked assumptions about the student's background, that resilience only goes so far.”

Yet directors of some student-focused programs say they still see large numbers of students who need almost daily support in order to succeed in college. Kareem Moody, who directs the Network for Student Success program at Pulaski Tech, divides incoming students into groups on the basis of the amount of help they will need. A “green” student, for example, has strong academic skills and motivation and might need advice merely on course scheduling. But a “red” student, like Mr. Slater—someone who has struggled academically, is uncomfortable with college instructors, or perhaps has had run-ins with the law—will receive far more help.

“You have a lot of fatherly talks with those guys to close the door on some things that they might be upset about,” Mr. Moody says.

Mr. Slater, who still spends 15 hours a week at Pulaski working with the network, now shares the lessons he learned from Mr. Moody, which helped him reach the University of Arkansas. For example, email an instructor early, he tells new students, if you know you're going to miss a class or turn in an assignment late.

“Life happens to all of us,” Mr. Slater tells them. “You want your professor to remember that you're one of his bright students.” ■



Elwood Robinson leads a meeting at Cambridge College, where he serves as provost. He will soon step down to become the chancellor of Winston-Salem State U.



M. SCOTT BRAUER FOR THE CHRONICLE

# How They Made It to the Top

Black academic leaders took different paths but share a desire to ‘pay it forward’

By JENNIFER HOWARD

**D**AVID A. THOMAS wrote the book on how to get an executive-level job if you’re an African-American man. Mr. Thomas is dean of the McDonough School of Business at Georgetown University. Earlier in his career, he spent four years at the Wharton School of the University of Pennsylvania, followed by 21 years at Harvard Business School as a professor and associate dean. He holds a Ph.D. in organizational psychology from Yale University.

As he built that career, Mr. Thomas had a template to follow: his own research. His 1999 book, *Breaking Through: The Making of Minority Executives in Corporate America*, written with John J. Gabarro, compared the trajectories of minority employees with those of white employees, looking for differences in success patterns and other factors that help make or break careers.

In conversations with *The Chronicle*, Mr. Thomas and other African-American men who have achieved high-ranking administrative jobs in academe described the patterns that have shaped their own careers at Ivy League and major public universities, liberal-arts colleges, historically black colleges, and community colleges. And while their experiences are “incredibly varied,” as Raynard S. Kington, president of Grinnell College, puts it, they share some common threads—such as the importance of finding mentors, getting as much hands-on experience as possible, and cultivating excellence in the face of subtle and not-so-subtle race-driven prejudice.

“As an African-American executive, you have to go into every situation with both eyes open,” says Benjamin F. Quillian, echoing a theme that came up repeatedly in interviews with black male administrators. Often “there is a prejudging that you’re incompetent and don’t know what you’re doing.”

Mr. Quillian has decades’ worth of experience as a top administrator. He recently stepped down as chief financial officer for the California State University system. Before that, he held a number of high-level

el jobs at different institutions, including Southern Illinois University, and served as a senior vice president at the American Council on Education. He’s now an adviser to the California system’s chancellor. And while the kind of prejudice he’s talking about diminished some for him as he rose through the ranks, “I do not think it has diminished very much in the culture of higher education,” he says.

That said, each career path is different. “There’s a huge amount of heterogeneity even within these groups,” says Dr. Kington, whose own path led him to earn M.D., M.B.A., and Ph.D. degrees. “Thinking in a monolithic way can actually hurt” the effort to open up more opportunities. “All of us want to be taken as individuals. At the same time, we’re incredibly proud of our background.”

Mr. Thomas, Dr. Kington, and their African-American male colleagues make up a diverse group, but not yet a large one, in the upper ranks of higher-education administration. According to the Department of Education’s National Center for Education Statistics, black men held 8,572—or about 3.6 percent—of the 238,718 executive, administrative, or managerial positions at all U.S. degree-granting institutions in the fall of 2011, the latest year for which statistics are available. (Hispanic men held just over 2 percent of those jobs, and Asian-American men about 1.5 percent.)

African-American men made up 5.3 percent of college presidents in 2011, according to a report from the American Council on Education’s Center for Policy Analysis. That proportion was unchanged from 2006 and up only slightly from 1986, when it was 5.1 percent.

“We are far from where we should be,” says Dr. Kington. “We’ve had one black president of an Ivy League school.” (An African-American woman, Ruth Simmons, is a former president of Brown University.) He worries about the prospects of those coming up through the academic pipeline. There have been “major improvements, and that’s great, but we’re not where we should be,” he says. “I think we have a better understanding of the challenges.”

*Continued on Page B8*





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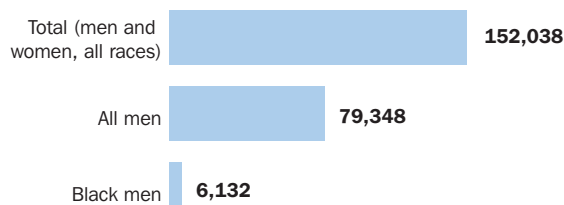
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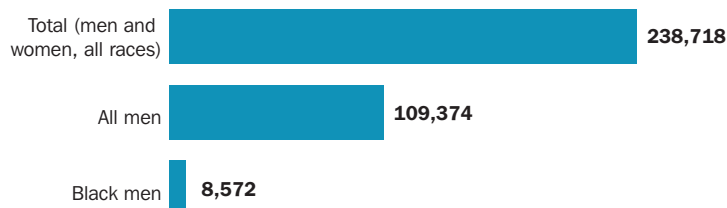


## Black Men in Academe's Administrative Ranks, 2001 and 2011

### ALL INSTITUTIONS, 2001



### ALL INSTITUTIONS, 2011



Note: Data include those who held jobs at the "executive, administrative, and managerial" level at degree-granting institutions. The total number of black men includes only U.S. citizens and permanent residents whose race is known.

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS

*Continued From Page B6*

**M**R. THOMAS, the Georgetown dean, studied some of those challenges in his book about the career paths of business executives. He and his co-author found that people of color aren't encouraged to jump on the fast track the way their white colleagues are. In the business world, "whites who make it to executive-level positions move much faster in their earlier careers and are pegged as being people with executive potential faster," he says. "The same is true when it comes to thinking about grooming people for executive leadership jobs in academia."

He's witnessed the phenomenon firsthand—for instance, "in moments when people were talking about who might be the dean of a school, and a set of names go out," he says. "You often don't see the name of potential black candidates. They're sort of not in the zeitgeist."

Mr. Thomas recalls that the first time he mentioned he wanted to be a dean, "people were like 'Oh, I never thought of that, but now that you mention it, it does make sense.'"

Shaun R. Harper calls this "the tapping problem." Mr. Harper is an associate professor at Penn's Graduate School of Education and executive director of its Center for the Study of Race and Equity in Education. He's often called in to assess employment conditions at other institutions.

Many people who end up as academic administrators do so because someone encouraged them to. "A department chair or dean or provost will tap someone and say, 'Hey, we think you have enormous potential,'" he says.

That's great—if you're one of the people so chosen. But, Mr. Harper says, "tapping is not equitably distributed by race or sex. Women and people of color are considerably less likely to be tapped." That leads to a shortage of people of color in senior roles, he says.

The tapping problem compounds another factor that Mr. Harper has both studied and experienced: the discouraging effect of not seeing people who look like you in roles to which you might aspire. For African-American students, that's not a problem at historically black colleges and universities. But at predominantly white institutions, students often see too few minorities among the ranks of presidents, deans, and tenured professors, Mr. Harper says. "Furthermore, where the people of color are disproportionately represented in groundskeeping, food services, and so on, it might suggest to a student of color that this is how higher education works—that there is very palpable racial stratification."

That pattern can perpetuate itself through graduate school and on into a scholar's or administrator's career. "These things have a snowballing effect," he says.

Being part of an underrepresented group can take a psychic toll as one climbs the ranks. Mr. Harper, for instance, knows what it's like to be the only person of color in a department. "There's something that comes along with that—the stress of having to prove myself and not to mess it up for other people who come after me. These things feel really consequential."

That pressure doesn't end once someone makes it to the upper ranks. Mr. Harper describes a "longstanding recognition among professionals of color that in order to garner the same level of respect and to be taken seriously and to be promoted, you have to work twice as hard, you have to run twice as fast, often to get half as far."

**R**ACE HAS CUT both ways in shaping the career of Mr. Quilian, the California administrator. He has developed a two-pronged approach to deal with the pernicious race-based skepticism that he and other African-American professionals often encounter. First, he says, "is to keep my eyes open and be aware" of it. Second is "to try to build personal, legitimately positive relationships with individuals who I know don't think I'm the right person for the job." He's made it a point to have an open-door policy and to spend a lot of time with faculty and staff members, so that people got to know him personally. "I had relationships with everyone from groundskeepers and custodians to senior leadership."

In some situations, he says, being a black man has advanced his career. "There were times when I felt that being an African-American man helped me get in the door," he says. "I've benefited from affirmative action." The first senior administrative role he held was as the affirmative-action officer at Southern Illinois.

His background also helped equip him for some of the challenges he's faced as an administrator. When he was the top financial officer at California State University at Fresno, he stepped in to be interim athletic director at a time when the university was having difficulties with some of its athletes, he says. "Being an African-American man helped me help the coaches understand some of the issues that the African-American players faced. Some coaches are more interested in what they do on the field than in giving them the skills they need to survive in a predominantly white culture."

Dr. Kington, Grinnell's president, says that being a member of a non-majority group can equip an administrator with "a richer experience to bring to the position." The son of a physician and a teacher, Dr. Kington had many advantages growing up. "There was no doubt that I was going to college and little doubt that I would go on to graduate school," he says. But he also recalls the many restrictions that segregation-era Baltimore placed on his family.

As a black and openly gay man, Dr. Kington has spent much of his life negotiating differences. He doesn't downplay the racism that he and other black male administrators have encountered. But when diversity comes up, "it's always a deficit discussion. There's a flip side to that," he says. "Maybe we can talk about what diversity brings to the table other than that you're diverse."

**A**LTHOUGH THEY'VE WORKED in very different roles at very different kinds of institutions, the administrators interviewed for this article share certain experiences and approaches that they say helped propel them to top jobs. Most of them had a mentor, or a series of mentors, at key stages of their careers. Many have taken part in leadership-training opportunities like those offered by the American Council on Education's Fellows Program, the Harvard Institute for Management and Leadership in Education, the Executive Leadership Summit at Hampton University, and the Millennium Leadership Initiative run by the American Association of State Colleges and Universities.

The administrators share a keen interest in paying forward what they've learned. "I've had the advantage of benefiting from the sacrifices of huge numbers of people who didn't accept the world as a given," Dr. Kington says. "It really forces me to think more about my obligation to open doors for people who follow behind me."

When asked what advice they'd give up-and-coming versions of themselves, they return to certain themes: Work hard and be excellent. Figure out how you can have the biggest impact. Learn by doing.

Mr. Thomas, of Georgetown, knew by the time he got tenure in the late 1990s that he wanted to have the option of being a dean or other high-ranking academic leader by the time he turned 50. Equipped with the knowledge that writing *Breaking Through* had given him, he set out to acquire the skills he knew he'd need. At Harvard he worked as both an assistant dean and a department chair at the same time. "I knew there was something to be learned from both jobs, so I did them, without any course relief," Mr. Thomas says. "I wanted to learn."





*Shaun R. Harper, executive director of the Center for the Study of Race and Equity in Education at the U. of Pennsylvania, says it's well known among black professionals that to be taken seriously, "you have to work twice as hard."*

MARK MAKELA FOR THE CHRONICLE

He took additional steps that many academics don't take. For instance, he joined the boards of a major bank and a hospital. "It's often hard for people to imagine African-Americans as big and successful fund raisers," Mr. Thomas says. Being on boards equipped him "to sit down and talk about fund raising" in a persuasive way.

"I also proactively did some things that were designed to give me feedback about myself and how people perceived me," he says. As department chair, for instance, he opted to have a 360-degree assessment of his own performance done. "I learned some things that were actually quite helpful," he says.

Mr. Thomas may have been unusually strategic in working his way to the top, but he's not alone in looking for opportunities to learn administrative skills.

"The hands-on experience—I think that's the most important," says Jack Thomas, president of Western Illinois University.

A literature scholar, Mr. Thomas spent a year as an ACE fellow that "really changed the course I wanted to do." He spent that time studying and shadowing two college presidents: Freeman A. Hrabowski III, of the University of Maryland-Baltimore County, and Dolores Spikes, then president of the University of Maryland-Eastern Shore.

"It really helped shape me into the leader that I am today," Mr. Thomas says. After studying those two leaders in action, "I wanted to make sure that I had a great impact on people, and particularly on college students. There's no better way to do that than being a college president."

**W**ALTER M. KIMBROUGH is president of Dillard University, a historically black institution. When people ask him for career advice, the main thing he tells them is "Focus on your job right now and do that very well." Every job I've had, I've tried to be the best at."

Mr. Kimbrough has been unusually focused on his goals: He knew even as an undergraduate that he wanted to be a college president. He joined a fraternity, Alpha Phi Alpha, that has produced many black leaders, and started studying the trajectories of college presidents. (He still keeps a folder of articles about presidents that goes back 20 years.)

As a kid, he took inspiration from Benjamin E. Mays, Morehouse College's longtime president and a key figure in the civil-rights movement as well as the man who presided over school desegregation in Atlanta (where Mr. Kimbrough attended Benjamin E. Mays High School).

"I knew him more as superintendent of Atlanta public schools," Mr. Kimbrough recalls. "When I got older and became interested in becoming a president, I began to study him. He was very hands-on."

Mr. Kimbrough went on to earn a bachelor-of-science degree from the University of Georgia, an M.S. in college student-personnel services from Miami University in Ohio, and a Ph.D. in higher education from Georgia State University. He's held key administrative positions at Albany State, Emory, Georgia State, and Old Dominion Universities. Before he took over as Dillard's president, in 2012, Mr. Kimbrough served as president of the historically black Philander Smith College.

At every stage, he says, he had mentors who pushed him to try different administrative jobs and to learn everything he could from them.

He's a believer in what he calls "mentoring moments"—even a half-hour conversation can lead to useful, career-building insights.

These days, what he likes best about his job is the contact with students. "You're part of their family, particularly at a small institution like this," he says. But that close contact brings him up against some tough realities, too. Eighty percent of Dillard students are eligible for Pell Grants, he says. "The hardest part of the job is to figure out how to get philanthropists to provide support for my students who really need the support," Mr. Kimbrough says. He reads about wealthy institutions that get big gifts, and thinks of the transformational changes for families that could happen if Dillard had that kind of money. "When we lose students here, most of the time it's because they don't have the money to stay in school. I could do so much more good if I could shore up the main vulnerability my students have, and that's the finances."

**T**HE CHANCE to have an impact on students' lives drew Elwood L. Robinson into administration as well. He will soon step down as provost and vice president for academic affairs at Cambridge College, a private college in Massachusetts that serves adult learners in particular, and will become chancellor of Winston-Salem State University.

Trained in clinical psychology, Mr. Robinson describes himself as having had "the perfect trajectory in higher ed." He began as a professor and worked his way up to become founding dean of the College of Behavioral and Social Sciences at North Carolina Central University, the historically black public institution where he earned his undergraduate degree.

"My job was always, as I saw it, creating opportunities for students," he says. "Being a college professor is the best job on the planet." He never set out to be an administrator, but opportunities came his way. He was asked to take over the university's Minority Access to Research Careers program, a federally funded effort that encourages students from underrepresented groups to go into the biomedical sciences. That led to the chance to be dean of the then-new behavioral-sciences college.

That sense of education as "the engine of opportunity" goes a long way back for Mr. Robinson, who grew up poor in rural North Carolina. His parents made it clear early on that they expected him to go to college. "My mother was the consummate mother who believed that her son could do anything," he says. (He recalls saying to her, after Barack Obama was elected, "Mom, we have an African-American president now." She said, "I know. I thought that was going to be you, baby.")

"It is a path of doing good work," Mr. Robinson says, summing up his approach to building a career. "Excellence is a cornerstone of who I am."

From the windows of his office at Cambridge College, Mr. Robinson can see Harvard and MIT. But he'd rather work at a place like Winston-Salem State than take a job at an elite institution. Students need to see people from backgrounds similar to theirs in teaching and administration, he says.

"We have to have those kinds of professors talking to our students, empowering them," Mr. Robinson says. The main task is to "be an inspiration to them about who they can be." ■



# Black Man in the Lab

By STACEY PATTON

Profiles of 4  
STEM scholars:  
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**F**OR TWO DECADES, academic researchers have asked the same questions about black males in science, technology, engineering, and mathematics, known as the STEM fields: Why do black males underperform in grade-school and high-school math and science classrooms?

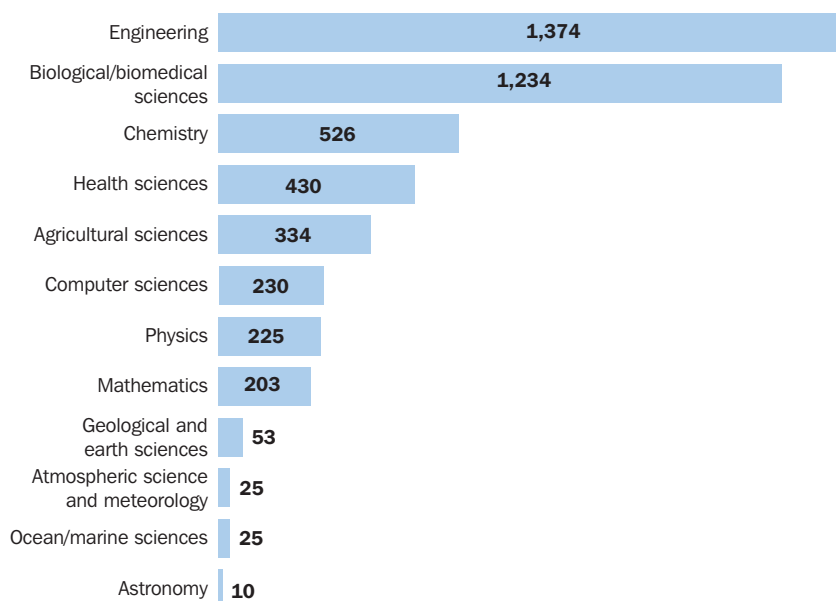
Why do so few pursue STEM degrees?

Of those who enter college with the intention to major in STEM fields, why do so many switch to other disciplines?

And among those who persist and graduate with science majors, why do so few proceed to Ph.D. programs?

The scarcity of black men earning STEM degrees has been documented repeatedly. For example, among American citizens and permanent residents, the proportion of black men at the Ph.D. level more than doubled between 1992 and 2012, but from a very low base of only 1 percent to 2 percent of all STEM degrees, according to the National Science Foundation's annual "Survey of Earned Doctorates." (These figures exclude psychology and the social sciences.) In 1992, black men earned only 139 of 11,485 STEM doctorates awarded, and in 2012, 334 of 16,545 STEM doctorates.

## Number of Doctoral Degrees in Science and Engineering Awarded to Black Males, by Field, 1992-2012



Note: Numbers include only U.S. citizens and permanent residents.

SOURCE: SURVEY OF EARNED DOCTORATES BY THE NATIONAL SCIENCE FOUNDATION AND FIVE OTHER FEDERAL AGENCIES

In establishing why progress has been so slow, there is no single answer, says Earnestine P. Easter, a program director in the division of graduate education at the foundation. Black males face more than a few obstacles before they reach college: white teachers who misinterpret their behavior, high suspension rates, school closures in urban neighborhoods, inadequate schools, concerns about "acting white," single-parent households, poverty, violence, and a lack of positive images of successful black males.

Another reason is that the matter doesn't receive sustained, consistent attention. "We know there are some policy drivers in our country, and when there are alerts that something is threatening U.S. competitiveness and economic development, we tend to respond so that agencies and private foundations can intervene," Ms. Easter says. "For black males, we have signals and longitudinal reports starting from preschool all the way through high school indicating problems with black males not achieving, and that means there's a much smaller pool of STEM students at the undergrad level."

Some scholars say that while the research and data collected are important, the fixation on these racial disparities contributes to a pervasive narrative that reinforces broader stereotypes of black men as an endangered, lazy, and incompetent group in crisis.

"Anyone who takes time to read about them could confidently conclude that black male students are troubled, their future is bleak, they all do poorly, and there is little that can be done to reverse longstanding outcomes and disparities that render them the least likely to succeed," says Shaun R. Harper, executive director of the Center for the Study of Race and Equity in Education at the University of Pennsylvania.

"I'm not saying that we abandon the data and explanatory undercurrents of these questions," he says. "But statistics help maintain notions of white supremacy in that they very powerfully reinforce that white folks are, and very much belong, on top because people of color just can't seem to get their act together."

Ansley Abraham, director of the Southern Regional Education Board's State Doctoral Scholars Program, echoes those sentiments. "You know what they say about data—it can be twisted and used in many ways," he says. "However, the end result of these data on black men is that the system is not working for this group of people. So we have to ask what's wrong with the system if it consistently works for certain people and not for everyone."

**M**R. HARPER and other researchers have documented a movement, going back at least 15 years, by many well-intentioned people who have called attention to the issues faced by black male students in STEM fields. Among the factors are academic and cultural isolation, the difficulty of performing in the face of negative stereotypes and low expectations among faculty members, a lack of mentors of color and friendship networks, concerns about financial debt, inadequate advising and emotional support during times of stress, and lack of exposure to hands-on research.

*Continued on Page B12*





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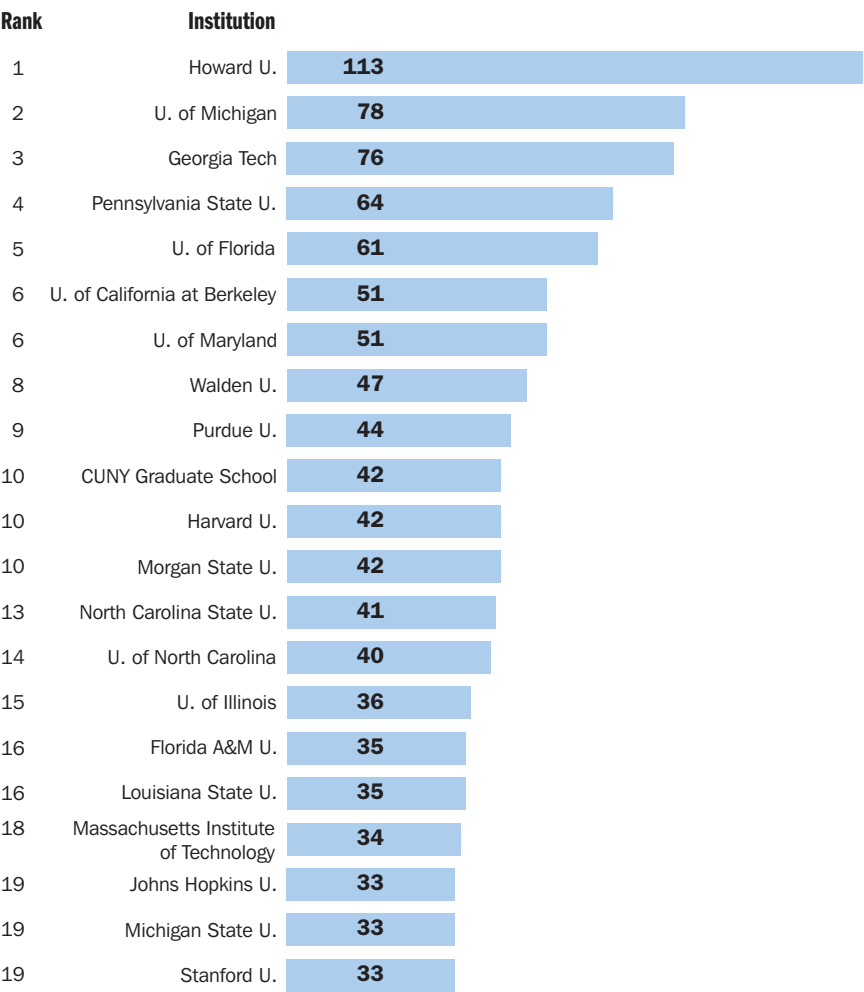
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Institutions That Awarded the Most Science and Engineering Doctorates to Black Men, 2002-12



Note: Tied institutions are listed alphabetically. Figures exclude social sciences and include only U.S. citizens and permanent residents.

SOURCE: SURVEY OF EARNED DOCTORATES BY THE NATIONAL SCIENCE FOUNDATION AND FIVE OTHER FEDERAL AGENCIES

*Continued From Page B10*

Some scholars have also argued, in reports and academic journals over the years, that the movement to broaden minority participation has tended to focus more on “fixing” the black male student than on addressing the structural and institutional forces that undermine his academic achievement and sense of belonging on campus.

A growing number of colleges have created black-male-oriented institutes, centers, summits, mentoring programs, and campus initiatives. Since 1998, the National Science Foundation has allocated more than \$385-million in research funds to understand barriers to African-Americans in STEM fields, in addition to strategies to help them succeed. Some of the work is being done by faculty members at historically black colleges, which graduate large numbers of black students who go on to earn doctorates in science and engineering.

Howard University is using NSF money for a project “to disentangle the issues of race and gender and their relationship to factors that influence STEM interest and success” among black males. Faculty members at Washington State University are studying the career pathways of black male college students who are pursuing IT-related careers. Vanderbilt University is looking at minority-mentoring initiatives for black doctoral students and postdoctoral researchers in engineering, while the University of Central Florida identifies best practices and lessons that can be applied within STEM graduate programs to broaden participation and increase success rates.

NSF officials report progress in serving underrepresented groups in the agency’s competitive-grants programs. From 2007 to 2014, 270 black males have been awarded the foundation’s graduate research fellowships, with the largest increases over the past five years. A few black males have received support from the agency’s early-career-development program.

Despite significant federal investments in STEM education for black males, the rate of increase in their enrollment remains sluggish compared with those of other groups. Low completion rates in postsecondary-degree programs are most pronounced among black males.

The news is both good and disturbing. “The raw numbers of black men earning Ph.D.’s have doubled,” says Mr. Abraham, of the doctoral-scholars program, which gives individual awards of \$20,000 to Ph.D. scholars annually, 35 percent of them in STEM fields. “But we’re not making up any ground. We’ve had two decades worth of affirmative action and diversity efforts, and we’re not even holding steady. That is disturbing. It should be disturbing to us all.”

A recent report by the American Institutes for Research notes that women (1 in 5) and blacks (1 in 5) are most likely to leave science careers, academic or otherwise. The study found that 21 percent of blacks—compared with 17 percent of whites, 14 percent of Asians, and 14 percent of Hispanics, leave STEM fields, with 42 percent of black men opting to work in government.

*Continued on Page B14*

Doctoral Degrees in Science and Engineering Awarded to Black Males as Compared With All, 1992-2012

Ph.D.'s awarded																					
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
To all U.S. citizens and permanent residents	11,485	11,889	13,485	14,231	13,718	13,511	13,415	12,541	12,253	11,829	11,261	11,452	11,539	11,937	12,707	13,378	14,306	15,408	15,602	15,892	16,545
To black male U.S. citizens and permanent residents	139	159	157	189	214	220	179	217	193	199	199	201	223	232	220	258	250	297	286	303	334

Note: Figures exclude social sciences.

SOURCE: SURVEY OF EARNED DOCTORATES BY THE NATIONAL SCIENCE FOUNDATION AND FIVE OTHER FEDERAL AGENCIES



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College & University Professional Association for Human Resources

*Continued From Page B12*

“The STEM community is losing contributions to scientific and technological discovery,” said Lori Turk-Bicakci, the report’s lead author and senior researcher. “This brain drain restricts potential advantages gained from diverse perspectives and the ability of role

models for underrepresented groups.”

What’s more, employment rates for new Ph.D.’s in STEM fields have been down or stagnant in all of those major disciplines for the past 20 years, according to an analysis published by Slate.

Student-loan debt is another problem. Another recent report by the research institutes found that HBCUs, led by

Howard University, were key producers of black STEM Ph.D.’s from 2005 to 2010. (Howard awarded one-third of all STEM doctorates conferred by HBCUs during that period, the report said.) Yet these graduates received less financial aid than their black peers at predominantly white institutions: 19 percent of black graduates of predominantly white institutions graduated owing more than \$30,000, compared with 30 percent who received degrees from historically black institutions, the report said.

“Minorities are risk-averse,” says Ms. Easter, of the National Science Foundation. “They don’t like a whole lot of debt, and that’s why they don’t go on to Ph.D. programs in larger numbers.”

**G**IVEN THE ATTENTION and money devoted to attracting more black males and improving their participation in STEM fields, why have 15 years of efforts not yielded better results? And what should well-intentioned educators and policy makers keep in mind as they undertake new efforts?

Some agree that it’s essential to stop fixating on negative data and start telling the stories of black success.

“The conversation is usually about the 2 percent,” says Mr. Harper, the education scholar at Penn. “It’s problematic, for sure. But there are 334 black men who earned STEM Ph.D.’s in 2012, and we never hear about their success and the enablers of their success.”

Mr. Harper, who is black, says he earned his Ph.D. 12 years ago and can count on one hand the number of people who stopped and asked him about his journey to success. “It’s easier to download data and lean on statistics,” he says. “It takes time to seek out successful blacks and spend time doing a turn-by-turn deeply textured analysis of their trajectory.”

Black students are often apprehensive about going into STEM programs after hearing about the low success rates and hostile environments that students face, says Ms. Easter.

“But there are black Ph.D.’s who have made it in spite of these obstacles,” she says. “Those who have managed to survive need to tell their stories. We have a lot of quantitative data, but what we don’t have is rich qualitative data that can serve as a guide or case study for those who want to understand and manage their own professional growth and development in a culture and environment that’s not really supportive.”

In the edited conversations that follow, four black men who have earned STEM Ph.D.’s tell their stories. They share their different journeys, which reflect the dynamics, challenges, and—most important, they believe—the value of investing in the lives and education of black men. ■



# CHANGE STARTS WITH PERSEVERANCE AND PASSION.

It starts with people like Art Campa, Ph.D., an MSU Denver associate dean and anthropology professor. He was instrumental in bringing the College Assistance Migrant Program (CAMP) to campus and steadfastly campaigns to maintain the program’s federal status. He also helps to recruit migrant students of great potential, giving them learning opportunities that might otherwise be lost.

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STEPHEN B. THORNTON FOR THE CHRONICLE

*As an undergraduate at Morehouse, says Karl Walker (right, with a student, Terrell Irby). "I felt like I was somewhere where I could progress without feeling like the deck was stacked against me."*

## ‘Going to an HBCU Was Affirming’

**I** GREW UP in Pine Bluff in a home with two parents. My dad was a well-known dentist in the area, and my mom worked at the university, first as a counselor, then a professor, and then a dean of one of the colleges. We were upper middle class, and me and my five siblings got early lessons about the importance of education.

Growing up, I wanted to be like my dad. Everybody was calling him Dr. Walker, and I wanted that respect. I spent a lot of time on campus after school with my mom, and I also spent a lot of time in my dad's office watching him make dentures. I was that little kid in the office watching patients lined outside the door waiting for my dad to fix their mouths. I remember the smells of the different chemicals he mixed and the different types of equipment he used. It looked fascinating to me.

My grades in junior high were terrible. I didn't do my homework, and I didn't like school. My work was boring to me. So my dad offered to buy me a car if I got a 4.0. Now I had a reason to turn in my homework. I got the 4.0, and after I achieved that I got invited to be part of an honors association. I

decided to maintain that GPA so that I could get a scholarship.

I entered Morehouse the summer before my freshman year. I had this math instructor who held a competition for the students. Whoever had the highest scores in our math and physics classes got an extra stipend of \$1,000. That was a lot of money for me at the time. I was motivated by money. [He won the math prize.]

Going to Morehouse was a great experience for me. It was all guys, so there were no distractions. I didn't have to try to look good to go to class. I wasn't worrying about sounding nerdy or cool. Going to an HBCU was affirming. Seeing all these black professors and doctors was motivating. I felt like I was somewhere where I could progress without feeling like the deck was stacked against me.

My experience in a white grad school [University of Arkansas at Little Rock] was different because I had to fit into a new cultural atmosphere. I had people in my corner, but I did see how the cultural differences made an impact. People who could culturally identify with the professors had a better time and better recommendations. I didn't

have that support. In a lot of my classes, I was the only black male. In my program, most people were Asian. Everybody went to their respective corners. Asian professors picked up Asian students, white professors picked up white students. My adviser was Chinese.

There are still a lot of barriers for black males in STEM. Everybody doesn't have someone at home to offer them a car to motivate them to do better. There are financial barriers, and there's the negative data you hear all the time that can be discouraging. It tells people, "Hey, give up now. Don't try real hard. It's not going to work anyway." I didn't believe the statistics. I was hanging around with my dad and his successful black friends. They all had nice cars, nice houses, and careers.

I don't see how statistics on black men can be beneficial unless people are doing something to improve their situation. There are a few people who try to make a difference and get discouraged by how there's not a lot of people who feel the same way they do. I would like to see more motivation of black males rather than so much negative information. ■

### Karl A. Walker

**Assistant professor of math and computer science**

University of Arkansas at Pine Bluff

*Conversations on these pages were conducted and edited by Stacey Patton.*



## Stayed to Myself, Stayed Driven, Stayed on Task

To watch a video interview of Jelani Zarif, conducted at the Johns Hopkins School of Medicine, visit [chronicle.com](http://chronicle.com).



CHRONICLE PHOTO BY JULIA SCHMALZ

*"When I was a kid, I would tell people I wanted to be a scientist, and they would say I couldn't do it or that it was a pipe dream," says Jelani Zarif, a postdoctoral fellow at the Johns Hopkins U., who is doing research on prostate cancer.*

# 'Nobody Could See Past the Neighborhood'

**M**Y BIGGEST ROADBLOCK as a black male scientist was poverty and homelessness during my childhood. I grew up in Chicago, on the south side, in the jets. That's a colloquialism in Chicago. It's short for

the projects. It was me, my mom, and my four siblings. I saw all types of things that made me grow up fast. We were homeless. We lived in shelters, with random people, and in different projects. It was like a movie. I saw people on drugs, prostitution, people overdosing, friends going to jail and ending up dead, shootouts, gangs, graffiti, break dancers, and poverty. The poverty was something. It was like prison.

My mom was never on drugs. She worked hard, but we were still poor. The next-door neighbor was a crackhead and got a welfare check and we all shared the same roaches. My mom always encouraged us to have good manners, to be disciplined, and to keep our head to the sky. We had books and *National Geographics* in the home and did a lot of reading about American history and black history. I had an inherent curiosity about science, especially gravity. As a boy, I wanted to know why we had to stay on the ground. I was intrigued by that. I remember watching this video of Lionel Richie walking up the wall and dancing on the ceiling. And there was Superman flying and astronauts floating on TV. So I was 5 years old in my mom's living room trying to walk up the walls. ... I got into trouble a few times.

I felt like gravity holds you down. It keeps you on earth. All around me there were so many kids getting locked up for selling crack. When I was a kid, I would tell people I wanted to be a scientist, and they would say I couldn't do it or that it was a pipe dream. The older people told me to get a trade. Nobody could see past the neighborhood. The skepticism and pessimism was the gravity. Living

## Jelani Zarif

**Postdoctoral fellow**

James Buchanan Brady  
Urological Institute,  
Johns Hopkins University  
School of Medicine

in the projects was about selling drugs and driving a Range Rover. Most kids I knew dropped out of high school. It was very daunting to pursue education in the long term.

I excelled in math and science early on. I was determined to not let the

projects define what I could do in the classroom. I remember a fourth-grade teacher who taught us about photosynthesis. We hatched chicken eggs, planted flowers, did physics stuff, and took field trips. She gave us exposure in an after-school program.

For college, I chose wisely to go to an HBCU [Morehouse College]. In grad school at Michigan State, I went from being one of several black males in my science class to the only one. You notice that you're the only one: Even if you try not to say anything about your race, somebody brings it up. There were incidents that happened, but I just stayed to myself, stayed driven, and stayed on task. I learned to deliver the results and had my network of people outside of the lab. I also got involved in the community by mentoring young people and raising scholarship money for students through my Alpha Phi Alpha fraternity.

I've spoken up for better recruitment and retention of minority scientists on campus. People have to really want to do it. Not everybody is on board or even cares about recruitment. I've had people ask, How did you end up here? I didn't let it bother me. I just went back to the lab and did the best science I could do and let that speak for me. When I finish here at Hopkins, I plan to go into an academic career and continue doing research on prostate cancer, or I plan to work for a biotech company that develops drugs to treat different types of cancer.

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# 'I Wanted to Be a Role Model, Not an Example'

**I** WAS VERY MUCH INTERESTED in science and engineering from the time I was around 8 years old. I especially liked sci-fi movies. There was a monster attack or a plague and a guy with a lab coat on who knew how to fix everything. He used science to help society. But in those movies, the scientist was typically a white or Asian guy, never a black man. I never saw anyone who looked like me, and I never saw a black teacher or professor in science. I didn't see why I couldn't fix things like they did.

I grew up in Hamilton, Ohio, in a predominantly black community. My family was lower middle class. My dad had an eighth-grade education but owned a body shop and did extremely well, and my mother had a high-school diploma and worked as an aide for hearing-impaired kids. I used to hang out in my dad's shop, where I learned how to paint and work on cars.

My parents were extremely big on education.

## Juan E. Gilbert

**Professor and  
associate chair  
of research**

Department of  
Computer and  
Information Science  
and Engineering  
University of Florida

They told me and my siblings that education is something no one can take from you. They also encouraged my experimentation. I had a chemistry kit. I would

mix stuff and see if it would create an explosion. I even tried to create a liquid you could slam against the wall and it wouldn't splash.

In school I wasn't teased because I liked science, but stereotypes are real. Many of the students I knew shied away from science, and I think that's because we've done a poor job of saying that doing science is not just something white guys do. By the time you get to college, many African-Americans are told to never forget where you come from. So you see more blacks in social sciences and education. They see these as helping professions where there's a clear way of advancing society and a way you can help people more directly. There's a perception that STEM people don't deal with people. This isn't true.

In addition to my parents, I had a white chemistry teacher who challenged me. She told me I was good at

science. I was the first in my family to go to college, and I was a chemistry major at Miami University, in Ohio.

*Continued on Following Page*



BRIAN BLANCO FOR THE CHRONICLE

*"One of my undergraduate professors pulled me aside one day and told me, 'Juan, you'd be a good professor,' " says Juan Gilbert (standing). "I thought he was joking."*

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*Continued From Preceding Page*

When I got to college, my mental model was, you go to college to get a job. Grad school was a foreign concept to me. But one of my undergraduate professors pulled me aside one day and told me, “Juan, you’d be a good professor.” I thought he was joking. He told

me that if I could get my Ph.D., he would hire me. So that motivated me to pursue the degree. He actually hired me as a visiting instructor as I was finishing my Ph.D.

[He was the second African-American to get a Ph.D. in computer science at the University of Cincinnati.] It was very

isolating, so I had to seek out social interactions outside my discipline. I hung out with people in the social sciences and education. I was able to make these connections that helped me in terms of my research. Years later I vowed I would not allow that to happen to any student in my lab. So I never just recruited one minority student to a lab.

When I taught at Auburn before coming to Florida, I would walk into the classroom and sit down among the students. I’d ask, So what do you know about this professor? And then I’d stand up and see the reactions in their faces. For me it was playful, but it had a bigger implication—to wake up and challenge the students.

Getting tenure was pretty smooth. My mentors told me to not think of tenure as a local process. They told me to establish a set of credentials that would make me tenurable across the country. I decided early in my career that as a black male scientist I wanted to be a role model, not an example. Here is a person who did it, and so can you. ■

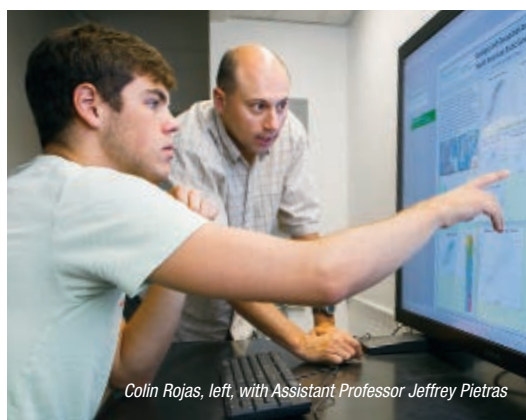


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## ‘I Wanted to Solve Problems’

**I** WAS BORN in Jamaica and grew up in the West Palm Beach area in Florida. My mother is Jamaican, and my father is a white guy from England. He wasn’t really around. My mom wanted better opportunities for us, so we came to America when I was 5 and she raised me up by herself. We didn’t have much, and we lived on the low end of things. Our existence was paycheck-to-paycheck.

My mother was insistent that I was bound to do something great with my life. As a young student I wasn’t really into school. I played basketball and baseball, but I wasn’t really into math or science. My mom had to work, so she couldn’t really sit down and go to parent-teacher meetings. She only came to school when I got into trouble. The schools I went to were reasonable. You could get a good education, but if you just wanted to hang around and shoot ball, you could. It wasn’t until I went to junior college that I became a real student.

When I got to Palm Beach Community College [now Palm Beach State College], my interest in math developed gradually. I took the prerequisite basic math courses just to

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## Ryan Charles Hynd

Assistant professor  
of mathematics  
University of Pennsylvania

get them out of the way. It was hard, and I needed a tutor. As I took more courses, I started to like math. When I transferred to Georgia Tech, two years later, math continued to be a creative pursuit for me. I came in with an open mind, and I wanted to solve problems. There is a program called the Berkeley Edge that recruits underrepresented groups to the STEM fields. I applied at the end of my junior

“Given the size of our country, you’d think there’d be more minorities in math.”

year, and they brought me in, polished me up, introduced me to some professors, and gave me pointers on the graduate-school application process. It showed me that I had a chance to go to a top graduate school like Berkeley.

In grad school, there were no black males in my classes. I came across extremely few blacks in the sciences, especially black Americans. The ones I saw were mainly from Africa or the West Indies. But there are few Americans in math in general. It’s so international. You have students from Russia, Romania, Italy, and Argentina. Given the size of our country, you’d think there’d be more minorities in math.

We have to show young minorities how math can be attractive. A lot of black males don’t really have the people to look up to in STEM. They need examples of people who look like them who are successful and doing positive things. Kids might not be aware of the big things that are happening in math. Facebook was started by people with serious math backgrounds. We are living in the information-and-technology age, and so we have to make math attractive to kids.

As a black man in STEM, I’ve encountered some awkwardness, and I’ve had a few rough moments over the years. But I could have worked at the post office and encountered even more. It didn’t bother me that I was the only one. I was just happy I had an opportunity. ■



MARK MAKELA FOR THE CHRONICLE

*“We have to show young minorities how math can be attractive,” says Ryan Charles Hynd.*



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# Black Males Aren't Failing Our Schools. Our Schools Are Failing Them.

By IVORY A. TOLDSON

**W**E NEED to “shift the focus from ‘Why are young black males failing?’ to ‘Why are schools failing young black males?’”

That was the tweet I posted on October 2. In response, Cato June, a noted high-school football coach and former professional player, wrote: “Not sure that they are. Kids don’t show up. Schools can’t fail them if they aren’t there.”

Then ensued a Twitter conversation among us and Rhonda Bryant, author of the report “Uneven Ground: Examining Systemic Inequities That Block College Preparation for African American Boys.”

Bryant and I contended that racial inequities in schools result directly in black boys’ failing to live up to their academic potential. Specifically, we drew from our analyses of the “Civil Rights Data Collection,” which shows that high schools with the largest percentage of black students systemat-

ically omit advanced math and science classes, use more-punitive disciplinary policies, have higher student-to-counselor ratios, more often have teachers who are not qualified to teach their assigned courses, and more frequently rely on substitute teachers.

But June argued that black boys need a system of strict accountability, and that making excuses for their failure is, itself, inexcusable. The school has the responsibility to teach the child, he said, and the child has the responsibility to seek education. Inspiring the child to want to learn is not the school’s responsibility. June also cited some common explanations for underachievement: disengaged parents, more interest in video games than in college readiness, and so on.

I accused June of abdicating his responsibility to fight for educational equality and instead simply teaching young black men that they need to adjust to inequality. But we suspended the debate civilly, with an invitation for me to visit his school, in the Ana-

costia area of Washington, D.C.

June’s attitude is ubiquitous. Society condemns the families and communities of the ostensibly endangered black male growing up in a broken home within a crime-ridden, drug-infested neighborhood. That view lets the rest of us off the hook, right? When these communities start holding up their end of the bargain, we’ll hold up ours.

But that’s shortsighted and inaccurate. There’s plenty going right with these resilient young men, but we’re often not giving them the tools they need to thrive.

**C**ONTRARY to popular belief, black males are not underrepresented in institutions of higher education. Today the 12.7 million black men who are 18 and older account for 5.5 percent of the U.S. adult population. The 76.4 million white men of that age range account for 32.7 percent. According to the 2010 census, the 1.2 million black male college students are

5.5 percent of all college students, and the 5.6 million white male students are 27 percent. Those proportions suggest that black men are more adequately represented in higher education than white men are.

However, black men are overrepresented at community colleges (529,000; 43 percent). An additional 132,000 (11 percent) attend for-profit universities.

In the current environment, even the most gifted African-American students, with the most dedicated parents, can leave high school underprepared and have trouble getting into four-year colleges.

The Department of Education’s second “Civil Rights Data Collection” report, released this year, suggests that opportunity gaps between black and white males exist in three key areas:

- Schools with largely black student populations routinely offer a less rigorous curriculum, omitting classes required for college admission.
- Schools discipline black males more harshly, suspending them for



behaviors, like tardiness, that rarely result in suspensions for white males.

■ Black students disproportionately have the lowest-paid teachers with the fewest years of classroom experience. Many of those become teachers through alternative teacher-certification programs.

In a national survey conducted by the Department of Education's National Center for Education Statistics, 87 percent of black students in ninth grade in 2009 were in 11th grade by 2012. About 64 percent of black male students in high school expect to eventually graduate from college. However, black students are behind their peers in the proportion taking college-preparatory classes. For instance, 53 percent of Asian students, 24 percent of white students, 16 percent of Hispanic students, and 12 percent of black students were taking precalculus or calculus by the 11th grade.

What's more, systemic inequities prevent black males from being properly advised to attend colleges that best match their academic potential.

Recently I heard Michelle Obama talk about the anger she felt when her guidance counselor tried to persuade her not to apply to Princeton. Her counselor told her it was too competitive for someone with her background. The ambitious young woman set out to

prove that counselor wrong, and did.

I also watched a documentary called *A Tale of Two Schools*. At a predominantly white public high school on Long Island, N.Y., the guidance counselor tells a student that he needs a "reach" school. Only a few miles away, at a predominantly black public high school, a black guidance counselor convinces a black student with a B average that he needs to apply to a "safe" school—that is, a community college.

During a professional-development workshop, I showed a video clip of a young black man describing his feelings of anxiety and despondency when he is greeted by "mean looking" security officers at a high school, has to pass through a metal detector, and encounters teachers who seem like they "don't want to be there." A high-school administrator who watched the clip shrugged her shoulders and said, "He needs to tell his friends to stop bringing weapons to the school." Note that she did not know the student in the video.

Such attitudes are built on stereotype, hyperbole, and conjecture, not a meaningful interpretation of the data and a compassionate understanding of students' experiences. Worse, these attitudes tend to reinforce systemic inequities.

Programs like Race to the Top and My Brother's Keeper encourage

efforts that expand curricular offerings, bring experienced teachers to high-poverty schools, establish cooperative agreements between high schools and colleges, and improve schools' cultural sensitivity.

Here are recommendations from "Challenge the Status Quo," a report I helped write that was published in 2012 by the Congressional Black Caucus Foundation in cooperation with other groups. The suggestions, based on the best research available, should help school administrators and community advocates promote college attainment among black males:

■ Eliminate staff members' biases, stereotypes, and misinformation. Schools should operate under the philosophy that all black males are capable of the highest levels of academic achievement.

■ Offer a curriculum that, at a minimum, meets the admissions requirements for the most competitive public university of your state. Schools and their governing districts should provide a statement to parents or guardians disclosing whether or not such courses are offered.

■ Train teachers about cultural customs and differences, empathy and respect, classroom management, and other relevant topics.

■ Monitor and reduce suspensions. Replace a rigid focus on discipline

with a focus on academics and student agency. Have a clear and transparent suspension policy, with a process for students to appeal.

■ Monitor collective student progress. Safe and productive schools work to have a collective GPA higher than 3.0, have close to 100 percent of their students involved in extracurricular activities, have at least 25 percent of their black males in honors classes or some type of enhanced curriculum, have less than 6 percent of black male students in special education, and suspend fewer than 10 percent of their black male students for any reason.

■ Work with parents. Supportive schools provide information on how to help children learn at home, on child development, on community services to help their children, and on course content and learning goals. Such schools offer opportunities for parents to volunteer and updates on student progress between report cards.

Given the inequalities they face, African-American boys and men have proved their resilience and drive. Imagine what they could do if given the resources they deserve. ■

*Ivory A. Toldson is an associate professor of counseling psychology at Howard University, currently on leave. He is editor in chief of The Journal of Negro Education.*

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# How to Get More Black Men Into Science

By FREEMAN A. HRABOWSKI III

**I**N THE 1980s, when I was vice provost at the University of Maryland-Baltimore County, I visited public schools to speak with boys of color about academic achievement. The children often reacted defensively. “What did we do wrong this time?” they would ask. Their skepticism and suspicion made it clear they were accustomed in school to being associated with undesirable behavior.

During that same period, a potential donor, Robert Meyerhoff, asked me a related question: “Why is it that the only positive thing I see on TV involving black men is about sports?” The other images, he commented, involved violence or antisocial behavior.

I was both encouraged and surprised that this philanthropist was asking such a provocative question. Our subsequent discussion led to our creating

the Meyerhoff Scholars Program, with his support, at UMBC. The initial goal was to increase the number of black men excelling in undergraduate science, technology, engineering, and mathematics and continuing on to pursue STEM doctorates. At the time, we could not find a single predominantly white institution that was succeeding in doing this. The strengths-based program we started in 1988—which focused on students’ positive traits and experiences rather than their weaknesses—was designed to provide an alternative vision of black male success.

Over the years, the program has been broadened to include other minorities, women, and students of all races interested in solving the problem of underrepresentation. Today, UMBC is quite successful at educating undergraduate students of all races,

including African-Americans, who go on to complete STEM doctorates and related professional degrees. The strategies we learned from the Meyerhoff program, including efforts to build community among students, encourage mentoring, and engage students in research, have been so effective that we now use them across disciplines.

In the first year of the program, we recruited a group of African-American males and brought them to campus to compete for admission. We asked each to come across a stage and talk about one achievement of which he was proud. Though they were all strong academically, not one mentioned an academic achievement. In fact, when I asked them to speak a second time, one student was so embarrassed by his A average at a technical high school in Baltimore that he still had difficulty telling the group about his academic success.

That experience helped us understand the need to encourage the students to celebrate their academic achievements. We examined the literature of psychologists who talked about the importance of building strengths-based programs. As a result, we placed special attention on students’ strengths, including resilience, determination, and the ability to persevere in challenging situations.

The next year, when we started admitting young African-American women to the program, our colleagues were often impressed by their positive and enthusiastic approach. We found that the men were often less communicative and showed less enthusiasm for the work of science. As a result, we began to work with the young men to help them understand the importance of demonstrating their passion for science through their responses. We’ve also found it helpful to give young black men opportunities to reflect on their experiences. The central message was that we needed to build a climate that helped the students learn to trust faculty, staff, and students of all races and openly discuss the challenges they were facing.

In addition to focusing on building community among students, other components of the program include high academic standards, tutoring, research opportunities, a summer bridge program, mentoring, a focus on community service, family involvement, scholarship support, formation of study groups, and personal advising and counseling.

We have also learned important lessons from interviews with men in the Meyerhoff program and significant adults in their lives, including parents, teachers, counselors, and coaches. Many emphasized the importance of high academic expectations, the ability to overcome adversity, strong limit-setting and discipline, maintenance of family rituals, open and consistent communications, and candid discussion about values and resulting behavior. We learned still other lessons from parents with other sons who were not as successful academically.

More than 90 percent of the 1,240 students who have entered the program since 1989 (and are not currently enrolled) have completed STEM degrees. Since the first class graduated, in 1993, more than 90 percent of program alumni have gone on to graduate programs, with large numbers receiving Ph.D.’s and M.D./Ph.D.’s in STEM fields. Significantly, more than half of the program’s African-American students have been male.

Various programs have worked with us to replicate the Meyerhoff model. One particular example is the Hopps Scholars Program, at Morehouse College. The Howard Hughes Medical Institute is now funding efforts to replicate the program at Pennsylvania



State University and the University of North Carolina at Chapel Hill. While those programs are not solely for minority males, each will have many males of color participating.

**W**E'VE also gained considerable understanding about issues confronting males of color through our experience working with at-risk children participating in the Choice Program, which we started in the late 1980s through the Shriver Center at UMBC (named for Sargent and Eunice Kennedy Shriver). The program provides round-the-clock supervision and support to hundreds of children ages 8-18 (mostly center-city African-American males). Participants typically are either referred through the court system or come from high-risk environments. UMBC students of all races, including black males, tutor and serve as mentors for these children. The lessons from this program are similar to those we've learned from working with other African-American males on campus. Our approach focuses on empowering boys and young men by teaching them to listen to and analyze advice, ask good questions, recognize their strengths, and take ownership of their futures.

As we've applied lessons from the Meyerhoff and Choice programs to other programs and initiatives across campus, we've also learned the importance of using analytics to understand the particular challenges confronting different groups, such as black males in STEM areas and women in engineering and computer science (whom we support through our CWIT program, for Center for Women in Technology). The lesson is to bring specificity to both assessment and programming as we think through how to help each group succeed. We discovered, for example, that many men of color transferring to our university from two-year institutions to pursue STEM degrees were struggling academically.

Other young males with similar backgrounds and experiences offered to work with these new students. They stressed the importance of listening to academic advice on course selection and study habits, learning time-management skills, taking advantage of tutoring, and working with others. Most significant, the older males have helped the younger ones understand the need to ask for help and accept it when offered. This extra support has been effective, and many more of these transfer students are now completing STEM degrees.

In all these efforts, the language we have used to explain our intentions has been very important. For example, a focus on men of color does not have to mean that other groups are

not receiving support and attention. We must acknowledge the challenges facing those other groups, and spend time discussing them. The central question for any university is how to be clear about the vision of what it is trying to achieve and what it wants for its students. It is important to create a climate in which students, faculty, and staff can be honest about the problems they are facing, work together to develop strategies that can be effective,

and share feedback about what is working. Listening to different voices is essential.

Our challenge in American higher education is about more than getting students to change. Though we want them to understand the importance of hard work, persistence, and believing in themselves, it's just as important that colleges and universities focus on changing institutional culture. We must ask ourselves two fundamental

questions. First, do we believe that each group of students can succeed? And second, do we have the will and determination to make sure that they do? ■

*Freeman A. Hrabowski III has been president of the University of Maryland-Baltimore County since 1992. His newest book, Holding Fast to Dreams: Empowering Youth From the Civil Rights Crusade to STEM Achievement, will be published next year by Beacon Press.*



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# Don't Let the Gender Gap Overshadow Deeper Racial and Economic Disparities

By KIMBERLÉ W. CRENSHAW AND WALTER R. ALLEN

**T**HE EDUCATIONAL attainment of African-American males as well as their overall economic and social well-being demand researchers' attention. This work requires careful consideration of the structural inequalities that plague black men's lives. At the same time, such analyses must not obscure and ignore the multiple ways in

which black girls and women are also marginalized.

Not only are the challenges faced by black women and girls given short shrift because of metrics that show participation rates higher than those of their male peers, but black females are also obscured when the disadvantages they face relative to their white counterparts are left unexamined. Black women routinely fall between the cracks of reports on black men and reports on women. There's truth to an old black-feminist adage: All of the women are white, and all of the blacks are men.

Unfortunately, the truth about risks facing both black men and women often falls through the cracks as well.

Many of the racial disparities in higher education stem from conditions in elementary and secondary schools. And on any number of measures, black girls and women face wide disparities in relation to their female peers. For example, when it comes to suspension and expulsion from school, the racial disparities between girls are equal to or greater than those between boys. Recently released data from the Department of Education reveal that, in the 2011-12 school year, black girls were suspended six times as often as white girls, while black boys were suspended more than three times as often as white boys.

African-American girls are also less likely than any other group of girls to graduate from high school with college credit and high scores on college-entrance examinations.

Racial and gender factors continue to shape income even among those with college degrees. Although college completion is a predictor of future earnings, women over all make less than men, and black women make less than white, non-Hispanic women among full-time, year-round workers at almost every education level. In 2013 an African-American woman with an associate degree was less likely to be employed than a white man with less than a high-school diploma. Black women, including those who are college-educated, have made the least significant gains of any group during the national economic recovery.

The problem with gender-exclusive frames is that they minimize the consequence of structural inequalities that affect African-Americans in general by elevating two competing narratives. One characterizes black males' level of achievement as a reflection of their own failings, then tries to use interventions to overcome those failings. The other suggests that racism targets black men especially.

The first narrative reinforces the relative silence about black women and implies that girls and women are faring well. The second acknowledges the role of racism but narrows the

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scope of its ostensible impact.

The convergence of the two narratives creates a research-and-policy environment inhospitable to those who understand educational disparity as a legacy of unwarranted racial power with consequences for both men and women. That policy environment reinforces narrow and tepid responses to inequality while measures like affirmative action, school integration, and equitable support for public education fade as national priorities.

Black students have become disproportionately subjected to zero-tolerance policies, high-stakes testing, crumbling public-school infrastructures, and curricular choices that fail to meet the minimal requirements for their states' most selective institutions. Those conditions undermine achievements and opportunities for both boys and girls.

While college enrollment and completion are obvious ways to measure achievement, they are shaped early in the educational process for boys and girls. The disparities begin with the

## Black boys and girls grow up in the same families and face similar economic barriers.

youngest and most vulnerable students, with blacks accounting for 48 percent of multiple preschool suspensions, although they make up only 18 percent of total preschool enrollment.

The growth of the wealth gap between races ensures that educational disparities will probably continue unless broader structural interventions are made. Blacks are overrepresented among the poor, the cohort in which achievement rates are lowest. From 2007 to 2011, only blacks (25.8 percent) and American Indians/Alaska Natives (27 percent) had poverty rates that exceeded the U.S. poverty rate of 14.3 percent by 10 percentage points or more. For comparison, the poverty rate for whites was 11.6 percent and for Asians 11.7 percent. In fact, the wealth gap between blacks and whites tripled from 1984 to 2009. The disparity reached historic highs in 2009, greatly exacerbated by the recession and real-estate crisis. That year the median white household wealth reached 20 times that of black households and 18 times that of Latino households. Shockingly, the median-wealth figures for black women and Latinas were \$100 and \$120, respectively, a factor that has surely affected their own access to education as well as their children's.

Clearly, the educational crisis doesn't affect only black males. Black boys and girls grow up in the same families, live in the same neighborhoods, attend the same schools, and face similar economic barriers. As a consequence, most, if not all, of the recommendations that the Black Male Achievement Research Collaborative proposes to improve academic success among African-American males would also help their female counterparts.

Not only must the scope of these interventions be broadened to include girls, but research and policy initiatives that address girls' challenges must not be delayed based on the false inference that their needs are less pressing or that they are somehow thriving. An intersectional perspective reveals that converging disadvantages affect groups in ways that are both similar and distinct. In the struggle to address racial dispar-

ities in education, that is an insight that we cannot afford to lose. ■

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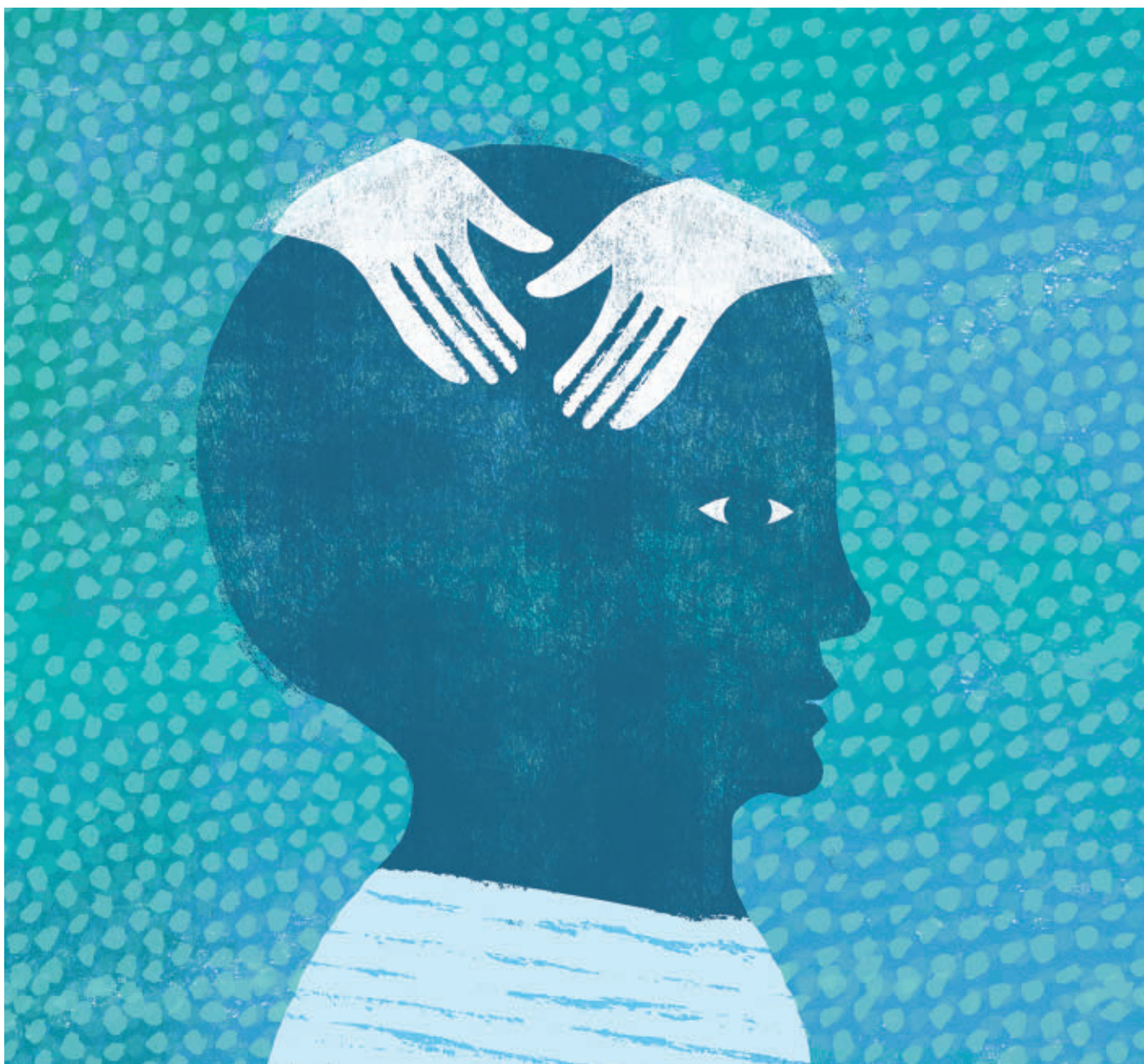


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# Counseling Black Men: The Thousand-Piece Puzzle

BY G. TALIB WRIGHT



**T**HE PROCESS of becoming a man is much like assembling a thousand-piece puzzle. During our formative years, important people in our lives—parents, coaches, teachers, aunts, uncles, mentors, and others—hand us the pieces and help us fit them together. The pieces might include personality characteristics, goals, talents, admonitions, smiles, spiritual proclivities, and other aspects of life that contribute to the making of a human being. Much of college is about rearranging those pieces and developing an identity that will allow for a productive and meaningful life.

The search for identity is universal, but it comes with additional challenges for black men, who live in a society that is often disparaging of black manhood. As a result, many college-age black men are struggling to piece to-

gether identities that allow them to be whole.

For these men, attending college is as much about a search for identity as it is about obtaining good grades. While college is primarily an academic pursuit, it is also a time for personal acceptance. For young adults, the college years coincide with the end of physical growth and the maturation of the brain, changes that are often overlooked. All of this happens at a crucial time for the attainment of identity and integration of roles.

As a therapist at a predominantly black, all-male college, my goal is to help young men make the transition into healthy adulthood. This can be accomplished only with a contextual understanding of the problems that bring them to my office. We may see students with depressive symptoms who use drugs and alcohol to self-med-

icate, and others who are dealing with issues of black masculinity.

Every student who seeks help for a mental illness or emotional problem expresses a unique set of symptoms, which for black men often reflects the influences of family, culture, and oppression. Therapy for young black men must take into account the profound way in which our manhood is defined by our families. Much like the Walter Lee character in Lorraine Hansberry's play *A Raisin in the Sun*, black men often look to their roles within their families to sanction their ascension into manhood. There is a process of expectations and approval that defines what it means to be a man. Black men often come to college with the expectations of their families guiding their decisions. Majors, girlfriends, and extracurriculars are chosen based on family beliefs and hopes. The pros-

pect of not living up to the dreams of family and community can have a devastating impact, even leading to mental-health issues when the gap between the perceived self and ideal self is seen as unmanageable.

This gap can be widened by the expectations that many historically black colleges place on their students: Morehouse College, where I work, tells every new student that there is a crown placed above his head that he must grow to earn. Historically black colleges sometimes not only become surrogate families for these students, but also become the bearers of the right of ascension into manhood.

African-Americans have created a unique culture in America. It is a culture defined by the importance of our African heritage and tempered by callous enslavement, the immorality of the "Jim Crow" era, and the micro-aggressions that persist in daily life. These realities have evolved into an African-American culture of resilience and spirituality. This culture emphasizes a spiritual understanding of mental and emotional disorders first: It is likely that many of the young black men who seek therapy initially prayed about their problem and/or sought support from their imam, minister, priest, or Babalu (a deity in Santería and other religions). Effective therapy and treatment embrace the importance of culturally based spiritual beliefs and do not ignore it. Ignoring it will very likely lead to the alienation of the young man and a loss of rapport.

**B**LACK PEOPLE in America are united, in part, by a shared experience of oppression. It dominates much of the political, historical, and economic conversation in our community. While there can be strength in this belief, living within a framework of oppression can also exact a great cost. Many black male college students are there as a result of their families' hopes and dreams and financial sacrifices. They feel an obligation to help improve their families' lives and society as a whole—a burden that is uniquely expressed within the identified oppression of their culture. For example, some black male students feel a dissonance between their individual identity and their perceived group identity. They may feel positively about themselves, but negatively about the identified group to which they belong. This



dissonance requires a severing of one's identity at a time when identity development is paramount. In treatment, these students often express disdain for black people in America and often attribute their situation to poor, culturally based habits or individual shortcomings. One of the goals in therapy is to reframe this condition and to resolve the dissonance between an individual's perceived self and his perception of himself as part of the group he identifies with.

In many respects, the traditional model of therapy does not work for black men. Men in general are less likely to acknowledge mental or emotional disorders or to seek counseling. For black men the trend is magnified, in part due to a distrust of authority that is rooted in myriad personal and shared experiences of degradation. When black male students come to us for counseling, we need to discuss confidentiality in greater detail and assure them we will respect their privacy. They need to know that even their presence in therapy is confidential.

By the time they reach college, these men are often struggling to understand and embrace the person they have become. Their work in therapy is to integrate their various roles into one unique identity and to be comfortable with this developed identity. Young black men struggle with multiple identities, and it is the full integration of these identities that often becomes the goal in therapy. Family and cultural identity often provide the most salient influences on identity. However, an understanding of the impact of oppression on daily life is also important, since assumptions about self efficacy can be rooted in one's perceived ability to effect change.

**O**PPRESSION-RELATED assumptions often play out within a larger societal context. For some young black men, the shooting death of Michael Brown, an unarmed black teenager, in Ferguson, Mo., is a reminder of the depths of second-class citizenship in an unjust law-enforcement system. Black men are often very reluctant to share personal stories of trauma because of the associated indignation and humiliation. So the trauma often goes untreated or is ignored but continues to disrupt personal and professional life. We have found that discussing a significant news event with students, both in therapy and during campuswide events, can help build rapport and lead to the uncovering of important personal trauma relevant to the therapeutic relationship.

The case of Trayvon Martin, an unarmed Florida teenager shot and killed two years ago during an altercation with a man on neighborhood-watch duty, raised similar issues. It was de-

termined that the defendant was justified in using deadly force due to the perceived threat of harm. During the trial the defense used a cement block to mimic the potential harm of the defendant's body or head hitting the sidewalk. To a young black man, the message was that all physically mature black males are walking threats, armed or not.

While this sentiment in society is not often the focus of therapy with

black male students, it underlines and punctuates much of the frustration and anguish that bring them to counseling. National events such as the recent shootings can have a profound impact on identity development and the transition into healthy adulthood. We cannot underestimate their importance. ■

*G. Talib Wright is director of the Counseling Resource Center at Morehouse College.*

**Black male students may feel a dissonance between their individual identity and their perceived group identity.**



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# Student Diversity at Nearly 1,800 Institutions

THIS TABLE shows the race, ethnicity, and gender of 11,883,015 students enrolled at 1,746 four-year colleges and universities in the fall of 2012, the latest year for which figures are available from the Education Department.

That fall, a total of 20.6 million undergraduate and graduate students were enrolled at less-than-two-year, two-year, and four-year degree-granting postsecondary institutions participating in Title IV federal student financial-aid programs. Of those, 56.8 percent were female, and 54.3 percent were white.

Among minority groups, Hispanics made up the largest share, representing 13.6 percent of all students enrolled, followed by blacks at 13.3 percent and Asians at 5.4 percent. Two-year colleges had a greater percentage of minority students than four-year institutions did.

Minority students made up more than 42 percent of all students at public two-year institutions, more than 49 percent at private, nonprofit two-year colleges, and more than 53 percent at two-year for-profits. They represented 32 percent of students at public four-year institutions, 27 percent at private ones, and 42 percent at four-year for-profits.

The figures in this table include undergraduate and graduate students attending full time and part time at four-year institutions in the 50 states and Washington, D.C. The list is limited to American degree-granting and Title IV-eligible institutions that were categorized by the Carnegie Foundation for the Advancement of Teaching in 2010 as baccalaureate, master’s, doctoral, or research universities. An expanded and sortable version of this table appears

online at [chronicle.com](http://chronicle.com), and provides data on nearly 3,000 additional institutions, including two-year colleges and professional schools.

All percentages are rounded. The category “Non-resident foreign” includes international students who could be of any race. The full racial and ethnic categories used by the Education Department are American Indian or Alaska native, Asian, black or African-American, Hispanic, Native Hawaiian or Pacific Islander, white, two or more races, race/ethnicity unknown, and nonresident alien. A person can be counted in only one category, and Hispanics may be of any race.

The “Total minority” column is the share of enrolled students who are not categorized as white, race unknown, or nonresident.

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
ALABAMA												
Alabama A&M U	4,853	54.2	0.1	0.2	91.9	0.5	0.0	5.1	0.0	1.2	1.0	92.7
Alabama State U	5,816	60.9	0.1	0.1	93.2	1.0	0.1	2.9	0.4	1.4	0.8	94.9
Amridge U	703	54.3	0.0	0.9	35.0	0.9	0.0	31.2	0.0	32.2	0.0	36.7
Athens State U	3,415	65.1	1.6	0.6	12.4	1.8	0.0	78.3	1.2	3.2	0.9	17.6
Auburn U	25,134	49.5	0.7	2.2	7.4	2.6	0.0	81.5	0.0	1.4	4.3	12.8
Auburn U, Montgomery	5,005	61.4	0.4	4.5	28.3	1.3	0.0	53.5	0.6	10.7	0.6	35.1
Birmingham-Southern C	1,231	46.8	0.9	4.1	8.1	2.6	0.0	82.9	0.6	0.9	0.0	16.3
Columbia Southern U	19,933	36.6	0.9	2.8	22.6	5.8	0.2	54.1	2.1	11.6	0.1	34.3
Concordia C (Ala.)	611	41.9	0.0	0.0	93.1	0.8	0.0	1.3	0.0	3.1	1.6	93.9
Faulkner U	3,327	61.7	0.6	0.7	46.9	1.5	0.3	44.6	0.8	3.1	1.6	50.7
Herzing U, Birmingham (Ala.)	295	65.1	0.0	0.3	58.0	0.7	0.0	35.9	2.7	2.4	0.0	61.7
Huntingdon C	1,118	49.7	0.5	0.6	19.3	1.8	0.2	52.2	2.2	22.7	0.5	24.6
Jacksonville State U	9,161	59.1	0.5	0.5	26.8	1.3	0.1	65.5	0.0	2.9	2.5	29.2
Judson C (Ala.)	357	97.2	0.3	0.8	21.0	1.4	0.0	72.0	0.6	3.4	0.6	24.1
Miles C	1,691	49.0	0.0	0.1	96.7	0.7	0.2	1.7	0.7	0.1	0.0	98.3
Oakwood U	2,019	56.9	0.3	0.5	85.8	2.1	0.0	1.4	0.0	2.6	7.3	88.6
Samford U	4,758	61.1	0.4	1.6	7.2	3.7	0.0	80.9	1.0	2.0	3.1	14.0
South U, Montgomery (Ala.)	782	75.6	0.5	1.2	70.7	1.7	0.1	23.9	0.0	1.8	0.1	74.2
Spring Hill C	1,308	60.8	0.9	1.2	17.6	7.8	0.3	65.7	2.2	3.3	1.0	30.1
Stillman C	1,019	48.1	0.1	0.3	90.9	1.4	0.0	6.4	0.0	1.0	0.0	92.6
Talladega C	1,203	55.5	0.0	0.1	93.3	2.6	0.0	4.0	0.0	0.1	0.0	95.9
Troy U	22,554	63.8	1.0	0.9	39.9	3.0	0.1	46.1	1.5	5.0	2.7	46.3
Tuskegee U	3,117	58.9	0.1	0.2	78.6	0.7	0.0	1.7	0.1	15.2	3.4	79.7
U of Alabama, Birmingham	17,999	60.2	0.2	4.7	21.5	2.4	0.1	63.4	2.5	1.9	3.3	31.4
U of Alabama, Huntsville	7,636	44.9	1.4	3.4	12.4	2.9	0.0	70.1	1.2	3.2	5.4	21.3
U of Alabama, Tuscaloosa	33,503	54.5	0.4	1.2	11.9	2.8	0.1	77.4	1.6	0.5	4.2	18.0
U of Mobile	1,719	69.9	1.5	0.8	26.5	0.9	0.1	60.3	1.3	6.2	2.5	31.0
U of Montevallo	3,083	66.2	0.5	0.5	14.0	2.4	0.0	73.2	1.4	6.5	1.5	18.8
U of North Alabama	7,032	58.2	0.9	1.8	12.7	2.0	0.1	73.4	1.4	3.1	4.6	18.9
U of South Alabama	14,636	60.5	0.8	3.2	19.1	2.5	0.3	66.6	1.6	2.4	3.6	27.4
U of West Alabama	4,943	75.3	0.7	0.2	53.1	0.8	0.1	39.3	0.3	3.2	2.2	55.2
Virginia C, Birmingham (Ala.)	4,674	83.5	0.0	0.1	22.0	0.3	0.0	9.9	1.0	66.2	0.4	23.5
Virginia C, Huntsville (Ala.)	534	74.7	0.2	0.2	41.2	0.8	0.0	46.6	3.0	8.1	0.0	45.3
ALASKA												
Alaska Pacific U	657	63.5	9.4	1.8	2.3	3.4	0.6	53.7	10.1	18.6	0.2	27.6
Charter C, Anchorage	1,259	66.6	5.3	6.0	4.9	31.9	1.5	41.7	5.1	3.6	0.0	54.7
U of Alaska-Southeast	3,117	65.6	12.5	1.9	1.2	4.3	0.8	54.0	5.2	19.2	0.9	26.0
U of Alaska, Anchorage	17,497	58.5	6.3	6.3	3.7	6.8	0.9	58.8	8.3	6.7	2.3	32.3
U of Alaska, Fairbanks	9,223	57.9	13.5	1.4	2.0	4.4	0.2	50.0	3.8	21.7	3.1	25.2
ARIZONA												
American Indian C of the Assemblies of God	73	56.2	57.5	1.4	11.0	15.1	2.7	12.3	0.0	0.0	0.0	87.7
Argosy U Online Programs	10,715	76.6	1.4	0.8	33.7	7.4	0.9	49.1	0.0	6.7	0.0	44.2
Arizona Christian U	683	47.7	0.7	1.0	4.7	6.0	0.7	59.4	0.0	26.5	0.9	13.2
Arizona State U	73,378	50.4	1.6	5.6	4.8	17.6	0.2	59.3	2.8	1.2	7.0	32.5
Brookline C, Phoenix	1,186	82.5	5.6	2.5	15.6	27.7	0.1	37.9	1.6	9.1	0.0	53.0
Brown Mackie C, Tucson	784	57.3	6.3	0.6	11.0	41.5	0.4	36.9	0.0	3.4	0.0	59.7
DeVry U, Phoenix	1,419	31.9	3.7	3.1	6.8	23.3	0.4	44.8	1.2	16.1	0.4	38.6
Embry-Riddle Aeronautical U, Prescott (Ariz.)	1,724	18.6	0.7	4.8	1.8	9.4	0.4	61.3	5.7	9.5	6.4	22.8
Grand Canyon U	48,650	75.7	1.0	3.3	25.4	10.4	0.4	41.4	2.0	16.1	0.0	42.5
Northcentral U	9,252	58.1	0.7	1.8	17.0	3.5	0.3	33.3	1.5	42.0	0.0	24.8
Northern Arizona U	25,991	59.5	3.8	1.5	3.2	17.6	0.3	65.1	4.0	0.8	3.8	30.3
Ottawa U, Phoenix	738	73.3	1.2	1.5	6.8	4.7	0.1	37.7	0.0	47.7	0.3	14.4
Prescott C	1,065	62.4	2.2	1.0	2.5	5.3	0.1	77.8	4.5	4.5	2.2	15.6
U of Advancing Technology	958	11.4	0.8	1.7	7.6	8.0	0.1	61.6	4.6	13.5	2.1	22.9
U of Arizona	40,223	52.1	1.2	5.6	3.0	20.2	0.2	55.5	3.8	2.9	7.8	33.9

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
ARIZONA, cont.												
U of Phoenix-Online	256,402	69.9	0.8	1.2	18.4	7.4	0.6	37.9	1.7	29.8	2.1	30.2
U of Phoenix-Southern Arizona Campus	2,135	59.2	1.4	1.2	3.8	28.8	0.6	24.5	1.7	34.9	3.1	37.5
U of Phoenix, Phoenix (Ariz.)	5,536	57.0	1.6	1.8	8.1	15.9	0.7	35.9	1.6	32.0	2.5	29.7
Western International U	2,926	61.5	2.1	0.9	16.3	13.3	0.3	48.2	5.5	11.2	2.3	38.4
ARKANSAS												
Arkansas Baptist C	1,082	38.2	0.1	0.1	93.4	0.7	0.0	5.1	0.0	0.6		94.4
Arkansas State U, Jonesboro	13,877	60.6	0.5	0.6	15.2	1.9	0.1	72.6	1.3	1.7	6.2	19.6
Arkansas Tech U	10,950	56.3	1.6	1.6	7.1	4.5	0.1	81.2	1.3	0.0	2.7	16.2
Central Baptist C	832	48.2	0.8	0.7	20.9	2.4	0.2	71.0	0.7	0.0	3.1	25.8
Harding U	6,769	60.1	0.6	1.3	5.0	2.2	0.0	84.2	1.1	0.3	5.5	10.1
Henderson State U	3,773	56.8	0.3	0.6	22.3	3.1	0.0	68.1	4.7	0.0	0.9	31.0
Hendrix C	1,388	56.8	0.5	3.3	3.4	5.5	0.0	72.5	2.5	7.2	5.1	15.2
John Brown U	2,446	56.9	1.6	1.5	2.6	4.6	0.1	78.2	3.0	3.2	5.2	13.4
Lyon C	600	53.3	1.3	1.0	4.0	4.8	0.0	76.0	0.0	8.0	4.8	11.2
Ouachita Baptist U	1,532	53.8	1.2	0.7	6.6	3.1	0.1	86.1	0.1	0.0	2.2	11.8
Philander Smith C	666	63.7	0.0	0.2	90.7	0.8	0.0	0.3	1.7	0.0	6.5	93.2
Southern Arkansas U	3,330	59.5	0.5	0.7	27.7	2.2	0.6	64.6	0.0	0.5	3.1	31.7
U of Arkansas, Fayetteville	24,537	49.7	1.3	2.4	5.2	5.3	0.1	77.4	2.8	0.4	5.0	17.2
U of Arkansas, Fort Smith	7,352	57.9	2.9	4.2	4.0	7.4	0.1	74.8	4.8	0.9	0.9	23.5
U of Arkansas, Little Rock	12,872	59.5	0.3	2.4	22.4	4.9	0.0	60.0	5.0	0.8	4.2	35.0
U of Arkansas, Monticello	3,945	59.1	0.2	0.3	32.1	3.1	0.1	62.2	1.6	0.2	0.4	37.3
U of Arkansas, Pine Bluff	2,828	56.2	0.1	0.3	93.3	0.9	0.0	3.9	0.1	0.4	1.0	94.7
U of Central Arkansas	11,107	59.7	0.6	1.5	16.2	2.9	0.1	68.8	1.9	3.1	4.8	23.3
U of the Ozarks	576	51.4	1.0	0.0	4.5	9.6	0.2	70.3	3.3	1.0	10.1	18.6
Williams Baptist C	566	61.0	0.9	0.2	6.2	1.2	0.0	89.9	0.2	0.0	1.4	8.7
CALIFORNIA												
Alliant International U, San Diego	3,489	74.0	0.6	3.0	6.5	17.0	0.1	47.9	3.6	15.7	5.7	30.8
American Jewish U	246	48.8	1.2	0.4	3.7	4.1	0.4	32.5	0.0	57.7	0.0	9.8
Antioch U, Los Angeles	861	72.9	0.6	3.7	13.8	13.7	0.0	57.5	2.4	5.3	2.9	34.3
Antioch U, Santa Barbara (Calif.)	382	77.5	1.3	2.9	3.9	29.3	0.3	57.3	0.0	3.7	1.3	37.7
Argosy U Inland Empire	730	71.1	0.7	3.3	31.8	33.8	0.7	20.4	0.0	9.3	0.0	70.3
Argosy U-Orange County	742	65.9	0.8	12.8	12.7	29.3	1.5	40.6	0.0	2.4	0.0	57.0
Argosy U, Los Angeles	612	66.8	0.3	2.8	45.1	29.1	0.7	14.9	0.0	7.2	0.0	77.9
Argosy U, San Diego	437	59.0	0.7	4.6	21.5	27.0	1.1	41.0	0.0	4.1	0.0	54.9
Azusa Pacific U	10,184	65.6	0.3	8.5	6.4	20.1	0.8	47.9	2.9	10.0	3.2	39.0
Biola U	6,303	53.0	0.3	18.1	2.4	13.8	0.4	52.9	4.7	3.0	4.5	39.6
Brandman U	6,785	63.7	0.9	4.8	9.5	22.2	0.8	51.3	3.4	7.2	0.0	41.6
California Baptist U	6,031	65.3	0.7	5.1	9.1	27.0	0.4	47.2	1.7	6.4	2.5	44.0
California Institute of Integral Studies	1,350	72.1	0.4	6.2	5.4	10.3	0.5	62.7	4.7	3.6	6.2	27.5
California Institute of Technology	2,243	33.0	0.4	24.1	1.3	6.7	0.4	37.2	2.7	0.8	26.5	35.6
California Lutheran U	4,205	57.1	1.0	5.3	3.8	21.1	0.6	50.0	1.7	5.4	11.0	33.6
California Maritime Academy	973	13.3	0.2	8.3	2.7	14.8	0.6	57.8	7.4	7.3	0.9	34.0
California Polytechnic State U, San Luis Obispo	18,679	44.9	0.3	10.8	0.7	13.6	0.3	61.5	5.9	5.4	1.5	31.6
California State Polytechnic U, Pomona	22,156	43.8	0.2	24.4	3.2	34.7	0.4	23.4	3.7	5.5	4.5	66.6
California State U-Channel Islands	4,920	64.6	0.4	5.4	2.5	35.6	0.1	37.6	4.7	13.6	0.3	48.5
California State U-Dominguez Hills	13,933	66.2	0.3	10.3	17.8	46.9	0.4	13.1	3.0	6.6	1.7	78.7
California State U-East Bay	13,851	61.5	0.2	23.9	10.9	21.3	1.0	20.4	4.9	8.7	8.8	62.2
California State U-Monterey Bay	5,609	63.2	0.5	4.1	5.3	37.2	0.6	37.7	5.4	7.6	1.6	53.0
California State U-Stanislaus	8,882	65.2	0.4	10.3	3.0	40.9	0.6	31.3	3.7	8.3	1.5	58.9
California State U, Bakersfield	8,520	61.7	0.8	6.1	6.9	45.2	0.2	22.5	2.9	13.5	2.2	61.9
California State U, Chico	16,470	53.0	0.7	5.5	1.8	19.4	0.2	55.4	4.4	8.8	3.8	32.1
California State U, Fresno	22,565	58.0	0.4	14.8	4.4	38.8	0.4	28.8	2.8	6.6	3.0	61.7
California State U, Fullerton	37,677	56.8	0.3	21.0	2.5	33.4	0.3	28.7	3.7	5.2	5.0	61.1
California State U, Long Beach	36,279	57.9	0.7	21.9	4.3	33.3	0.6	24.4	3.8	6.0	5.0	64.4



CALIFORNIA, cont.	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
California State U, Los Angeles	21,755	60.2	0.2	16.3	5.1	53.8	0.5	10.5	1.8	6.5	5.3	77.7
California State U, Northridge	36,164	55.8	0.2	11.0	6.2	35.3	0.4	29.2	3.0	7.7	7.1	56.0
California State U, Sacramento	28,539	58.0	0.5	19.3	6.0	22.6	0.8	35.9	5.3	7.8	1.8	54.5
California State U, San Bernardino	18,234	62.2	0.3	6.4	7.9	49.4	0.2	21.0	2.7	6.8	5.3	67.0
California State U, San Marcos	10,610	60.9	0.5	9.0	2.7	31.6	0.4	39.6	4.6	9.6	2.0	48.8
Chapman U	7,570	56.9	0.3	10.0	1.8	13.2	0.4	57.6	4.7	7.0	5.1	30.4
Claremont Graduate U	2,261	53.7	0.4	9.5	6.6	13.5	0.4	44.4	3.1	5.8	16.3	33.4
Claremont McKenna C	1,295	47.0	0.1	11.4	2.9	8.7	0.2	44.6	6.3	12.4	13.4	29.5
Cogswell Polytechnical C	404	21.3	0.5	8.2	4.7	12.6	2.7	45.5	6.7	16.3	2.7	35.4
Coleman U	795	12.2	0.1	11.6	10.1	19.1	0.0	42.1	0.0	4.3	12.7	40.9
Concordia U (Calif.)	3,519	57.6	0.2	5.2	5.7	16.3	0.2	61.3	3.5	5.8	1.9	31.0
DeVry U, Pomona (Calif.)	9,173	38.7	0.4	11.7	9.7	32.0	1.9	22.5	1.4	19.2	1.2	57.1
Dominican U of California	2,207	74.1	0.7	14.1	3.9	18.3	1.1	38.7	3.0	17.5	2.7	41.1
Everest C-Ontario Metro (Calif.)	1,034	58.9	0.1	5.1	9.0	63.0	1.8	14.7	5.9	0.4	0.0	84.9
Fielding Graduate U	1,265	71.6	1.3	3.9	14.6	6.8	0.1	56.4	2.9	13.8	0.2	29.6
Fresno Pacific U	3,353	66.7	0.8	3.5	5.0	35.5	0.3	41.8	1.5	9.0	2.7	46.5
Golden Gate U	3,493	55.4	0.3	15.1	5.6	9.0	1.4	34.4	1.7	18.8	13.7	33.2
Harvey Mudd C	784	43.8	0.4	21.4	0.9	7.1	0.0	54.1	2.4	5.4	8.3	32.3
Holy Names U	1,353	72.4	0.5	12.9	22.5	22.1	2.8	24.0	3.8	8.0	3.5	64.6
Hope International U	1,364	57.0	0.4	4.5	7.2	16.1	0.9	45.0	11.4	13.6	1.0	40.4
Humboldt State U	8,116	53.7	1.4	3.1	3.6	22.2	0.3	52.6	5.8	10.1	1.1	36.2
Humphreys C	1,089	75.9	0.8	7.8	17.1	38.0	0.0	32.9	0.3	3.1	0.0	64.0
ITT Technical Institute, Oxnard (Calif.)	359	21.7	0.3	8.9	3.3	49.3	0.6	29.5	2.8	5.3	0.0	65.2
ITT Technical Institute, San Bernardino (Calif.)	932	22.8	1.5	3.3	12.8	48.2	0.5	24.8	4.4	4.5	0.0	70.7
ITT Technical Institute, Sylmar (Calif.)	672	23.2	0.5	6.6	6.1	55.8	0.6	21.6	1.9	7.0	0.0	71.4
John F. Kennedy U	1,420	75.6	1.4	7.7	9.0	7.0	1.0	46.7	3.0	24.2	0.0	29.1
La Sierra U	2,393	57.0	0.1	13.6	8.2	35.9	2.2	18.3	4.4	0.4	16.9	64.4
Lincoln U (Calif.)	429	49.4	0.0	3.0	3.0	0.9	0.0	13.8	0.0	0.0	79.3	7.0
Loyola Marymount U	9,492	58.2	0.3	11.2	5.7	22.1	0.2	49.2	5.9	1.2	4.4	45.2
Master's C and Seminary	1,534	37.1	0.8	9.5	4.6	9.3	0.5	63.1	4.0	3.4	5.0	28.6
Menlo C	714	37.7	0.4	6.2	5.7	20.7	3.6	36.0	6.2	11.1	10.1	42.9
Mills C	1,545	93.0	0.4	10.5	8.2	18.2	0.4	49.0	9.3	2.3	1.8	46.9
Monterey Institute of International Studies	780	63.0	0.0	5.8	2.6	7.8	0.0	40.9	3.3	10.0	29.6	19.5
Mount St. Mary's C	3,146	90.0	0.5	14.5	7.8	51.1	0.9	13.6	2.4	8.8	0.5	77.1
Mt. Sierra C	548	30.5	1.3	10.0	5.7	45.6	2.0	19.7	2.2	12.0	1.5	66.8
National Hispanic U	787	74.0	1.5	2.0	1.9	41.8	0.4	11.4	1.7	39.3	0.0	49.3
National U	17,898	61.7	0.6	8.5	10.3	23.2	1.4	42.9	3.5	7.4	2.4	47.3

CALIFORNIA, cont.	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
Notre Dame de Namur U	2,001	69.4	0.8	10.1	5.8	23.5	2.3	35.8	3.9	13.3	4.5	46.4
Occidental C	2,178	56.2	0.4	12.8	3.9	15.5	0.1	54.0	8.1	2.1	3.2	40.7
Pacific Union C	1,564	55.4	1.0	18.3	7.0	23.1	2.0	29.4	5.4	10.9	3.1	56.7
Pacifica Graduate Institute	1,097	74.3	0.6	1.5	3.7	8.9	0.3	66.1	4.5	12.5	2.0	19.4
Pepperdine U	7,319	59.1	0.6	11.1	7.2	11.6	0.5	44.8	3.0	12.7	8.4	34.0
Pitzer C	1,084	61.4	0.6	7.7	4.7	15.0	0.1	48.3	4.4	15.4	3.8	32.5
Platt C, Alhambra (Calif.)	515	69.3	1.0	9.9	2.5	76.1	0.4	7.6	2.3	0.2	0.0	92.2
Platt C, Ontario (Calif.)	559	69.6	0.4	3.9	9.7	59.2	1.1	21.1	3.2	1.3	0.2	77.5
Point Loma Nazarene U	3,192	64.9	1.5	6.1	2.6	19.6	0.6	61.0	2.8	5.4	0.3	33.2
Pomona C	1,607	51.8	0.1	10.8	6.2	13.9	0.0	44.6	6.4	11.2	6.8	37.4
Providence Christian C	67	59.7	0.0	4.5	0.0	1.5	1.5	71.6	6.0	7.5	7.5	13.4
Saint Mary's C of California	4,228	62.1	0.4	9.5	4.7	21.4	0.5	41.9	3.5	16.0	2.1	40.0
San Diego Christian C	742	50.3	1.1	1.9	15.0	15.5	1.1	40.4	3.8	20.8	0.5	38.3
San Diego State U	30,843	56.2	0.3	13.4	3.8	27.2	0.3	38.8	4.9	6.2	5.1	49.9
San Diego State U-Imperial Valley Campus	788	71.3	0.1	0.4	0.4	87.7	0.1	4.1	0.5	6.7	0.0	89.2
San Francisco State U	30,500	57.8	0.3	26.1	4.8	21.1	0.5	28.5	5.2	6.1	7.4	58.0
San Jose State U	30,448	51.8	0.2	32.1	3.4	21.3	0.9	25.6	4.8	4.7	7.1	62.7
Santa Clara U	8,519	47.7	0.2	16.8	2.6	13.7	0.3	41.9	4.6	10.7	9.2	38.2
Scripps C	962	99.7	0.2	18.3	3.7	8.8	0.3	52.0	3.1	8.8	4.7	34.5
Simpson U (Calif.)	1,297	65.4	1.9	6.6	2.9	10.3	0.6	60.8	0.5	16.2	0.1	23.0
Soka U of America	437	65.2	0.5	21.7	3.4	9.4	0.2	17.6	3.2	5.3	38.7	38.4
Sonoma State U	9,021	61.1	0.6	3.9	1.9	19.9	0.2	57.6	5.8	8.7	1.3	32.3
Southern California Institute of Technology	538	6.7	0.2	14.7	8.2	45.9	1.3	24.9	4.1	0.7	0.0	74.4
Stanford U	18,519	44.0	0.5	14.8	3.6	9.7	0.2	37.8	6.3	5.8	21.3	35.1
Thomas Aquinas C	370	51.4	0.3	1.1	0.0	11.6	0.0	74.9	3.5	4.3	4.3	16.5
Trident U International	6,985	33.4	0.5	2.2	11.9	7.1	0.6	25.4	0.0	49.8	2.4	22.4
U of California, Berkeley	35,893	50.4	0.4	30.5	2.6	11.5	0.2	32.0	3.2	6.2	13.4	48.4
U of California, Davis	32,354	54.4	0.4	32.4	2.2	15.1	0.4	35.3	3.8	3.8	6.7	54.3
U of California, Irvine	27,479	51.7	0.2	41.5	2.0	17.6	0.3	22.1	3.5	4.0	8.9	65.0
U of California, Los Angeles	39,945	52.1	0.2	28.5	3.0	15.1	0.3	32.4	3.7	3.8	13.1	50.7
U of California, Riverside	20,947	50.9	0.2	33.6	5.4	32.0	0.4	17.7	2.7	2.5	5.5	74.3
U of California, San Diego	28,294	47.5	0.2	37.5	1.3	14.2	0.4	27.5	3.8	3.7	11.5	57.4
U of California, Santa Barbara	21,927	51.7	0.2	15.9	2.1	22.1	0.1	43.0	6.6	4.8	5.3	47.0
U of California, Santa Cruz	17,404	52.6	0.3	19.7	1.9	26.2	0.2	40.5	5.7	4.1	1.4	54.0
U of La Verne	8,628	60.1	0.4	5.7	7.5	39.4	0.4	27.3	2.4	7.6	9.6	55.6
U of Phoenix-Bay Area (Calif.)	1,962	58.3	0.4	6.5	16.3	15.3	4.5	16.7	3.2	33.8	3.3	46.2

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# Delivering perspective.

“I wanted to be an obstetrician in grade school, before I really even knew what that was. In Nigeria, pregnancy procedures used to mean life or death. If you couldn’t deliver the baby, you died. I still remember holding my aunt’s baby after her C-section. That moment — that lifelong dream — is what led me to med school.”

– Faith Ajayi, B.S. 2013  
Biomedical engineering



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STUDENT DIVERSITY

Continued From Preceding Page

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
CALIFORNIA, cont.												
U of Phoenix-Central Valley (Calif.)	2,734	57.7	0.8	1.8	10.1	31.2	0.8	20.5	1.9	31.3	1.8	46.5
U of Phoenix-Sacramento Valley (Calif.)	3,885	62.4	0.8	5.1	14.6	15.6	2.7	23.1	2.7	33.0	2.5	41.5
U of Phoenix-San Diego Campus	6,689	43.9	0.5	4.5	8.7	26.9	1.9	19.2	2.0	34.3	1.9	44.6
U of Phoenix-Southern California Campus	10,660	58.2	0.4	3.6	13.3	27.1	1.4	14.0	1.8	36.3	2.3	47.5
U of Redlands	4,956	54.9	0.6	5.3	7.0	25.7	0.5	45.4	2.1	12.3	1.1	41.2
U of San Diego	8,105	57.0	0.4	7.4	2.9	16.0	0.3	55.7	4.7	6.6	6.0	31.7
U of San Francisco	10,040	63.0	0.3	17.3	4.0	16.9	0.4	36.6	5.9	5.1	13.5	44.8
U of Southern California	39,958	51.6	0.2	18.8	5.0	12.2	0.2	36.2	3.1	4.5	19.8	39.5
U of the Pacific	6,652	54.8	1.0	32.1	2.8	14.5	0.1	37.9	3.1	2.9	5.6	53.6
U of the West	308	49.0	0.7	18.8	1.6	8.8	0.7	12.7	1.3	2.6	52.9	31.8
United States U	266	72.2	0.4	3.4	3.0	31.6	3.0	4.9	5.6	48.1	0.0	47.0
Vanguard U of Southern California	2,309	66.7	0.5	5.8	4.9	25.7	1.0	51.9	5.9	3.2	1.1	43.8
Westmont C	1,353	60.6	0.8	5.3	1.3	12.2	0.6	68.6	6.1	4.1	1.2	26.2
Westwood C-Inland Empire	1,092	43.5	0.4	1.9	6.9	62.8	0.0	10.6	4.5	12.9	0.0	76.5
Westwood C-South Bay	659	53.3	0.9	6.7	24.3	50.8	1.1	6.5	2.0	7.7	0.0	85.7
Westwood C, Anaheim	931	45.2	0.4	5.1	3.0	65.4	0.1	11.4	2.7	11.9	0.0	76.7
Westwood C, Los Angeles	2,773	49.4	0.7	2.2	16.4	22.5	0.0	36.4	0.6	21.2	0.0	42.4
Whittier C	2,369	51.9	0.4	11.6	4.6	35.1	0.2	37.6	3.6	4.2	2.7	55.4
Woodbury U	1,771	50.4	0.5	8.7	4.0	28.3	1.0	40.1	2.3	0.5	14.7	44.8
COLORADO												
Adams State U	3,290	57.4	1.1	1.3	6.3	26.4	0.3	55.7	2.5	6.4	0.0	37.8
Argosy U, Denver	394	65.2	1.3	3.1	15.0	11.9	1.0	66.0	0.0	1.8	0.0	32.2
Aspen U	1,189	38.8	0.3	12.6	10.1	2.9	0.4	29.0	1.9	42.7	0.0	28.3
CAmerica, Colorado Springs	436	63.8	0.5	1.4	19.5	18.6	1.2	54.6	2.3	2.1	0.0	43.4
CAmerica, Denver	581	76.1	1.6	1.9	19.3	30.0	1.2	44.4	0.0	1.7	0.0	53.9
Colorado C	2,022	54.6	0.3	3.9	1.8	7.3	0.0	72.8	6.5	1.6	5.8	19.8
Colorado Christian U	3,917	65.6	0.8	1.2	5.4	10.7	0.2	62.9	2.0	16.3	0.5	20.3
Colorado Mesa U	9,482	54.5	1.2	1.4	2.1	12.9	0.5	74.2	2.9	4.4	0.5	20.9
Colorado School of Mines	5,721	27.9	0.3	4.0	1.2	6.8	0.0	71.1	2.3	3.4	10.8	14.7
Colorado State U, Fort Collins	30,659	51.4	0.4	2.2	2.0	8.2	0.1	73.6	2.9	6.4	4.2	15.9
Colorado State U, Pueblo	6,805	61.4	0.7	1.4	6.1	23.8	0.1	47.7	2.1	16.3	1.9	34.1
Colorado Technical U Online	22,608	65.3	1.2	1.0	32.2	6.4	0.5	49.5	5.5	3.6	0.0	46.8
Colorado Technical U- Greenwood Village	1,076	48.7	0.7	3.1	6.4	6.5	0.2	25.4	1.9	55.9	0.0	18.8
Colorado Technical U, Colorado Springs	2,408	36.2	0.7	2.1	7.1	5.5	0.3	26.6	2.2	55.6	0.0	17.9
DeVry U, Westminster (Colo.)	1,045	35.0	0.7	3.6	10.7	12.6	0.7	60.9	1.5	9.1	0.2	29.9
Fort Lewis C	3,883	49.4	20.3	0.4	0.8	8.9	0.3	59.5	5.4	2.8	1.6	36.1
Johnson & Wales U, Denver	1,618	58.5	0.7	2.1	5.2	13.2	0.1	47.5	1.2	29.1	0.9	22.5
Jones International U	3,196	64.7	0.7	0.9	31.4	3.8	0.1	33.7	9.3	20.1	0.0	46.2
Metropolitan State C of Denver	23,381	53.8	0.7	3.4	6.2	19.3	0.3	62.3	3.0	4.4	0.5	32.9
Naropa U	1,019	66.1	0.4	2.1	1.3	8.0	0.0	66.1	3.8	16.4	2.0	15.5
National American U, Colorado Springs	357	61.9	1.4	3.1	21.9	10.4	2.0	53.5	7.6	0.3	0.0	46.2
National American U, Denver	269	84.4	1.5	1.9	20.5	16.0	1.1	45.7	11.9	1.1	0.4	52.8
U.S. Air Force Academy	4,120	21.9	0.4	4.5	5.0	9.5	0.4	71.3	6.6	1.0	1.3	26.3
Platt C (Colo.)	192	87.0	1.6	3.1	5.2	8.9	1.0	75.5	2.6	2.1	0.0	22.4
Regis U	10,683	64.4	0.6	4.1	6.2	12.9	0.1	62.9	1.7	10.5	1.0	25.7
Remington C-Colorado Springs Campus	105	76.2	1.0	3.8	13.3	8.6	0.0	66.7	5.7	1.0	0.0	32.4
U of Colorado, Boulder	31,945	45.2	0.5	5.0	1.5	8.3	0.1	73.2	2.4	3.5	5.5	17.8
U of Colorado, Colorado Springs	10,612	53.9	0.6	3.9	3.6	11.7	0.2	70.0	4.1	5.2	0.7	24.1
U of Colorado, Denver	22,396	56.6	0.5	7.7	4.0	11.4	0.1	57.8	2.0	9.5	7.0	25.7
U of Denver	11,656	57.5	0.5	3.3	3.4	7.4	0.1	69.0	2.6	4.1	9.7	17.3
U of Northern Colorado	13,070	64.6	0.4	1.5	3.2	13.1	0.2	62.9	2.4	13.3	2.8	21.0
U of Phoenix-Colorado Campus	1,703	63.9	0.5	1.2	6.9	12.0	0.3	40.3	2.1	35.5	1.3	22.8
U of Phoenix-Southern Colorado Campus	764	49.2	0.7	1.4	9.7	9.7	1.4	44.9	2.4	28.8	1.1	25.3
Western State Colorado U	2,301	42.2	0.3	0.6	2.0	6.6	0.4	65.0	2.2	22.3	0.6	12.1
Westwood C-Denver North	455	38.7	0.4	1.8	3.7	25.7	0.2	31.9	3.7	32.5	0.0	35.6
Westwood C-Denver South	310	55.2	1.9	1.9	4.2	30.3	0.0	39.4	4.2	18.1	0.0	42.6
CONNECTICUT												
Albertus Magnus C	1,667	66.7	0.9	1.4	29.7	13.4	0.0	47.7	0.4	6.3	0.2	45.8
Central Connecticut State U	12,091	51.1	0.2	3.1	9.6	9.6	0.1	70.5	1.9	3.7	1.4	24.5
Charter Oak State C	1,644	67.2	0.1	1.8	16.0	10.4	0.1	58.8	1.3	11.1	0.4	29.7
Connecticut C	1,933	59.5	0.1	2.6	3.7	7.2	0.0	72.9	2.4	7.0	4.1	15.9
Eastern Connecticut State U	5,440	54.8	0.4	2.1	6.5	8.3	0.2	74.3	2.4	5.1	0.9	19.7
Fairfield U	4,999	60.5	0.1	2.2	2.9	6.7	0.0	60.2	0.9	23.9	3.1	12.8
Lincoln C of New England, Southington (Conn.)	1,071	77.7	0.8	1.5	23.8	13.4	0.0	50.1	3.1	7.4	0.0	42.6
Mitchell C	858	47.1	1.1	1.5	10.0	11.8	0.0	66.4	3.6	5.2	0.4	28.0
U.S. Coast Guard Academy	967	32.5	0.7	4.2	3.0	12.2	0.9	70.8	4.6	1.5	2.1	25.7
Post U	7,317	60.9	0.5	1.0	23.1	8.1	0.4	38.0	1.7	27.1	0.3	34.7
Quinnipiac U	8,614	62.3	0.2	2.8	4.4	6.9	0.1	76.4	1.0	6.1	2.1	15.4
Rensselaer, Hartford (Conn.)	341	21.1	0.0	10.0	3.2	3.2	0.0	76.0	0.0	7.6	0.0	16.4
Sacred Heart U	6,434	66.6	0.3	2.0	4.5	5.3	0.1	68.5	0.3	16.9	2.1	12.5
Southern Connecticut State U	11,117	63.8	0.3	2.5	13.8	9.2	0.0	65.6	2.1	6.1	0.5	27.9
Trinity C (Conn.)	2,371	48.7	0.0	4.4	6.5	7.0	0.0	65.9	3.2	5.4	7.5	21.2
U of Bridgeport	4,877	62.6	0.5	3.5	23.9	12.0	0.1	34.9	2.7	0.0	22.4	42.7
U of Connecticut	25,483	49.8	0.2	7.8	5.3	6.3	0.1	61.4	1.7	8.9	8.3	21.4
U of Hartford	6,894	52.9	0.3	2.9	11.9	7.5	0.1	60.7	1.2	10.3	5.1	24.0
U of New Haven	6,351	51.1	0.4	1.9	8.4	2.8	0.1	49.4	1.6	24.0	11.5	15.1
U of Saint Joseph	2,525	91.2	0.1	3.7	7.3	7.3	0.0	55.4	1.2	24.3	0.7	19.6
Wesleyan U (Conn.)	3,262	51.6	0.1	8.1	6.3	9.3	0.1	51.7	5.5	9.4	9.6	29.3
Western Connecticut State U	6,176	55.6	0.5	2.8	8.2	12.2	0.6	72.0	1.8	2.0	0.1	26.0
Yale U	11,906	49.7	0.4	12.7	5.0	7.3	0.0	48.3	4.2	4.2	17.9	29.6
DELAWARE												
Delaware State U	4,324	63.0	0.4	1.9	69.5	4.9	0.2	14.0	3.3	2.4	3.3	80.3
U of Delaware	21,856	55.8	0.1	4.0	4.9	5.6	0.1	72.7	1.9	1.9	8.8	16.6
Wesley C (Del.)	1,436	53.1	0.3	1.0	36.2	5.4	0.1	36.9	1.5	18.5	0.1	44.5
Wilmington U (Del.)	12,581	63.9	0.6	3.2	22.0	2.9	0.1	43.7	1.0	26.6	0.0	29.7
DISTRICT OF COLUMBIA												
American U	12,904	59.7	0.3	6.1	7.5	9.0	0.1	50.9	3.0	14.1	9.0	25.9
Catholic U of America	6,838	53.3	0.2	3.3	7.1	7.6	0.2	55.5	3.1	16.1	7.1	21.4

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minor-
DISTRICT OF COLUMBIA, cont.												
Gallaudet U	1,580	61.5	0.3	3.5	10.5	11.6	0.2	61.7	2.2	3.2	6.8	28.4
George Washington U	25,653	56.0	0.4	8.6	8.7	5.9	0.2	54.7	1.6	7.6	12.2	25.5
Georgetown U	17,357	53.0	0.2	7.8	6.1	6.2	0.1	55.6	2.6	7.4	14.0	23.0
Howard U	10,002	64.8	1.5	3.5	86.8	0.6	0.4	2.8	0.0	0.0	4.4	92.8
Strayer University- District of Columbia	63.8	0.2	1.8	78.7	4.4	0.1	3.9	2.0	5.2	3.8	87.2	
Trinity Washington U	2,663	91.3	0.2	1.2	68.6	10.0	0.0	5.0	1.2	12.3	1.4	81.3
U of the District of Columbia	5,110	62.1	0.2	1.6	57.0	6.8	0.0	5.5	0.7	25.0	3.4	66.1
FLORIDA												
American InterContinental U, Weston	467	48.2	0.4	0.6	40.9	27.4	0.0	3.9	2.8	24.0	0.0	72.2
Argosy U, Sarasota (Fla.)	1,041	76.9	0.5	1.8	43.5	8.9	0.2	42.2	0.0	2.9	0.0	55.0
Argosy U, Tampa	506	74.9	0.2	4.0	31.0	16.2	0.2	45.7	0.0	2.8	0.0	51.6
Ave Maria U	976	47.5	0.3	1.7	3.9	12.0	0.0	64.6	0.0	9.0	8.5	17.9
Barry U	9,070	66.1	0.3	2.0	18.0	17.3	0.2	17.3	0.0	39.7	5.3	37.8
Beacon C	186	34.4	0.5	2.2	12.9	7.0	0.5	73.7	0.5	0.0	2.7	23.7
Bethune-Cookman U	3,543	58.6	0.1	0.2	78.1	1.8	0.5	1.8	1.3	15.1	1.0	82.1
Carlos Albizu U, Miami	1,046	78.0	0.0	0.8	4.9	51.7	0.0	6.9	0.0	35.2	0.6	57.4
City C, Fort Lauderdale	745	68.5	1.2	0.9	60.9	18.8	0.1	14.4	2.6	0.8	0.3	84.6
City C, Gainesville	432	78.7	0.7	0.5	45.1	6.3	0.0	45.1	2.3	0.0	0.0	54.9
City C, Miami	338	67.8	1.5	1.2	25.2	68.1	0.0	2.7	1.2	0.3	0.0	97.0
Clearwater Christian C	498	49.2	0.0	0.8	5.4	10.0	0.0	80.1	1.4	0.6	1.6	17.7
DeVry U, Orlando (Fla.)	2,920	39.0	0.2	1.6	21.8	27.8	0.4	29.4	0.8	15.9	2.2	52.5
Digital Media Arts C	327	32.7	0.6	3.1	22.6	22.0	0.0	38.8	2.1	8.0	2.8	50.5
Eckerd C	2,337	60.6	0.5	1.4	6.7	7.7	0.2	76.0	2.2	1.2	4.2	18.7
Edward Waters C	925	43.1	0.1	0.0	94.0	1.3	0.0	2.2	1.6	0.9	0.0	97.0
Embry-Riddle Aeronautical U, Daytona Beach (Fla.)	5,120	17.6	0.5	4.7	6.0	8.1	0.2	50.5	5.1	8.0	16.9	24.6
Everest U-Brandon Campus (Fla.)	8,356	75.0	0.8	0.5	46.4	5.9	0.3	37.2	2.8	6.1	0.0	56.7
Everest U-Lakeland Campus (Fla.)	558	79.6	0.5	0.4	29.9	15.1	0.0	51.6	1.6	0.9	0.0	47.5
Everest U-Largo	513	69.2	0.8	1.4	23.6	7.6	1.2	60.4	3.1	2.0	0.0	37.6
Everest U-Melbourne Campus (Fla.)	591	76.0	1.2	1.2	31.3	10.8	0.5	51.1	2.5	1.2	0.2	47.6
Everest U-North Orlando Campus (Fla.)	978	69.6	0.1	1.6	42.7	22.3	0.4	24.7	2.9	4.8	0.4	70.0
Everest U-Orange Park (Fla.)	758	62.9	0.8	2.4	37.7	6.5	0.1	47.4	4.6	0.5	0.0	52.1
Everest U-Pompano Beach Campus (Fla.)	2,452	75.5	0.2	0.7	68.7	8.7	0.1	15.3	1.8	4.2	0.2	80.3
Everest U-South Orlando Campus (Fla.)	33,852	77.9	0.9	0.4	48.7	5.5	0.3	34.2	3.2	6.7	0.0	59.0
Everest U-Tampa Campus (Fla.)	873	49.3	0.2	3.3	28.4	33.2	0.3	28.8	4.8	0.9	0.0	70.3
Everglades U, Boca Raton (Fla.)	1,264	52.9	1.0	1.5	16.5	16.1	0.4	61.4	2.5	0.4	0.3	37.9
Flagler C, St. Augustine (Fla.)	2,847	59.5	0.6	0.8	3.7	7.3	0.1	77.8	2.3	4.6	2.8	14.7
Flagler C, Tallahassee (Fla.)	459	69.7	0.2	1.5	26.4	3.3	0.4	68.2	0.0	0.0	0.0	31.8
Florida A&M U	12,057	61.6	0.2	1.0	90.8	1.9	0.0	5.0	0.1	0.0	1.1	94.0
Florida Atlantic U	29,994	57.0	0.2	4.3	17.6	22.3	0.1	49.8	2.4	1.2	2.1	46.9
Florida C	531	52.0	1.7	0.6	4.7	6.4	0.4	81.5	3.6	0.2	0.9	17.3
Florida Gulf Coast U	13,445	56.7	0.2	1.7	6.7	17.2	0.2	69.1	2.1	1.4	1.5	28.1
Florida Institute of Technology	5,384	34.0	0.4	2.3	9.5	5.9	0.2	43.7	2.1	10.5	25.5	20.3
Florida International U	46,171	55.9	0.1	3.0	11.8	61.7	0.1	12.9	1.5	1.9	7.0	78.3
Florida Memorial U	1,579	60.9	0.0	0.0	83.0	3.2	0.1	0.4	0.3	3.5	9.6	86.6
Florida Southern C	2,455	60.9	0.3	1.7	6.6	8.6	0.0	72.3	3.3	2.2	4.9	20.6
Florida State U	40,695	55.2	0.3	2.7	8.8	13.9	0.0	66.7	2.1	1.8	3.7	27.9
Full Sail U	23,497	26.6	0.7	1.4	21.5	7.6	0.2	33.0	9.7	24.6	1.5	41.0
Herzing U, Winter Park (Fla.)	422	74.4	0.0	3.8	26.3	17.3	0.0	29.9	1.9	20.9	0.0	49.3
Hodges U	2,244	65.8	0.7	1.6	15.2	33.1	0.3	45.7	0.6	2.9	0.0	51.4
Jacksonville U	3,936	62.0	1.1	3.6	18.3	6.8	0.3	57.2	0.0	9.2	3.5	30.1
Johnson & Wales U (Fla.)	1,990	59.9	0.4	1.2	24.2	22.7	0.0	21.2	1.4	17.8	11.2	49.8
Jones C (Fla.)	504	77.6	0.6	0.6	71.2	4.6	0.0	19.8	1.6	1.2	0.4	78.6
Keiser U, Ft. Lauderdale	16,713	69.0	0.3	2.4	20.7	25.6	0.1	44.7	3.0	2.7	0.5	52.2
Lynn U (Fla.)	2,097	49.1	0.2	0.7	7.3	9.0	0.2	43.4	1.1	14.8	23.3	18.5
New C of Florida	832	59.4	0.2	2.4	1.9	13.6	0.1	74.4	3.9	2.6	0.8	22.1
Nova Southeastern U	26,808	69.2	0.2	5.4	24.6	23.0	0.1	35.4	1.4	6.1	3.8	54.7
Palm Beach Atlantic U	3,579	64.2	0.4	2.9	15.3	14.8	0.2	56.1	1.2	5.4	3.8	34.7
Polytechnic U of Puerto Rico, Orlando (Fla.)	155	31.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Rasmussen C, Ocala (Fla.)	5,748	73.4	1.2	1.2	15.4	7.4	0.3	63.6	5.3	5.7	0.1	30.7
Remington C-Tampa Campus	214	68.7	0.0	0.0	29.0	29.4	0.9	35.5	4.7	0.5	0.0	64.0
Rollins C	3,237	59.2	0.2	3.2	6.6	15.1	0.2	65.1	2.2	2.3	5.2	27.4
Saint Leo U	15,986	58.3	0.7	1.3	32.8	8.4	0.2	39.0	0.9	14.8	1.8	44.4
South U, Tampa (Fla.)	878	77.7	0.7	7.2	26.2	22.9	0.8	40.0	0.0	2.3	0.0	57.7
South U, West Palm Beach (Fla.)	1,029	77.0	0.5	2.8	39.2	23.8	1.2	28.9	0.3	3.4	0.0	67.7
Southeastern U (Fla.)	2,703	56.1	0.4	1.1	10.1	12.9	0.2	67.4	0.7	6.4	0.8	25.4
Southwest Florida C	1,284	72.0	1.1	1.3	12.2	17.1	0.2	61.7	6.0	0.6	0.0	37.8
St. Petersburg C	32,612	60.5	0.4	3.3	13.2	9.3	0.2	67.4	1.5	3.9	0.8	27.9
St. Thomas U	2,484	56.5	0.3	1.2	23.3	37.2	0.0	20.0	1.1	5.3	11.7	63.0
Stetson U	3,961	55.3	0.2	1.8	6.6	13.3	0.1	68.0	3.2	2.7	4.2	25.1
Trinity International U, Florida Regional Center	367	65.4	0.0	1.6	36.5	41.4	0.0	14.7	0.8	4.9	0.0	80.4
U of Central Florida	59,601	55.1	0.3	5.4	10.0	18.9	0.2	58.7	2.3	2.0	2.4	37.0
U of Florida	49,913	53.8	0.3	7.2	7.0	15.0	0.4	56.1	2.0	3.1	9.0	31.9
U of Miami	16,172	50.9	0.2	5.5	6.5	22.4	0.1	43.2	2.0	5.8	14.3	36.7
U of North Florida	16,201	56.6	0.2	4.4	9.9	8.5	0.1	70.8	3.5	0.6	2.1	26.6
U of Phoenix-Central Florida	1,242	61.6	0.2	0.9	23.4	20.9	0.2	18.6	1.5	31.6	2.9	46.9
U of Phoenix-North Florida Campus	1,285	50.2	0.4	1.0	35.6	5.6	0.5	24.1	1.8	30.4	0.7	44.8
U of Phoenix-South Florida Campus	1,783	67.1	0.5	1.2	29.2	21.9	0.2	6.4	1.1	30.7	8.7	54.2
U of Phoenix-West Florida Campus	942	52.1	1.0	0.7	21.3	13.7	0.1	31.9	2.4	27.3	1.6	39.3
U of South Florida	41,116	57.1	0.3	6.0	10.7	16.6	0.2	57.1	2.3	1.7	5.0	36.2
U of South Florida- Sarasota/Manatee	1,943	61.4	0.4	2.0	6.5	12.4	0.1	74.8	1.5	1.8	0.6	22.9
U of South Florida, St. Petersburg	4,587	60.7	0.3	4.0	7.6	12.7	0.3	70.5	2.4	1.6	0.6	27.4
U of Tampa	6,912	55.7	0.1	1.5	5.8	11.3	0.2	59.9	2.2	8.5	10.6	21.0
U of West Florida	12,652	58.7	0.7	3.3	12.0	7.8	0.4	70.4	3.1	0.2	2.2	27.2
Warner U	1,108	56.5	0.7	1.1	35.5	12.0	0.1	45.5	1.1	2.0	2.1	50.5
Webber International U	717	34.5	0.1	1.7	23.3	8.8	0.0	43.0	1.7	0.0	21.5	35.6
GEORGIA												
Agnes Scott C	885	99.1	0.0	3.3	33.1	8.5	0.0	34.6	5.4	4.4	10.7	50.3
Albany State U	4,275	67.2	0.1	0.2	81.5	0.8	0.0	5.6	0.2	11.1	0.4	82.9
American InterContinental U, Atlanta	1,355	56.5	0.0	1.4	47.2	2.1	0.2	3.6	3.1	42.4	0.0	54.0



													Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
GEORGIA, cont.																								
Argosy U, Atlanta													2,197	77.6	0.2	0.6	77.9	4.0	0.1	13.3	0.1	3.9	0.0	82.8
Armstrong Atlantic State U													7,439	66.0	0.3	3.1	23.2	5.7	0.2	60.8	3.5	1.6	1.8	35.9
Augusta State U													6,528	63.2	0.4	2.3	25.9	4.8	0.4	55.0	4.4	5.7	1.2	38.1
Bauder C													753	81.0	0.1	0.4	89.9	2.9	0.1	3.3	0.0	2.7	0.5	93.5
Berry C													2,166	66.7	0.3	1.6	4.1	5.0	0.1	83.4	1.9	2.5	1.1	13.0
Brenau U													2,777	85.3	0.3	2.5	30.4	5.0	0.0	52.2	2.5	4.8	2.3	40.7
Brewton-Parker C													680	49.4	0.4	5.0	20.6	3.8	0.0	52.9	1.0	12.8	3.4	30.9
Clark Atlanta U													3,419	74.1	0.3	0.3	90.0	0.5	0.0	0.3	0.0	7.4	1.3	91.0
Clayton State U													7,140	70.1	0.2	4.4	62.8	2.1	0.1	23.2	2.5	3.8	1.0	72.0
Columbus State U													8,239	58.7	0.5	2.0	34.6	4.5	0.3	54.4	2.3	0.0	1.4	44.2
Covenant C													1,135	57.9	0.4	2.0	3.0	1.7	0.0	89.0	1.8	0.0	2.1	8.9
Dalton State C													5,047	62.5	0.5	1.0	4.2	17.2	0.2	68.9	1.0	5.9	1.2	24.0
DeVry U, Decatur (Ga.)													3,397	53.7	0.3	1.8	53.0	4.0	0.2	22.9	1.0	16.2	0.6	60.3
Emmanuel C (Ga.)													806	51.0	0.0	0.7	17.4	4.3	0.0	72.5	0.6	0.0	4.5	23.1
Emory U													14,236	55.7	0.2	16.6	10.0	4.7	0.1	44.8	1.7	7.1	14.9	33.3
Fort Valley State U													3,568	59.6	0.1	0.2	93.4	1.1	0.1	3.3	1.2	0.3	0.5	95.9
Georgia C & State U													6,444	61.0	0.2	1.2	7.6	4.5	0.1	81.7	2.3	1.1	1.4	15.8
Georgia Gwinnett C													9,397	53.4	0.2	8.1	29.8	12.1	0.2	43.6	3.4	1.5	1.1	53.8
Georgia Institute of Technology													21,557	30.5	0.1	14.6	5.6	5.2	0.1	51.6	2.5	0.5	19.8	28.1
Georgia Southern U													20,574	51.6	0.5	1.3	25.3	3.7	0.2	64.1	1.8	1.6	1.6	32.8
Georgia Southwestern State U													2,973	64.8	0.2	1.3	28.3	2.2	0.1	62.7	1.1	0.3	3.7	33.2
Georgia State U													32,087	58.9	0.2	9.6	34.1	7.3	0.1	37.6	3.4	3.3	4.3	54.8
Herzing U, Atlanta													436	57.1	0.5	7.1	71.8	6.4	0.2	9.9	3.0	0.9	0.2	89.0
Kennesaw State U													24,604	58.3	0.2	3.2	16.1	6.4	0.2	64.2	3.3	4.4	2.0	29.3
LaGrange C													902	58.7	0.4	0.9	22.7	2.6	0.0	70.1	1.6	0.3	1.4	28.2
Life U													2,647	46.3	0.8	2.9	22.8	9.1	0.0	54.7	0.0	5.9	3.9	35.5
Macon State C													5,780	63.9	0.3	2.4	32.6	3.5	0.1	56.4	3.4	0.7	0.6	42.3
Mercer U													8,329	64.3	0.4	5.6	31.7	2.8	0.1	48.3	1.1	6.0	4.0	41.8
Morehouse C													2,374	0.0	0.0	0.0	96.0	0.2	0.0	0.2	0.1	0.9	2.6	96.3
Oglethorpe U													1,079	59.6	0.2	3.3	20.2	8.0	0.1	35.4	2.0	24.8	6.0	33.7
Paine C													837	61.8	0.1	0.4	90.6	1.3	0.2	2.4	1.2	2.3	1.6	93.8
Piedmont C													2,464	73.7	0.4	1.2	10.8	2.3	0.0	81.1	1.4	2.7	0.2	16.1
Point U													1,511	59.9	0.1	0.5	58.4	2.7	0.1	34.7	0.9	2.8	0.0	62.5
Reinhardt U													1,318	49.9	0.5	1.1	15.6	3.7	0.0	73.8	0.0	5.3	0.0	20.9
Savannah State U													4,582	55.4	0.2	0.3	86.7	1.9	0.1	6.0	2.5	1.4	1.1	91.6
Shorter U													1,446	78.5	1.9	0.7	66.2	2.4	0.0	25.5	0.0	3.3	0.1	71.1
Shorter U													1,525	58.4	0.9	0.9	19.9	4.0	0.8	66.4	0.7	5.8	0.8	27.1
South U, Savannah (Ga.)													1,435	69.6	1.0	5.1	35.0	4.6	1.1	49.9	0.1	3.3	0.0	46.8

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
GEORGIA, cont.												
Southern Polytechnic State U	6,202	21.0	0.3	6.5	23.0	7.4	0.1	53.0	3.1	1.6	5.1	40.3
Spelman C	2,145	100.0	0.1	0.1	82.2	0.4	0.0	0.0	2.3	14.3	0.7	85.0
Thomas U	1,124	60.7	0.6	1.0	30.5	3.4	0.2	48.5	0.0	12.4	3.5	35.7
Toccoa Falls C	804	51.2	0.1	6.6	4.5	2.2	0.1	82.2	1.4	0.0	2.9	14.9
Truett McConnell C	1,339	55.1	0.3	2.4	5.8	2.9	0.0	70.7	0.0	15.8	2.1	11.4
U of Georgia	34,519	57.4	0.1	7.4	7.7	4.3	0.1	71.7	2.2	2.2	4.3	21.8
U of North Georgia	6,413	58.1	0.2	1.6	2.7	3.9	0.1	86.3	2.1	2.1	1.0	10.6
U of Phoenix, Atlanta (Ga.)	1,886	66.6	0.4	0.6	49.2	3.2	0.3	7.6	2.1	35.4	1.2	55.8
U of Phoenix, Columbus (Ga.)	1,026	70.3	0.5	0.0	48.3	2.7	0.4	9.1	1.7	37.3	0.1	53.5
U of West Georgia	11,769	62.7	0.2	1.1	31.2	4.0	0.1	56.9	3.1	2.0	1.4	39.7
Valdosta State U	12,515	61.7	0.3	1.0	32.7	3.5	0.2	55.9	2.8	1.6	2.0	40.5
Wesleyan C (Ga.)	715	95.5	0.0	1.1	34.4	3.4	0.1	40.0	2.7	1.7	16.6	41.7
Westwood C-Atlanta Midtown	549	49.5	0.7	0.6	80.2	2.6	0.0	6.7	4.2	5.1	0.0	88.2
Westwood C-Atlanta Northlake	415	52.1	0.0	2.9	75.2	6.0	0.0	9.2	2.2	4.6	0.0	86.3
HAWAII												
Argosy U, Honolulu	605	69.4	1.2	26.5	9.8	9.9	24.1	25.6	0.0	2.8	0.2	71.4
Brigham Young U Hawaii	3,166	55.0	0.4	3.2	0.4	4.5	9.0	31.7	8.1	0.3	42.5	25.6
Chaminade U of Honolulu	2,912	65.1	0.7	24.1	6.6	7.3	14.3	19.2	10.4	15.9	1.6	63.3
Hawaii Pacific U	7,463	55.2	0.6	19.5	5.4	12.9	2.9	29.1	12.1	5.0	12.5	53.3
Remington C, Honolulu	537	73.6	0.2	33.2	5.6	6.7	32.8	7.1	13.8	0.7	0.0	92.2
U of Hawaii-Manoa	20,426	55.4	0.2	35.6	1.2	7.3	5.2	22.2	21.6	0.3	6.3	71.1
U of Hawaii-West Oahu	1,997	66.5	0.2	39.0	1.4	11.0	8.2	12.3	27.6	0.1	0.3	87.3
U of Hawaii, Hilo	4,157	59.4	0.4	22.0	1.2	9.1	11.2	23.3	28.1	0.5	4.3	71.9
U of Phoenix-Hawaii	1,503	47.7	0.3	14.0	8.2	8.5	16.4	12.6	6.5	32.9	0.5	53.9
IDAHO												
Boise State U	22,344	54.4	0.8	2.4	1.7	7.4	0.4	77.0	1.8	5.9	2.7	14.4
Brigham Young U-Idaho	23,261	57.0	0.9	1.4	0.9	7.2	1.0	82.2	0.9	0.5	5.1	12.2
C of Idaho	1,059	58.5	0.8	2.6	1.4	14.0	0.8	55.3	0.1	14.8	10.3	19.6
Idaho State U	13,852	53.7	1.2	1.4	1.0	7.4	0.2	76.6	1.8	5.8	4.7	12.9
Lewis-Clark State C	4,525	59.9	2.1	1.1	0.7	4.6	0.2	84.0	3.2	2.3	1.9	11.8
Northwest Nazarene U	2,232	57.3	0.5	1.6	1.5	5.8	0.2	76.7	0.9	10.6	2.2	10.5
U of Idaho	12,420	46.2	1.0	1.5	1.0	7.0	0.3	79.8	2.6	2.6	4.3	13.3
U of Phoenix-Idaho	439	60.6	0.9	0.5	1.1	10.3	0.0	57.9	2.1	26.7	0.7	14.8



At Pepperdine, we view our community as a mosaic of people united by a deep and abiding respect for our Christian heritage. Our commitment to diversity is informed by this heritage and inspires us to treat every individual with dignity and respect.

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## STUDENT DIVERSITY

Continued From Preceding Page

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
ILLINOIS												
American InterContinental U Online	14,170	65.1	0.9	1.3	38.9	6.9	0.6	41.5	6.4	3.4	0.0	55.0
Argosy U, Chicago	1,206	71.2	0.3	4.6	49.6	10.3	0.3	31.4	0.0	3.4	0.0	65.2
Augustana C (Ill.)	2,551	57.4	0.4	1.5	3.8	7.4	0.1	79.6	2.2	2.6	2.4	15.4
Aurora U	4,681	67.6	0.4	1.8	7.8	13.7	0.0	69.5	1.6	5.2	0.2	25.2
Benedictine U	6,516	65.4	0.4	10.5	12.4	5.4	0.2	43.4	0.0	25.6	2.2	28.8
Blackburn C	546	57.9	1.1	0.9	8.4	1.3	0.6	85.0	0.7	2.0	0.0	13.0
Bradley U	5,458	53.4	0.3	3.4	7.0	5.4	0.1	79.0	1.3	1.0	2.7	17.4
Chicago State U	6,107	70.9	0.2	3.1	78.4	6.3	0.0	6.2	0.0	5.8	0.0	88.0
Columbia C Chicago	10,783	53.8	0.3	2.9	16.8	12.6	0.1	57.4	3.2	4.9	1.9	35.9
Concordia U Chicago	5,453	70.3	0.2	2.0	15.6	13.2	0.2	65.0	1.7	1.5	0.6	32.9
DePaul U	24,966	53.2	0.1	6.9	9.0	13.5	0.3	54.9	2.8	6.8	5.6	32.7
DeVry U, Chicago	24,246	51.0	0.6	2.7	19.5	11.0	0.4	47.5	1.1	16.4	1.0	35.2
Dominican U	3,589	71.4	0.1	3.7	8.4	23.7	0.2	55.3	0.9	5.6	2.2	37.0
East-West U	776	55.5	0.5	3.1	65.3	14.4	0.4	2.8	0.0	2.2	11.2	83.8
Eastern Illinois U	10,417	59.5	0.3	0.9	15.2	3.8	0.1	73.5	1.5	3.3	1.5	21.7
Elmhurst C	3,298	61.3	0.3	4.5	5.2	10.7	0.4	73.7	2.1	2.3	1.0	23.1
Eureka C	754	56.5	0.5	0.5	3.6	2.8	0.1	85.9	2.5	3.5	0.5	10.1
Governors State U	5,609	71.4	0.3	1.5	38.0	7.7	0.1	44.2	1.1	5.6	1.6	48.6
Greenville C	1,463	52.5	0.4	0.8	7.5	3.1	0.0	74.6	1.4	8.3	3.8	13.2
Illinois C	987	50.1	0.0	0.4	8.1	5.0	0.1	77.1	3.2	2.7	3.3	16.8
Illinois Institute of Technology	7,684	37.0	0.2	5.9	3.9	6.8	0.4	29.7	0.8	8.9	43.6	17.8
Illinois State U	20,706	55.8	0.2	1.9	6.1	6.4	0.1	80.6	1.8	1.1	1.9	16.5
Illinois Wesleyan U	2,013	58.1	0.5	5.5	4.5	5.4	0.1	72.7	0.4	7.0	4.1	16.2
Judson U (Ill.)	1,127	55.9	0.0	1.2	7.1	8.9	0.2	62.6	0.4	16.5	3.1	17.8
Kendall C	1,812	75.9	0.2	2.9	19.5	14.7	0.4	48.9	1.4	4.5	7.6	39.1
Knox C	1,430	57.3	0.3	4.9	6.3	8.8	0.0	63.6	3.6	2.0	10.6	23.9
Lake Forest C	1,570	58.2	0.2	4.5	6.2	12.7	0.1	60.3	3.1	1.9	10.9	26.9
Lewis U	6,539	59.5	0.3	3.1	10.7	13.6	0.2	62.0	1.1	7.5	1.5	29.0
Lincoln C	1,232	57.5	0.5	0.5	33.8	5.0	0.0	54.1	2.3	3.0	0.9	42.0
Loyola U Chicago	15,720	63.6	0.1	8.2	5.7	9.9	0.1	62.9	3.9	5.0	4.2	27.9
MacMurray C	625	60.3	0.3	0.5	13.8	4.6	0.0	73.0	3.2	4.6	0.0	22.4
McKendree U	3,036	59.3	0.5	1.2	13.5	3.0	0.5	73.0	0.4	6.5	1.3	19.2
Midstate C	592	81.1	0.8	0.2	22.8	3.9	0.0	70.1	1.5	0.5	0.2	29.2
Millikin U	2,347	59.1	0.3	0.9	11.4	4.8	0.2	78.0	2.9	0.3	1.4	20.4
Monmouth C	1,242	53.8	1.0	0.6	13.1	8.6	0.3	70.3	0.8	4.5	0.8	24.4
National-Louis U	5,081	80.1	0.2	2.1	22.3	12.2	0.5	50.1	0.7	11.1	0.9	38.0
North Central C	3,042	56.6	0.2	2.3	4.0	7.3	0.1	77.5	2.3	5.3	1.1	16.1
North Park U	3,141	63.7	0.3	5.8	9.0	12.9	0.4	51.0	1.9	14.6	4.0	30.4
Northeastern Illinois U	11,149	57.2	0.2	8.5	10.1	30.1	0.3	41.1	1.3	4.3	4.1	50.5
Northern Illinois U	21,869	51.9	0.2	4.8	13.9	10.3	0.1	63.5	2.2	1.9	3.1	31.4
Northwestern U	21,215	47.7	0.1	13.4	5.0	6.3	0.1	50.9	2.7	7.9	13.6	27.6
Olivet Nazarene U	4,512	67.3	0.3	2.0	11.5	4.8	0.1	79.8	0.8	0.3	0.4	19.5
Quincy U	1,632	62.3	0.9	1.1	11.5	1.8	0.3	58.0	1.1	25.1	0.3	16.7
Robert Morris U Illinois	3,802	54.2	0.4	2.9	32.8	21.7	0.3	37.7	1.0	1.4	1.9	59.1
Rockford U	1,305	62.8	0.2	1.5	6.1	5.7	0.3	64.8	4.9	14.8	1.8	18.7
Roosevelt U	6,343	65.7	0.2	6.3	21.7	13.4	0.1	48.5	3.1	2.3	4.3	44.9
Saint Xavier U	4,384	70.6	0.3	2.5	17.3	14.9	0.1	56.5	1.7	6.3	0.4	36.8
Shimer C	112	43.8	0.0	5.4	0.9	10.7	0.0	73.2	4.5	5.4	0.0	21.4
Southern Illinois U, Carbondale	18,847	45.8	0.3	1.9	18.7	5.7	0.2	63.6	2.4	0.3	7.0	29.1
Southern Illinois U, Edwardsville	14,055	54.5	0.2	1.7	13.1	3.4	0.1	74.3	2.6	2.4	2.2	21.1
Trinity Christian C	1,369	65.6	0.6	1.5	9.4	9.3	0.2	73.3	0.9	2.3	2.4	21.9
Trinity International U	2,284	36.2	0.3	6.3	11.6	5.1	0.1	52.9	1.1	15.0	7.7	24.4
U of Chicago	15,245	42.4	0.2	12.7	4.0	5.5	0.0	44.7	2.8	10.1	19.9	25.3
U of Illinois, Chicago	27,875	54.4	0.1	18.3	8.1	17.6	0.4	43.4	2.1	2.3	7.8	46.5
U of Illinois, Springfield	5,048	50.5	0.2	3.7	11.5	4.7	0.1	69.3	1.9	3.7	4.8	22.2
U of Illinois, Urbana-Champaign	44,520	45.3	0.1	12.0	5.0	6.6	0.1	53.3	2.0	1.1	19.8	25.8
U of St. Francis (Ill.)	3,452	76.3	0.3	2.5	8.3	9.9	0.3	73.5	1.7	2.3	1.2	23.1
Western Illinois U	12,205	50.0	0.2	0.9	14.6	6.4	0.1	69.2	1.6	4.2	2.8	23.8
Westwood C-Chicago Loop	484	51.0	1.0	1.0	61.2	11.8	0.0	5.6	0.2	19.2	0.0	75.2
Westwood C-DuPage	278	53.2	0.4	1.1	24.5	25.9	0.0	35.6	0.0	12.6	0.0	51.8
Westwood C-O'Hare Airport	477	52.2	0.6	4.0	15.7	40.7	0.2	24.3	0.4	14.1	0.0	61.6
Westwood C-River Oaks	388	63.7	0.5	0.0	67.8	11.1	0.0	10.6	0.5	9.5	0.0	79.9
Wheaton C (Ill.)	3,034	51.3	0.2	7.2	2.4	4.0	0.1	76.4	2.6	4.4	2.7	16.6
INDIANA												
Anderson U (Ind.)	2,516	56.4	0.3	0.6	6.9	2.5	0.1	79.3	0.6	6.9	2.8	11.0
Ball State U	21,053	59.3	0.2	0.8	6.0	2.7	0.1	82.1	1.4	3.6	3.2	11.1
Bethel C (Ind.)	1,963	65.8	0.3	0.5	12.1	5.2	0.2	78.9	1.3	0.2	1.5	19.5
Butler U	4,712	58.9	0.3	2.9	3.4	2.7	0.0	82.2	0.6	4.9	2.9	10.0
Calumet C of Saint Joseph	1,030	46.9	0.6	1.1	27.2	28.6	0.0	41.8	0.2	0.0	0.6	57.7
DePauw U	2,336	54.7	0.3	3.0	6.3	3.6	0.0	68.7	4.2	2.9	11.0	17.4
Earlham C and Earlham School of Religion	1,196	56.6	0.9	2.2	8.6	5.4	0.3	45.8	1.1	18.8	17.0	18.4
Franklin C of Indiana	1,053	50.5	0.5	0.6	5.4	0.7	0.0	84.6	2.6	5.7	0.0	9.7
Goshen C	922	60.5	0.0	1.0	2.6	9.7	0.0	75.2	2.1	0.9	8.7	15.3
Grace C and Seminary (Ind.)	1,821	54.4	0.4	1.1	3.1	2.6	0.1	69.9	3.6	14.9	4.2	11.0
Hanover C	1,123	55.9	0.4	0.7	4.2	2.0	0.1	84.0	2.5	2.8	3.5	9.8
Harrison C, Indianapolis Downtown	4,547	82.3	0.6	0.3	14.6	1.4	0.0	59.6	3.3	20.2	0.0	20.2
Holy Cross C	450	38.0	0.2	1.3	7.1	9.6	0.0	68.2	1.8	0.2	11.6	20.0
Huntington U	1,204	58.8	0.4	0.4	1.7	2.7	0.1	91.0	0.7	0.0	3.2	5.9
Indiana State U	12,114	55.2	0.2	1.3	15.3	2.9	0.1	70.1	2.5	2.3	5.2	22.3
Indiana U East	4,186	65.6	0.2	0.7	3.4	1.7	0.1	89.9	1.7	1.9	0.4	7.8
Indiana U-Northwest	6,184	67.4	0.2	2.2	21.6	14.8	0.2	53.5	1.4	6.2	0.1	40.2
Indiana U-Purdue U, Fort Wayne	13,771	55.6	0.3	2.3	5.8	4.9	0.0	81.9	2.6	0.6	1.7	15.9
Indiana U-Purdue U, Indianapolis	30,451	56.8	0.1	3.9	9.7	4.2	0.0	71.7	2.8	2.2	5.3	20.8
Indiana U-Southeast	6,904	58.5	0.3	1.5	6.3	2.4	0.1	86.1	1.8	1.2	0.4	12.3
Indiana U, Bloomington	42,133	50.2	0.2	4.0	4.1	3.9	0.1	70.6	2.3	1.0	13.9	14.5
Indiana U, Kokomo	3,719	63.7	0.2	1.1	3.9	3.0	0.1	78.4	1.8	11.4	0.2	10.0
Indiana U, South Bend	8,490	62.0	0.2	1.5	6.8	6.0	0.1	78.8	2.2	2.5	1.9	16.8
Indiana Wesleyan U	15,580	65.1	0.4	0.9	18.5	2.9	0.1	75.4	1.4	0.3	0.2	24.2
International Business C, Fort Wayne (Ind.)	438	75.8	0.7	0.5	3.7	3.7	0.0	89.3	2.3	0.0	0.0	10.7
ITT Technical Institute, Indianapolis	5,597	43.5	0.4	0.8	10.3	3.7	0.1	23.2	0.8	60.7	0.1	16.1
Manchester U	1,345	52.0	0.2	2.2	3.6	3.6	0.2	84.4	2.9	1.0	2.1	12.6
Marian U (Ind.)	2,580	65.0	0.2	1.6	15.3	3.1	0.2	73.1	1.7	4.6	0.2	22.1
Martin U	718	67.7	0.4	0.1	93.9	0.6	0.0	3.3	1.5	0.1	0.0	96.5
Oakland City U	2,517	60.8	0.3	0.5	1.9	2.1	0.1	88.6	0.8	5.8	0.0	5.6
Purdue U Calumet	10,054	58.5	0.3	2.0	13.5	14.5	0.1	54.5	1.3	7.4	6.6	31.6

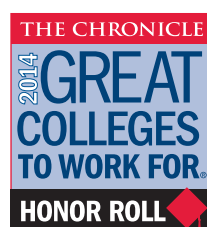


	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>INDIANA, cont.</b>												
Purdue U North Central	6,048	59.2	0.5	1.4	4.7	9.6	0.1	81.5	1.7	0.2	0.4	18.0
Purdue U, West Lafayette	40,393	41.5	0.2	4.6	3.3	3.5	0.1	63.5	1.5	2.1	21.2	13.1
Saint Joseph's C (Ind.)	1,074	61.0	0.8	0.8	9.8	4.4	0.0	78.7	1.9	3.2	0.5	17.7
Saint Mary-of-the-Woods C	1,030	94.6	0.6	1.0	4.4	2.0	0.0	81.5	0.0	9.9	0.7	8.0
Saint Mary's C (Ind.)	1,469	100.0	0.1	1.5	1.5	10.1	0.0	79.0	1.8	4.1	2.0	15.0
Taylor U	2,360	55.6	0.3	2.6	2.3	2.4	0.1	86.8	1.1	0.0	4.3	8.9
Trine U	1,948	36.5	0.3	0.5	2.3	2.4	0.3	85.0	1.5	3.8	4.1	7.1
Trine U, Fort Wayne	517	69.4	0.4	0.4	8.9	3.7	0.2	83.6	1.4	1.6	0.0	14.9
U of Evansville	2,757	60.3	0.1	1.4	2.8	2.4	0.1	79.6	1.7	5.7	6.3	8.4
U of Indianapolis	5,484	69.4	0.2	1.2	10.3	2.4	0.2	73.6	1.9	4.2	6.0	16.2
U of Notre Dame	12,126	44.5	0.4	5.5	3.0	8.9	0.0	67.2	2.9	3.7	8.4	20.6
U of Saint Francis (Ind.)	2,329	71.5	0.2	1.0	6.0	4.4	0.1	84.7	1.9	1.3	0.4	13.7
U of Southern Indiana	10,467	61.8	0.3	0.8	4.5	0.9	0.1	86.0	2.0	2.5	3.0	8.5
Valparaiso U	4,078	53.6	0.3	2.1	5.6	6.7	0.1	71.4	2.5	1.7	9.7	17.1
Wabash C	906	0.0	0.6	1.1	5.9	5.1	0.4	75.7	3.0	1.4	6.8	16.0
<b>IOWA</b>												
Ashford U	77,734	71.7	1.0	1.2	35.9	9.0	0.7	47.7	2.6	1.8	0.1	50.3
Briar Cliff U	1,150	57.7	1.4	1.5	6.0	8.8	0.2	76.9	2.0	0.0	3.3	19.8
Buena Vista U	2,416	67.1	0.5	0.9	1.6	3.9	0.0	83.6	0.8	6.9	2.0	7.6
Central C	1,486	53.9	0.3	1.3	2.1	3.3	0.2	87.8	1.5	2.5	1.1	8.6
Clarke U	1,191	67.7	0.1	0.8	2.4	2.5	0.2	84.2	0.4	8.4	0.9	6.5
Coe C	1,367	52.7	0.2	2.8	3.8	3.9	0.2	78.4	3.1	5.8	2.1	13.8
Cornell C	1,180	54.8	0.9	3.9	5.4	10.9	0.3	64.7	2.4	5.3	6.4	23.7
Dordt C	1,394	47.7	0.2	0.6	1.5	1.4	2.7	84.2	0.0	0.1	9.3	6.4
Drake U	5,270	58.3	0.1	3.3	3.3	2.6	0.1	82.3	1.3	1.6	5.5	10.6
Graceland U (Iowa)	2,222	67.2	0.7	1.5	6.2	5.3	0.7	71.2	2.5	6.5	5.5	16.9
Grand View U	2,234	59.3	0.5	2.6	7.2	2.7	0.3	74.1	3.1	7.9	1.6	16.3
Grinnell C	1,674	54.4	0.2	7.0	5.5	7.4	0.0	57.3	4.1	6.7	11.8	24.2
Iowa State U	30,748	44.0	0.2	2.6	2.6	3.7	0.1	74.5	1.5	3.5	11.4	10.6
Iowa Wesleyan C	651	59.3	0.3	0.3	8.9	6.3	0.5	60.5	1.7	14.1	7.4	18.0
Kaplan U, Cedar Falls (Iowa)	496	75.4	0.8	0.4	12.1	2.4	0.2	83.1	0.2	0.6	0.2	16.1
Kaplan U, Cedar Rapids (Iowa)	584	77.9	0.2	1.4	10.3	1.9	0.2	85.3	0.2	0.7	0.0	14.0
Kaplan U, Davenport (Iowa)	48,865	74.5	1.2	1.4	20.9	5.9	0.4	38.9	0.0	30.7	0.6	29.7
Kaplan U, Mason City (Iowa)	272	76.1	0.0	0.0	4.8	6.3	0.0	88.2	0.0	0.7	0.0	11.0
Kaplan U, Urbandale (Iowa)	821	70.0	0.6	1.6	8.4	4.1	0.1	83.2	0.0	2.0	0.0	14.9
Loras C	1,523	48.7	0.5	0.9	2.0	4.9	0.3	82.1	0.0	6.1	3.2	8.6
Luther C	2,473	56.3	0.0	1.7	1.4	2.8	0.0	86.3	1.9	0.6	5.3	7.8

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>IOWA, cont.</b>												
Maharishi U of Management	1,133	30.9	0.3	1.7	7.0	4.9	0.2	21.1	1.9	1.0	62.0	16.0
Morningside C	2,221	64.3	0.3	0.4	0.8	3.7	0.1	77.9	0.9	15.0	0.9	6.2
Mount Mercy U	1,810	69.2	0.3	1.6	3.2	2.4	0.1	83.5	0.4	5.2	3.3	8.0
Northwestern C (Iowa)	1,232	57.1	0.7	1.0	2.1	4.6	0.0	87.1	0.9	1.1	2.5	9.3
Simpson C (Iowa)	1,897	54.1	0.3	1.1	2.2	2.0	0.0	87.1	2.5	3.9	1.1	8.0
St. Ambrose U	3,671	59.6	0.1	1.1	3.2	5.5	0.1	81.4	1.0	6.2	1.4	11.0
U of Dubuque	2,011	43.5	1.1	1.4	11.0	0.9	0.2	70.1	1.5	11.0	2.7	16.2
U of Iowa	30,129	51.7	0.3	3.4	2.7	4.9	0.1	71.5	1.4	4.9	10.9	12.8
U of Northern Iowa	12,273	58.3	0.2	1.0	3.0	2.6	0.0	86.4	1.3	1.9	3.7	8.1
Upper Iowa U	5,178	60.0	0.5	1.2	16.0	3.7	0.1	67.6	0.6	7.5	2.7	22.2
Waldorf C	1,106	34.5	0.6	1.5	15.4	6.2	0.2	73.4	0.9	1.7	0.0	24.9
Wartburg C	1,747	53.0	0.1	0.9	5.8	1.8	0.1	80.3	2.2	0.9	8.0	10.8
William Penn U	1,865	50.8	0.8	1.1	12.7	7.1	0.3	70.9	1.3	4.1	1.7	23.3
<b>KANSAS</b>												
Baker U	3,211	59.0	1.7	1.4	9.5	4.0	0.2	76.3	1.2	5.5	0.3	17.9
Benedictine C	2,149	53.4	0.4	0.9	3.3	6.5	0.4	77.9	3.0	5.2	2.5	14.5
Bethany C (Kan.)	614	45.0	1.0	0.3	7.7	8.1	0.7	79.3	2.4	0.0	0.5	20.2
Bethel C (Kan.)	472	54.7	0.4	1.1	9.1	8.9	0.0	76.3	2.3	0.0	1.9	21.8
Central Christian C of Kansas	819	48.6	0.4	1.6	4.9	4.0	0.2	63.9	1.5	21.3	2.3	12.6
Donnelly C	441	71.0	0.9	7.3	24.9	43.8	0.0	10.9	2.5	0.2	9.5	79.4
Emporia State U	5,867	62.7	0.3	0.8	4.6	5.1	0.2	73.6	3.4	3.6	8.4	14.4
Fort Hays State U	13,310	58.3	0.4	0.7	3.7	4.8	0.0	57.1	1.5	1.5	30.2	11.1
Friends U	2,502	58.7	1.6	2.7	10.9	3.8	0.3	72.6	4.2	3.9	0.0	23.5
Kansas State U	24,378	49.1	0.4	1.4	4.2	5.3	0.1	75.7	2.4	2.1	8.4	13.9
Kansas Wesleyan U	745	57.5	1.5	0.8	7.1	9.5	0.5	76.1	0.7	0.0	3.8	20.1
McPherson C	644	39.8	0.6	0.6	12.4	7.3	0.5	73.9	2.3	0.0	2.3	23.8
MidAmerica Nazarene U	1,993	62.2	2.1	2.1	11.3	4.1	0.1	69.0	0.9	10.4	0.2	20.5
National American U, Overland Park (Kan.)	550	85.5	0.9	2.0	33.1	5.5	0.4	50.9	6.7	0.6	0.0	48.6
Newman U	3,108	65.5	1.2	4.4	4.7	9.8	0.1	74.0	2.2	1.1	2.5	22.4
Ottawa U (Kan.)	548	43.6	1.5	0.9	13.0	1.3	0.0	68.3	0.0	15.2	0.0	16.6
Ottawa U-Kansas City	304	70.4	0.3	1.6	8.2	2.6	0.3	70.1	0.0	16.8	0.0	13.2
Ottawa U-Online	366	64.5	0.8	4.1	13.9	3.6	0.0	63.9	0.0	13.7	0.0	22.4
Pittsburg State U	7,289	50.0	1.6	0.6	3.6	4.0	0.1	80.3	3.5	0.3	6.0	13.4
Southwestern C (Kan.)	1,637	46.7	1.5	0.7	9.4	6.5	0.1	64.0	3.4	11.8	2.6	21.6
Sterling C (Kan.)	653	45.2	2.0	0.0	9.5	6.4	1.5	75.8	0.0	4.3	0.5	19.5
Tabor C	768	47.8	0.5	0.7	7.0	9.1	0.7	67.5	2.3	10.8	1.4	20.3

Continued on Following Page

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## STUDENT DIVERSITY

Continued From Preceding Page

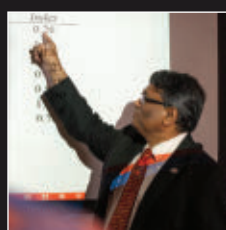
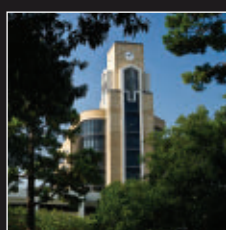
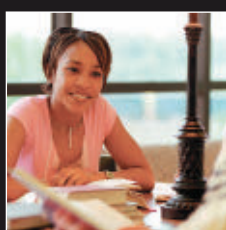
	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>KANSAS, cont.</b>												
U of Kansas	27,135	51.3	0.6	3.8	3.7	5.1	0.1	73.1	3.3	2.0	8.4	16.5
U of Phoenix, Wichita (Kan.)	186	66.7	0.5	0.0	16.7	4.8	0.5	31.7	3.8	40.9	1.1	26.3
U of Saint Mary	1,187	62.3	0.9	1.9	10.1	5.4	0.3	63.9	0.6	16.4	0.5	19.1
Washburn U	7,204	59.0	0.6	1.2	5.4	6.2	0.1	66.9	3.2	13.6	3.0	16.6
Wichita State U	14,716	54.0	0.9	6.1	6.1	7.6	0.1	63.9	2.0	4.2	9.1	22.9
<b>KENTUCKY</b>												
Alice Lloyd C	608	52.6	0.2	0.0	1.2	0.7	0.2	96.6	0.3	0.7	0.3	2.5
Asbury U	1,780	63.4	0.3	0.3	3.2	2.6	0.1	86.2	0.0	6.1	1.2	6.5
Bellarmine U	3,602	65.7	0.2	1.9	4.1	2.8	0.2	83.2	1.8	4.0	1.9	10.9
Berea C	1,658	57.0	0.4	1.3	13.9	4.1	0.0	65.1	5.6	2.5	7.1	25.3
Brescia U	872	71.2	0.6	0.3	10.7	4.0	0.0	73.1	0.2	9.8	1.4	15.8
Campbellsville U	3,667	59.6	0.2	0.4	11.6	1.2	0.1	78.1	0.9	1.8	5.9	14.3
Centre C	1,344	52.6	0.0	2.5	4.5	2.5	0.0	84.3	2.6	0.1	3.5	12.1
Eastern Kentucky U	15,968	56.0	0.4	1.1	5.1	1.6	0.1	83.7	1.9	3.8	2.3	10.2
Georgetown C	1,543	60.8	0.1	0.6	8.2	2.0	0.0	86.5	0.8	0.3	1.6	11.7
Kentucky Christian U	613	42.7	0.5	0.3	11.4	1.1	0.0	75.2	0.5	9.3	1.6	13.9
Kentucky State U	2,524	58.7	0.0	0.4	52.6	1.0	0.2	23.5	0.9	18.8	2.6	55.2
Kentucky Wesleyan C	678	49.3	0.6	0.3	9.7	2.2	0.0	73.9	0.0	11.8	1.5	12.8
Lindsey Wilson C	2,677	63.2	0.5	0.6	9.3	0.8	0.0	73.2	1.5	13.8	0.4	12.6
Mid-Continent U	2,264	62.0	0.3	0.2	13.7	1.9	0.0	80.0	1.1	2.4	0.6	17.1
Midway C	1,575	82.6	0.3	0.6	8.0	1.5	0.7	78.3	0.1	10.5	0.1	11.2
Morehead State U	11,169	61.5	0.2	0.4	3.3	1.2	0.0	90.9	1.0	1.9	1.0	6.2
Murray State U	10,832	59.3	0.2	0.8	7.1	1.6	0.1	81.0	1.3	1.6	6.3	11.1
Northern Kentucky U	15,634	56.0	0.3	1.0	5.9	2.0	0.1	83.0	1.4	3.0	3.4	10.6
Spalding U	2,515	74.8	0.1	1.2	21.9	2.3	0.0	60.4	2.1	11.3	0.6	27.6
St. Catharine C	874	65.9	0.1	0.3	7.1	3.0	0.0	84.8	0.6	3.2	0.9	11.1
Sullivan U	5,478	59.3	0.4	7.3	18.8	0.2	0.1	54.5	8.7	9.0	1.0	35.6
Thomas More C	1,758	51.8	0.2	0.7	6.1	1.8	0.0	79.5	1.2	10.2	0.3	10.1
Transylvania U	1,074	58.1	0.1	1.7	3.0	2.1	0.0	86.1	2.1	3.5	1.4	8.9
U of Kentucky	28,034	51.9	0.2	2.5	6.8	2.6	0.1	77.2	1.9	3.6	5.2	14.0
U of Louisville	21,239	52.2	0.2	3.1	10.8	3.2	0.1	76.4	2.7	0.3	3.3	20.1
U of Phoenix, Louisville (Ky.)	237	64.6	1.3	0.0	26.6	3.4	0.0	37.6	2.1	27.9	1.3	33.3
U of Pikeville	2,032	51.0	0.3	1.1	6.8	1.0	0.3	89.0	0.0	0.5	0.9	9.5
U of the Cumberlands	4,297	61.7	0.3	0.5	4.3	1.4	0.1	81.3	0.1	9.6	2.6	6.5
Union C (Ky.)	1,211	51.5	0.3	0.3	8.4	1.8	0.1	83.2	1.1	2.0	2.8	12.0
Western Kentucky U	21,110	59.1	0.3	1.0	10.7	2.1	0.1	78.9	1.8	1.6	3.6	15.9
<b>LOUISIANA</b>												
Centenary C of Louisiana	776	56.3	0.5	2.8	13.1	4.8	0.3	72.3	3.5	0.3	2.5	25.0
Dillard U	1,307	72.0	0.0	0.2	93.4	0.5	0.0	0.4	0.5	3.2	1.8	94.6
Grambling State U	5,277	61.9	0.2	0.3	86.3	1.1	0.1	2.6	0.9	2.8	5.8	88.8
Herzing U, Kenner (La.)	286	80.8	0.0	1.8	57.3	6.3	0.0	27.6	1.4	5.6	0.0	66.8
Louisiana C	1,498	50.9	0.4	0.9	18.9	3.3	0.1	70.2	1.0	3.7	1.5	24.6
Louisiana State U, Alexandria	2,407	69.6	1.4	1.4	16.9	2.9	0.0	74.7	1.5	1.2	0.1	24.0
Louisiana State U, Baton Rouge	30,225	51.2	0.3	3.0	10.5	4.4	0.1	73.5	1.8	1.1	5.4	20.1
Louisiana State U, Shreveport	4,535	59.7	1.0	1.9	20.4	3.8	0.2	64.6	0.0	5.7	2.4	27.3
Louisiana Tech U	11,304	50.6	0.4	1.0	13.7	1.2	0.1	67.1	0.7	9.7	6.0	17.2
Loyola U New Orleans	4,934	60.9	1.0	3.7	14.8	12.4	0.0	56.7	1.2	7.4	2.8	33.1
McNeese State U	8,584	62.2	0.8	1.1	17.6	1.6	0.1	73.6	1.0	0.3	4.0	22.1
Nicholls State U	6,602	63.0	1.7	1.2	19.9	2.9	0.1	68.2	2.2	2.2	1.8	27.8
Northwestern State U	9,447	69.1	1.3	0.6	26.8	4.0	0.1	59.0	2.6	4.9	0.6	35.5
Our Lady of Holy Cross C	1,172	81.8	0.4	3.8	22.7	5.6	0.0	57.2	2.3	8.1	0.0	34.7
Southeastern Louisiana U	15,591	62.0	0.3	0.8	15.3	4.8	0.1	69.2	4.2	3.6	1.6	25.6
Southern U	6,397	63.7	0.1	0.9	93.1	1.0	0.3	3.1	0.4	0.6	0.6	95.8
Southern U, New Orleans	2,820	75.3	0.1	0.8	84.2	0.5	0.0	2.7	0.0	11.7	0.0	85.6
Tulane U	12,958	55.9	0.5	4.5	8.5	5.2	0.1	65.6	2.2	4.5	9.1	20.9
U of Louisiana, Lafayette	16,688	56.6	0.5	1.9	20.1	2.7	0.0	68.8	1.3	1.5	3.2	26.5
U of Louisiana, Monroe	8,548	63.5	0.4	2.0	23.9	1.7	0.1	65.5	1.6	2.4	2.6	29.6
U of New Orleans	10,071	52.0	0.4	6.3	15.0	8.3	0.1	56.8	1.9	5.7	5.6	32.0
Xavier U of Louisiana	3,178	71.2	0.2	12.1	72.8	2.4	0.0	6.0	2.7	1.2	2.7	90.1
<b>MAINE</b>												
Bates C	1,753	52.6	0.4	4.5	3.8	5.1	0.0	74.4	3.7	1.9	6.2	17.5
Bowdoin C	1,839	49.8	0.1	7.1	4.7	12.8	0.1	64.4	6.0	0.6	4.2	30.8
C of the Atlantic	340	71.5	0.3	0.9	1.5	1.2	0.0	68.5	2.4	9.1	16.2	6.2
Colby C	1,863	54.6	0.1	5.5	3.0	5.2	0.1	60.4	4.0	15.3	6.6	17.7
Husson U	3,133	59.2	0.5	2.0	4.1	0.9	0.1	88.1	1.5	1.0	1.9	9.0
Maine Maritime Academy	993	14.1	0.1	0.5	0.7	1.0	0.1	96.6	0.0	1.0	0.0	2.4
Saint Joseph's C of Maine	3,371	73.7	0.3	1.7	4.2	2.4	0.0	70.7	0.0	20.6	0.0	8.7
Thomas C (Me.)	1,334	56.2	0.2	0.8	2.0	1.1	0.0	81.6	2.9	9.7	1.8	6.9
U of Maine	10,901	51.5	1.4	1.2	1.5	1.6	0.0	78.1	1.7	10.4	4.0	7.5
U of Maine, Augusta	4,990	71.7	1.8	0.5	1.1	1.3	0.1	81.5	1.8	11.6	0.3	6.6
U of Maine, Farmington	2,179	65.5	0.3	0.6	1.0	1.3	0.1	82.8	2.1	11.0	0.8	5.3
U of Maine, Fort Kent	1,169	66.6	1.3	0.3	2.1	1.1	0.1	75.6	0.0	12.6	6.9	4.9
U of Maine, Machias	925	71.4	3.1	0.1	2.7	2.2	0.0	72.7	2.5	15.4	1.4	10.6
U of Maine, Presque Isle	1,463	63.9	3.5	0.3	1.0	0.6	0.0	74.1	1.6	10.3	8.6	7.0
U of New England	5,666	72.4	0.6	3.6	3.9	0.9	1.1	67.5	0.9	21.0	0.6	10.9
U of Southern Maine	9,382	58.6	0.9	1.7	2.2	1.8	0.1	75.7	1.4	15.4	0.9	8.0
Unity C	540	53.5	1.3	1.1	1.1	2.4	0.4	91.7	2.0	0.0	0.0	8.3
<b>MARYLAND</b>												
Bowie State U	5,421	64.2	0.2	1.7	87.3	2.5	0.1	3.7	1.8	1.1	1.6	93.6
Coppin State U	3,612	74.4	0.1	0.3	84.1	1.4	0.1	1.4	1.7	3.7	7.3	87.7
Frostburg State U	5,421	50.6	0.1	1.4	22.1	3.4	0.2	66.8	3.0	1.0	1.9	30.2
Goucher C	2,251	70.6	0.2	1.8	8.8	5.1	0.1	55.3	3.4	23.6	1.9	19.3
Hood C	2,422	66.6	0.1	2.6	9.5	5.7	0.0	70.8	2.6	4.3	4.5	20.5
Johns Hopkins U	20,871	50.5	0.2	13.1	6.4	5.6	0.1	50.7	2.6	4.7	16.6	28.0
Loyola U Maryland	5,978	62.4	0.3	3.0	7.3	6.8	0.1	77.9	1.7	1.8	1.0	19.2
McDaniel C	3,276	65.7	0.4	2.4	9.5	3.7	0.0	78.7	1.1	3.7	0.6	17.0
Morgan State U	7,952	57.5	0.3	1.5	84.0	2.4	0.1	3.4	3.1	0.1	5.0	91.4
Mount St. Mary's U (Md.)	2,350	51.3	0.3	2.3	8.8	7.7	0.2	74.4	2.3	2.2	1.9	21.5
Notre Dame of Maryland U	2,864	87.2	0.8	6.3	24.3	4.5	0.2	62.1	0.0	1.3	0.5	36.1
U.S. Naval Academy	4,536	20.9	0.4	5.1	6.9	12.4	0.7	64.6	7.6	1.0	1.3	33.1
Salisbury U	8,657	57.8	0.2	2.4	11.0	4.3	0.1	76.2	2.6	2.2	1.0	20.7
Sojourner-Douglass C	1,293	87.9	0.0	0.5	92.4	0.5	0.0	2.5	0.0	0.0	4.1	93.4
St. John's C (Md.)	509	43.2	0.6	1.8	1.6	6.7	0.0	71.9	2.6	6.7	8.3	13.2
St. Mary's C of Maryland	1,933	59.5	0.0	2.3	7.0	4.8	0.1	76.6	3.6	3.3	2.4	17.7
Stevenson U	4,418	66.5	0.3	2.7	27.9	4.2	0.2	57.4	1.5	5.3	0.5	36.8

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	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>MARYLAND, cont.</b>												
Tai Sophia Institute	511	86.3	0.4	7.6	11.6	2.5	0.0	64.0	1.0	11.0	2.0	23.1
Towson U	21,960	62.5	0.2	4.2	14.1	4.3	0.1	67.2	2.4	4.8	2.8	25.2
U of Baltimore	6,558	57.5	0.3	4.2	36.8	4.4	0.2	44.0	2.2	5.4	2.5	48.1
U of Maryland University C	42,268	52.2	0.4	4.6	33.6	7.5	0.4	39.5	2.4	10.2	1.4	48.9
U of Maryland-Baltimore County	13,637	46.1	0.2	17.3	15.6	4.8	0.2	48.0	2.9	4.2	6.8	41.0
U of Maryland-Eastern Shore	4,454	57.6	0.1	1.7	69.0	2.3	0.1	15.2	6.7	1.5	3.6	79.8
U of Maryland, C Park	37,248	47.1	0.1	12.7	10.7	6.7	0.1	52.8	2.7	3.6	10.6	33.0
Washington Adventist U	1,403	66.1	1.1	4.1	56.9	8.8	0.5	7.1	1.8	15.8	4.0	73.1
Washington C	1,514	57.6	0.1	1.7	2.9	3.7	0.0	80.1	1.7	5.1	4.8	10.0
<b>MASSACHUSETTS</b>												
American International C	3,607	68.0	0.3	1.2	13.0	4.8	0.6	56.4	1.9	20.7	1.1	21.8
Amherst C	1,817	48.8	0.1	11.8	11.2	11.7	0.0	40.1	6.4	8.9	9.8	41.2
Anna Maria C	1,455	52.0	0.7	1.2	7.8	7.8	0.0	69.2	1.0	12.2	0.1	18.4
Assumption C	2,813	63.9	0.1	1.8	4.0	5.3	0.0	73.5	1.3	12.9	1.1	12.6
Bard C, Simon's Rock	354	60.5	0.3	5.9	7.9	3.7	0.0	53.1	9.3	11.3	8.5	27.1
Bay Path C	2,370	96.5	0.3	1.7	11.1	10.8	0.2	61.1	1.3	13.3	0.3	25.4
Becker C, Worcester	1,826	57.9	0.3	1.2	7.2	7.7	0.1	58.5	1.6	22.6	0.6	18.2
Bentley U	5,647	42.6	0.2	7.0	2.9	5.6	0.0	58.7	1.6	5.8	18.3	17.2
Boston C	14,605	54.6	0.1	8.0	4.2	8.9	0.2	58.0	2.1	11.2	7.3	23.5
Boston U	32,603	57.7	0.1	10.8	3.2	6.8	0.1	47.6	2.4	12.5	16.5	23.5
Brandeis U	5,808	54.3	0.2	9.6	4.0	4.6	0.1	44.2	1.7	15.2	20.6	20.1
Bridgewater State U	11,417	60.4	0.3	1.7	6.5	4.3	0.1	82.6	2.1	1.7	0.8	14.9
C of the Holy Cross	2,926	51.1	0.2	4.5	4.5	10.2	0.0	68.2	2.2	9.2	1.0	21.7
Cambridge C	3,378	73.0	0.3	2.0	32.9	14.8	0.1	30.2	0.9	13.0	5.9	51.0
Clark U	3,503	56.9	0.1	4.1	3.3	4.6	0.1	53.8	1.3	10.3	22.4	13.5
Curry C	3,097	62.6	0.5	1.7	7.9	5.2	0.1	64.3	1.4	18.1	0.9	16.7
Eastern Nazarene C	1,459	73.5	0.5	1.6	15.3	9.1	0.5	58.4	3.2	6.7	4.9	30.0
Elms C	1,576	76.3	0.7	1.7	7.3	9.3	0.0	56.0	0.0	24.2	0.9	18.9
Emerson C	4,531	64.8	0.1	3.6	3.3	9.0	0.1	58.7	3.8	14.3	7.1	19.9
Emmanuel C (Mass.)	2,489	72.8	0.3	2.8	6.6	5.4	0.0	65.8	1.5	16.6	1.0	16.6
Endicott C	4,408	65.9	0.3	0.9	1.6	2.6	0.1	78.8	1.0	13.0	1.7	6.5
Fisher C	2,037	72.8	0.3	1.2	9.6	7.2	0.1	32.7	1.1	41.1	6.7	19.5
Fitchburg State U	6,889	63.3	0.1	1.9	3.4	5.3	0.0	80.4	1.4	6.6	0.8	12.2
Framingham State U	6,506	68.2	0.2	2.5	5.4	7.0	0.1	73.9	1.7	9.2	0.1	16.9
Gordon C (Mass.)	1,906	64.4	0.1	2.6	2.8	6.1	0.3	80.4	2.6	1.3	3.8	14.5
Hampshire C	1,461	58.0	0.1	2.3	3.0	9.7	0.0	64.2	4.6	10.1	6.0	19.8
Harvard U	28,147	49.2	0.2	12.8	5.1	6.6	0.1	45.4	3.4	6.0	20.5	28.1
Lasell C	1,980	64.7	0.8	2.2	8.7	7.3	0.4	71.6	2.8	1.6	4.6	22.2

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>MASSACHUSETTS, cont.</b>												
Lesley U	5,944	82.7	0.7	2.5	5.8	4.2	0.1	67.3	2.0	14.7	2.7	15.3
Massachusetts C of Liberal Arts	1,799	60.0	0.2	0.8	7.8	5.4	0.1	77.3	2.1	6.0	0.4	16.3
Massachusetts Institute of Technology	11,189	36.8	0.3	16.4	3.6	9.0	0.0	34.0	2.8	5.6	28.3	32.1
Massachusetts Maritime Academy	1,415	10.7	0.6	2.2	1.8	1.9	0.0	90.8	0.4	1.6	0.7	6.9
Merrimack C	2,694	51.1	0.1	1.7	2.7	7.0	0.0	65.9	1.1	16.2	5.3	12.7
Mount Holyoke C	2,347	99.7	0.0	7.2	6.0	8.5	0.0	48.0	3.5	3.5	23.2	25.3
Mount Ida C	1,389	63.2	0.3	1.4	14.8	9.3	0.1	57.6	1.9	9.8	4.8	27.8
Newbury C	1,003	57.8	0.0	7.0	31.8	16.9	0.0	41.4	0.0	0.0	3.0	55.6
Nichols C	1,413	43.0	0.5	1.3	5.7	5.9	0.2	83.8	1.9	0.0	0.6	15.6
Northeastern U	27,694	51.0	0.1	6.8	5.0	4.8	0.0	44.6	2.2	13.5	22.9	19.0
Pine Manor C	345	91.0	0.3	4.1	23.8	18.3	0.0	14.2	14.2	13.0	12.2	60.6
Salem State U	9,456	63.5	0.2	2.6	6.9	8.7	0.1	71.4	1.8	4.5	3.9	20.3
Simmons C	4,830	91.7	0.1	4.6	5.6	5.0	0.1	71.4	2.3	8.9	2.0	17.6
Smith C	3,212	97.5	0.2	10.3	5.4	8.7	0.1	49.8	4.6	10.7	10.3	29.2
Springfield C (Mass.)	3,284	54.8	0.5	2.9	5.5	5.2	0.1	76.8	0.6	8.3	0.0	14.9
Stonehill C	2,602	61.3	0.0	1.6	3.0	3.6	0.0	86.7	1.6	2.9	0.5	9.8
Suffolk U	9,018	56.0	0.2	6.8	5.3	8.1	0.0	50.8	1.3	12.9	14.5	21.7
Tufts U	10,837	54.4	0.1	11.9	3.3	5.1	0.1	55.7	3.1	10.1	10.7	23.5
U of Massachusetts, Amherst	28,236	49.4	0.2	7.0	3.6	4.7	0.1	64.8	2.0	11.3	6.5	17.5
U of Massachusetts, Boston	15,874	59.1	0.2	10.0	13.3	9.6	0.0	48.2	2.3	8.9	7.6	35.3
U of Massachusetts, Dartmouth	9,210	49.2	0.2	2.8	9.5	5.7	0.0	68.8	3.2	5.8	4.0	21.4
U of Massachusetts, Lowell	16,294	41.6	0.1	8.0	6.0	7.3	0.0	64.9	2.9	6.0	4.8	24.3
Wellesley C	2,482	98.4	0.0	20.3	5.6	9.2	0.0	43.0	4.9	4.8	12.3	39.9
Wentworth Institute of Technology	4,152	18.7	0.2	5.8	5.1	3.5	0.0	61.2	2.9	17.1	4.2	17.5
Western New England U	3,802	44.2	0.3	3.7	4.7	5.6	0.1	75.7	1.5	7.2	1.3	15.8
Westfield State U	6,081	54.4	0.2	0.8	4.1	6.4	0.1	80.3	2.9	4.6	0.6	14.5
Wheaton C (Mass.)	1,616	64.1	0.1	2.7	5.1	7.1	0.0	73.2	3.0	1.0	7.9	18.0
Wheelock C	1,324	90.0	0.2	2.6	13.2	10.3	0.0	57.0	1.4	14.7	0.8	27.6
Williams C	2,124	52.3	0.3	10.6	7.3	11.1	0.0	57.1	5.3	0.0	8.3	34.6
Worcester Polytechnic Institute	5,957	29.9	0.2	4.5	2.0	5.5	0.0	58.4	2.4	7.9	19.1	14.5
Worcester State U	6,221	62.3	0.4	3.3	5.2	6.6	0.1	75.2	1.8	6.7	0.8	17.3
<b>MICHIGAN</b>												
Adrian C	1,807	46.7	0.4	0.4	11.4	2.7	0.1	75.2	4.0	5.8	0.0	19.0
Albion C	1,382	49.5	0.2	1.5	3.6	3.0	0.0	79.7	3.6	4.0	4.5	11.8
Alma C	1,461	54.8	1.0	1.4	2.7	1.9	0.1	89.3	2.1	0.7	0.9	9.2
Andrews U	3,551	45.5	0.3	8.2	21.9	13.7	0.8	33.3	2.1	1.4	18.4	46.9

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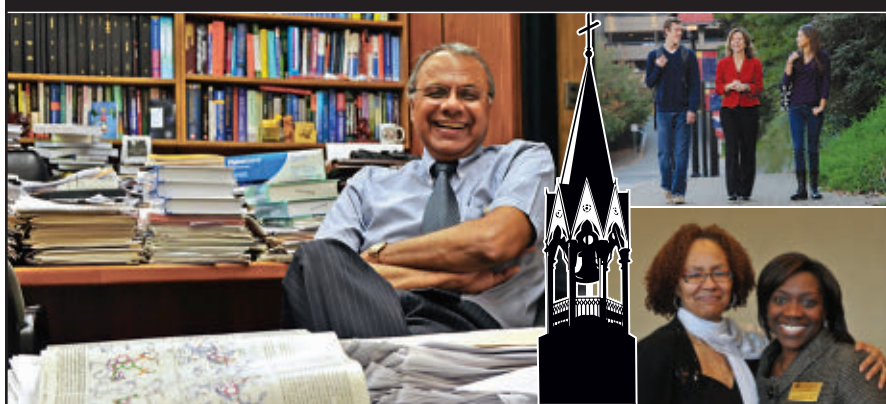


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## STUDENT DIVERSITY

Continued From Preceding Page

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
MICHIGAN, cont.												
Aquinas C (Mich.)	2,093	60.8	0.5	0.8	3.3	5.5	0.0	85.8	0.7	3.2	0.2	10.8
Baker C Center For Graduate Studies	5,970	65.2	0.3	0.5	13.4	1.8	0.7	64.3	4.3	14.7	0.0	21.0
Baker C of Allen Park	3,993	75.8	0.3	0.9	32.4	5.5	0.4	56.4	4.0	0.0	0.0	43.6
Baker C of Auburn Hills	3,439	72.7	0.6	0.7	17.4	2.9	1.3	74.6	2.7	0.0	0.0	25.4
Baker C of Cadillac	1,828	68.3	0.2	0.4	0.3	0.4	0.1	96.2	1.0	1.3	0.0	2.5
Baker C of Clinton Township	5,140	68.6	0.5	1.2	25.6	1.4	1.0	67.3	2.9	0.1	0.0	32.5
Baker C of Flint	5,534	65.0	0.4	0.3	20.6	1.8	0.2	74.0	2.8	0.0	0.0	26.0
Baker C of Jackson	2,499	74.5	0.4	0.3	7.3	1.9	0.4	86.5	3.1	0.2	0.0	13.3
Baker C of Muskegon	4,473	70.0	0.3	0.7	10.9	3.6	0.4	80.0	4.1	0.0	0.0	20.0
Baker C of Owosso	2,972	61.4	0.4	0.2	2.8	1.8	0.2	91.9	2.8	0.0	0.0	8.1
Baker C of Port Huron	1,189	72.3	0.4	0.1	2.4	1.7	0.2	93.7	1.5	0.0	0.0	6.3
Calvin C	4,008	53.9	0.3	4.4	2.5	3.0	0.0	76.0	1.6	2.2	10.1	11.8
Central Michigan U	27,626	57.4	0.6	1.1	11.5	2.7	0.1	72.9	1.5	6.7	3.1	17.4
Concordia U (Mich.)	667	52.9	0.3	1.1	12.1	2.3	0.2	77.5	4.1	1.8	0.8	19.9
Cornerstone U	2,858	57.8	0.6	0.6	11.8	4.5	0.0	80.4	0.8	0.0	1.4	18.2
Davenport U	10,697	62.1	0.3	3.7	18.2	2.6	0.1	52.3	1.7	17.6	3.5	26.7
DeVry U, Southfield (Mich.)	217	50.7	0.0	0.5	51.2	2.3	0.5	16.1	0.0	29.0	0.5	54.4
Eastern Michigan U	23,518	59.2	0.4	2.4	20.1	3.1	0.1	64.1	2.0	4.5	3.4	28.0
Ferris State U	14,533	51.9	0.5	1.7	6.6	3.1	0.1	78.5	2.3	5.0	2.2	14.3
Finlandia U	571	60.4	0.5	1.4	4.4	3.5	0.9	76.2	2.3	5.4	5.4	13.0
Grace Bible C	429	48.0	1.6	1.4	10.7	4.9	0.0	76.7	2.6	2.1	0.0	21.2
Grand Valley State U	24,654	59.5	0.4	1.9	5.4	4.0	0.1	84.0	2.0	0.7	1.5	13.8
Hope C	3,343	60.0	0.1	1.6	2.5	5.7	0.0	86.0	2.1	0.0	2.0	12.0
Kalamazoo C	1,379	58.0	0.4	5.0	4.2	8.7	0.2	63.7	3.4	6.2	8.3	21.8
Kettering U	2,048	19.7	0.3	2.5	4.2	3.7	0.1	72.9	1.5	7.5	7.3	12.3
Kuyper C	320	55.6	1.3	2.5	5.6	0.9	0.0	75.0	3.1	6.6	5.0	13.4
Lake Superior State U	2,590	50.1	8.1	0.6	1.8	2.1	0.0	78.5	0.2	2.1	6.8	12.7
Lawrence Technological U	4,154	27.9	0.3	24.8	9.8	1.8	0.0	47.8	0.0	8.6	7.0	36.7
Madonna U	4,382	73.3	0.5	1.2	13.0	3.1	0.1	69.2	1.4	2.0	9.6	19.3
Marygrove C	1,963	76.0	0.3	0.6	44.6	1.4	0.1	43.6	1.4	7.9	0.2	48.5
Michigan Jewish Institute	1,529	54.9	0.0	0.0	0.0	0.0	0.0	99.9	0.0	0.0	0.1	0.0
Michigan State U	48,783	51.5	0.3	4.3	6.2	3.4	0.1	68.8	1.9	1.7	13.3	16.2
Michigan Technological U	6,933	25.7	0.5	0.9	1.5	1.8	0.1	75.8	1.4	3.2	14.8	6.3
NMU	9,159	53.9	2.3	0.7	2.0	0.5	0.1	86.9	2.1	4.1	1.4	7.6
Oakland U	19,740	60.5	0.3	4.1	8.2	2.4	0.1	75.9	1.6	5.3	2.0	16.8
Olivet C	1,147	46.4	0.3	0.4	7.9	5.1	0.3	82.2	1.7	1.9	0.2	15.7
Robert B. Miller C	367	77.1	0.5	0.5	9.5	1.9	0.0	60.8	1.1	25.6	0.0	13.6
Rochester C	1,183	61.9	0.7	2.0	13.1	2.5	0.0	56.6	0.9	22.9	1.4	19.2
Saginaw Valley State U	10,552	58.8	0.3	0.8	9.8	3.0	0.1	74.3	1.3	4.6	5.9	15.2
Siena Heights U	2,629	57.9	0.7	1.5	12.6	4.4	0.1	71.9	3.1	5.4	0.3	22.3
Spring Arbor U	4,125	70.7	0.5	0.8	14.1	2.5	0.1	75.9	1.2	4.1	0.9	19.1
U of Detroit Mercy	5,231	59.4	0.9	5.1	12.5	2.8	0.0	52.4	1.6	12.7	12.0	22.9
U of Michigan, Ann Arbor	43,426	47.6	0.2	11.2	4.1	4.1	0.0	59.2	2.9	4.8	13.5	22.5
U of Michigan, Dearborn	8,790	49.2	0.4	5.7	11.2	4.4	0.0	66.8	2.6	3.8	5.0	24.4
U of Michigan, Flint	8,289	61.2	0.7	1.7	12.0	3.7	0.1	70.1	2.7	4.8	4.2	20.9
U of Phoenix-Metro Detroit	1,615	69.4	0.4	0.4	47.2	1.3	0.1	12.7	1.9	35.5	0.5	51.3
U of Phoenix-West Michigan	717	67.6	0.3	0.3	27.3	5.0	0.1	26.6	2.7	37.2	0.4	35.7
Wayne State U	28,938	57.5	0.4	7.5	20.0	3.0	0.1	51.9	1.4	10.1	5.6	32.3
Western Michigan U	24,598	51.8	0.4	1.5	10.0	4.1	0.2	73.3	2.6	1.4	6.4	18.9
MINNESOTA												
Academy C	152	24.3	1.3	8.6	15.8	1.3	0.0	66.5	2.0	4.6	0.0	29.0
Argosy U Twin Cities	1,808	78.5	1.1	6.9	6.7	3.3	0.3	79.8	0.0	2.0	0.0	18.3
Augsburg C	3,645	59.0	1.7	6.2	9.4	4.2	0.3	66.1	3.2	7.1	1.8	25.0
Bemidji State U	5,027	56.3	2.8	0.6	1.4	1.5	0.0	84.2	2.1	4.9	2.5	8.4
Bethany Lutheran C	598	52.0	0.0	0.5	1.7	2.7	0.0	80.9	1.8	11.4	1.0	6.7
Bethel U (Minn.)	4,343	63.1	0.2	2.7	5.5	1.7	0.1	82.6	2.1	5.1	0.1	12.2
Brown C, Mendota Heights (Minn.)	427	37.5	1.2	5.6	8.9	5.6	0.0	60.9	2.3	15.5	0.0	23.7
C of Saint Benedict	2,070	100.0	0.7	5.8	1.6	3.8	0.1	81.9	0.1	0.0	6.0	12.0
C of Saint Scholastica	4,100	69.3	1.4	1.7	2.9	1.6	0.2	75.9	1.8	11.3	3.3	9.5
Capella U	35,754	74.4	0.6	1.2	35.4	4.7	0.3	37.8	1.5	18.0	0.5	43.6
Carleton C	2,055	53.0	0.1	7.8	3.3	6.5	0.1	66.9	4.7	2.2	8.6	22.3
Concordia C, Moorhead	2,626	62.0	0.4	1.8	1.4	1.5	0.0	83.8	1.5	5.3	4.3	6.6
Concordia U, St. Paul	3,018	62.6	0.5	5.4	9.1	2.7	0.3	71.4	2.9	7.1	0.7	20.8
Crown C (Minn.)	1,269	53.9	0.6	6.9	3.8	3.7	0.0	79.4	0.2	3.0	2.4	15.2
Globe U, Woodbury (Minn.)	1,133	67.9	1.1	4.5	4.0	4.6	0.2	76.5	1.9	7.3	0.0	16.2
Gustavus Adolphus C	2,526	56.3	0.5	4.4	2.9	3.1	0.0	84.4	1.7	1.0	2.1	12.6
Hamline U	4,683	63.2	0.5	4.1	4.6	3.7	0.0	52.9	2.1	30.0	2.1	15.0
Macalester C	2,070	59.7	0.2	6.9	2.8	6.2	0.0	66.2	4.8	0.0	12.9	20.9
Martin Luther C	799	48.8	0.3	0.5	0.4	0.5	0.0	95.0	1.0	0.1	2.3	2.6
Mayo Clinic C of Medicine-Mayo Graduate School	343	50.4	0.6	11.1	2.9	6.7	0.6	49.3	0.6	8.5	19.8	22.5
Metropolitan State U	8,527	56.4	0.6	9.9	14.3	4.8	0.1	60.9	4.1	3.5	2.0	33.7
Minnesota School of Business, Brooklyn Center	264	65.2	1.9	11.0	20.5	1.1	0.0	30.3	2.7	32.6	0.0	37.1
Minn. School of Business, Plymouth	270	74.4	1.9	1.1	6.3	4.1	0.0	75.9	2.6	8.2	0.0	15.9
Minn. School of Business, Richfield	1,252	66.7	1.2	3.5	7.4	4.0	0.3	72.2	1.9	9.4	0.0	18.4
Minn. School of Business, Rochester	340	67.4	0.6	4.4	0.9	2.4	0.0	61.8	0.3	29.7	0.0	8.5
Minn. School of Business, Shakopee	213	71.4	2.4	1.9	1.9	5.6	0.0	73.2	0.5	14.1	0.5	12.2
Minn. School of Business, St. Cloud	465	70.3	0.4	1.1	1.7	1.3	0.0	86.2	0.9	8.4	0.0	5.4
Minnesota State U Moorhead	6,903	60.1	0.7	1.4	2.0	2.2	0.0	80.7	2.6	4.4	6.0	8.8
Minnesota State U, Mankato	15,441	52.3	0.2	2.5	4.3	2.9	0.1	78.8	2.1	4.3	5.0	12.0
National American U, Bloomington	574	74.4	1.1	7.7	31.4	3.3	0.2	48.4	7.0	1.1	0.0	50.5
National American U, Brooklyn	857	72.9	1.6	7.2	34.0	2.0	0.2	48.9	5.7	0.4	0.0	50.8
National American U, Roseville	530	68.7	0.9	11.3	30.6	2.3	0.4	47.0	7.0	0.6	0.0	52.5
North Central U	1,295	54.6	0.4	1.4	3.2	5.0	0.2	70.0	1.7	17.4	0.6	12.0
Saint John's U (Minn.)	1,983	3.2	0.9	2.9	3.0	3.8	0.3	82.8	0.1	0.0	6.4	10.8
Saint Mary's U of Minnesota	5,574	63.5	0.2	2.2	5.3	2.9	0.1	56.7	0.7	29.2	2.8	11.3
Southwest Minnesota State U	6,999	59.7	0.3	1.7	1.4	2.8	0.1	88.6	1.8	1.5	1.8	8.1
St. Catherine U	5,075	95.1	0.7	8.1	8.1	3.8	0.1	70.6	1.7	5.9	0.9	22.5
St. Cloud State U	16,922	52.0	0.3	3.3	4.5	2.3	0.1	77.5	2.6	3.8	5.5	13.1
St. Olaf C	3,176	55.7	0.2	4.7	1.8	4.0	0.1	80.5	3.4	0.3	5.1	14.0
U of Minnesota-Twin Cities	51,853	51.5	0.4	7.5	3.4	2.6	0.1	67.5	2.3	4.8	11.5	16.2
U of Minnesota, Crookston	2,764	52.5	0.7	1.4	5.1	1.9	0.1	61.4	1.6	22.7	5.3	10.7
U of Minnesota, Duluth	11,491	47.5	1.3	2.8	1.7	1.6	0.1	83.4	1.7	4.7	2.6	9.2
U of Minnesota, Morris	1,896	54.5	6.0	2.8	1.6	2.4	0.0	66.9	9.2	1.5	9.8	21.9
U of Northwestern, St. Paul (Minn.)	3,267	57.9	0.4	4.0	4.2	1.0	0.0	85.3	1.7	2.9	0.6	11.3

Proud winner of the 2014 Higher Education Excellence in Diversity (HEED) award from "INSIGHT Into Diversity"



Here are just a few ways the students, staff and faculty make diversity count at Fresno State:

- President's Commission on Human Relations and Equity puts diversity into action with A Strategic Plan for Inclusion, Respect, and Equity, which includes:
  - Diversity forums
  - Online classes to develop a culture of respect
  - Diversity resource guide
  - Cultural heritage month promotion
- Equal Opportunity Officers on all employment search committees
- Diversity woven across curriculum and academic programs
- Welcoming Diversity Workshops
- Multidisciplinary programs with outreach services to under-served areas in Fresno County
- Student, staff, faculty and administrator mentorship programs
- Emphasis on universal design across campus

At Fresno State, diversity is more than who we are.

*It's what makes us great!*





	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
MINNESOTA, cont.												
U of Northwestern, (Minn.)												
St. Paul (Minn.)	3,267	57.9	0.4	4.0	4.2	1.0	0.0	85.3	1.7	2.9	0.6	11.3
U of Phoenix (Minn.)	277	57.4	0.7	4.0	16.6	5.4	0.4	39.7	1.1	30.3	1.8	28.2
U of St. Thomas (Minn.)	10,289	48.7	0.2	4.0	3.4	3.2	0.1	80.0	2.6	3.0	3.7	13.4
Walden U	50,209	76.8	0.6	2.2	36.7	5.0	0.2	41.1	1.8	11.5	1.0	46.4
Winona State U	8,919	61.7	0.2	1.8	2.1	2.1	0.1	87.6	1.7	1.3	3.1	8.0
MISSISSIPPI												
Alcorn State U	3,950	67.0	0.1	0.3	92.8	0.7	0.2	4.2	0.4	0.0	1.5	94.4
Belhaven U	3,531	65.3	0.5	1.0	50.5	5.1	0.1	34.9	1.6	6.3	0.0	58.9
Blue Mountain C	513	60.4	0.2	0.0	11.7	1.0	0.0	86.0	0.0	0.0	1.2	12.9
Delta State U	4,763	64.9	0.4	1.7	32.7	3.3	0.0	59.2	0.4	0.8	1.5	38.5
Jackson State U	8,819	64.6	0.3	0.9	90.4	0.5	0.0	6.9	0.9	0.0	0.0	93.1
Millisaps C	909	48.3	0.6	4.3	10.6	2.3	0.1	75.7	0.3	3.1	3.1	18.2
Mississippi C	5,026	60.3	0.5	2.1	25.7	1.4	0.0	59.1	0.7	6.0	4.5	30.4
Mississippi State U	20,365	48.5	0.5	1.2	20.5	1.9	0.1	69.9	1.1	1.2	3.7	25.2
Mississippi U for Women	2,650	83.1	0.1	1.6	37.5	0.6	0.0	58.8	0.3	0.0	1.2	40.1
Mississippi Valley State U	2,479	62.8	0.0	0.2	90.1	0.8	0.0	3.4	0.0	5.6	0.0	91.0
Rust C	934	63.2	0.0	0.2	95.3	0.1	0.0	0.8	0.0	1.0	2.7	95.6
Tougaloo C	972	65.4	0.0	0.0	96.8	0.6	0.0	1.0	0.0	0.0	1.5	97.4
U of Mississippi	18,794	54.9	0.3	1.6	16.4	2.5	0.1	73.9	1.6	0.1	3.6	22.5
U of Southern Mississippi	16,468	62.0	0.3	1.1	28.8	2.6	0.1	61.2	1.5	2.7	1.8	34.3
William Carey U	4,008	68.9	0.4	2.0	29.4	1.7	0.0	62.4	0.0	1.4	2.7	33.5
MISSOURI												
Avila U	1,908	65.8	1.3	1.3	17.4	6.6	0.3	63.4	2.1	0.0	7.8	28.8
C of the Ozarks	1,372	57.1	0.4	0.3	0.7	2.0	0.2	91.8	1.9	0.8	2.0	5.5
Central Methodist U, C of Graduate and Extended Studies	4,534	67.0	0.2	0.4	5.1	0.4	0.0	84.2	0.5	9.2	0.0	6.6
Central Methodist U, C of Liberal Arts and Sciences	1,173	50.6	0.8	0.6	5.7	2.4	0.5	81.1	2.1	3.7	3.2	12.0
Colorado Technical U, (Mo.)	182	70.3	0.6	0.0	14.3	2.8	0.0	35.2	2.2	45.1	0.0	19.8
Columbia C (Mo.)	17,830	59.7	1.1	1.3	22.5	6.6	0.4	55.9	1.8	9.4	1.1	33.6
Culver-Stockton C	769	47.1	0.5	0.3	11.4	3.8	0.3	80.2	1.4	0.5	1.6	17.7
DeVry U, Kansas City (Mo.)	1,037	38.4	0.9	1.5	21.7	3.9	0.4	55.8	1.5	13.8	0.6	29.8
Drury U	5,228	62.4	0.7	1.0	2.9	2.5	0.1	86.1	2.0	3.3	1.4	9.2
Evangel U	2,079	57.8	1.4	1.3	4.5	5.0	0.0	77.6	3.1	6.6	0.5	15.3
Everest C, Springfield (Mo.)	314	70.4	0.6	1.0	6.7	2.6	0.0	85.0	2.9	1.3	0.0	13.7

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
MISSOURI, cont.												
Fontbonne U	2,075	69.4	0.3	0.9	22.0	1.6	0.0	63.6	0.3	2.5	8.8	25.1
Grantham U	9,463	33.2	1.0	1.7	30.0	7.5	0.5	46.5	2.6	10.3	0.0	43.2
Hannibal-La Grange U	1,241	59.6	0.6	0.2	4.3	1.1	0.5	83.9	1.2	0.7	7.7	7.7
Harris-Stowe State U	1,484	65.0	0.1	0.3	83.7	1.7	0.0	9.4	3.0	1.7	0.2	88.8
Hickey C	396	77.3	0.0	0.5	14.1	1.0	0.0	82.1	1.5	0.8	0.0	17.2
Lincoln U (Mo.)	3,205	58.6	0.4	0.4	34.6	1.6	0.1	58.1	0.6	2.1	2.1	37.7
Lindenwood U	11,904	59.2	0.4	0.5	18.0	3.2	0.2	57.8	2.1	9.7	8.3	24.3
Maryville U of Saint Louis	4,203	75.8	0.4	1.7	9.1	2.2	0.2	75.4	1.6	7.5	1.9	15.2
Missouri Baptist U	5,212	62.4	0.4	1.1	6.8	1.7	0.1	67.1	1.0	21.0	0.9	11.0
Missouri C	502	92.0	0.0	0.6	51.4	0.4	0.2	34.7	1.6	11.2	0.0	54.2
Missouri Southern State U	5,417	58.2	2.9	1.6	4.3	3.1	0.1	80.0	1.1	4.7	2.3	13.0
Missouri State U	20,629	57.0	0.6	1.4	3.5	2.7	0.2	80.5	2.5	2.5	6.2	10.8
Missouri U of Science & Tech	7,645	22.6	0.5	2.1	4.2	2.4	0.2	71.6	1.2	4.2	13.7	10.5
Missouri Valley C	1,680	46.4	0.7	1.2	16.8	6.4	0.2	63.9	0.0	0.9	10.1	25.2
Missouri Western State U	6,056	56.9	0.9	0.9	9.7	1.0	0.3	80.1	2.5	3.7	1.0	15.3
National American U, Independence (Mo.)	778	75.6	0.5	0.8	23.3	4.0	1.0	66.6	3.9	0.0	0.0	33.4
Northwest Missouri State U	6,831	56.0	0.2	0.7	5.3	2.5	0.1	83.1	2.4	2.3	3.3	11.4
Park U	11,765	48.6	0.6	1.8	18.8	17.0	0.4	54.1	3.6	0.0	3.8	42.1
Rockhurst U	2,808	60.4	0.4	3.1	5.2	5.0	0.1	78.2	1.5	5.6	0.7	15.4
Saint Louis U	17,640	58.6	0.1	6.3	6.2	3.0	0.0	71.8	3.5	3.4	5.8	19.1
Sanford-Brown C, Fenton (Mo.)	791	79.5	0.5	0.8	9.9	1.9	0.1	39.3	1.5	46.0	0.0	14.7
Southeast Missouri State U	11,601	58.0	0.4	0.8	8.4	1.4	0.1	78.7	0.2	3.8	6.1	11.3
Southwest Baptist U	3,864	64.0	0.7	0.7	4.2	1.0	0.3	69.9	1.4	21.8	0.0	8.2
Stephens C	882	96.0	0.9	0.7	13.2	2.3	0.2	75.9	4.5	2.4	0.0	21.8
Stevens Institute of Business & Arts	171	88.3	0.6	0.0	73.7	1.2	0.0	24.6	0.0	0.0	0.0	75.4
Truman State U	6,237	60.1	0.3	1.7	3.4	2.7	0.1	80.8	1.9	3.4	5.8	10.1
U of Central Missouri	11,878	56.0	0.4	0.8	7.2	2.2	0.2	69.1	1.8	13.8	4.6	12.6
U of Missouri, Columbia	34,704	53.0	0.3	2.3	7.1	2.8	0.0	77.6	1.9	1.8	6.2	14.5
U of Missouri, Kansas City	15,990	57.5	0.4	5.8	11.5	4.9	0.2	62.7	2.0	6.7	5.9	24.7
U of Missouri, St. Louis	16,705	59.6	0.3	3.9	14.9	2.2	0.1	68.1	1.0	6.2	3.4	22.3
U of Phoenix, Kansas City (Mo.)	716	68.2	0.4	0.7	28.8	4.5	0.4	33.1	2.7	28.5	1.0	37.4
Vatterott C, Sunset Hills (Mo.)	754	51.7	1.1	0.4	24.1	0.7	0.0	57.7	1.1	14.9	0.1	27.3
Washington U in St. Louis	13,952	51.6	0.3	12.7	6.0	4.0	0.0	53.9	2.5	5.2	15.4	25.5
Webster U	18,456	58.5	0.5	2.8	36.3	5.8	0.0	44.3	1.1	7.4	1.8	46.6
Westminster C (Mo.)	1,092	44.4	2.1	1.3	6.0	3.5	0.1	68.4	1.2	2.1	15.3	14.2
William Jewell C	1,052	57.9	1.1	0.6	5.1	3.4	0.1	81.4	4.4	1.3	2.7	14.6
William Woods U	2,240	65.3	0.4	0.5	3.5	0.9	0.2	82.7	1.6	9.9	0.3	7.2

Continued on Following Page

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California State University  
**MONTEREY BAY**  
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## STUDENT DIVERSITY

*Continued From Preceding Page*

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>MONTANA</b>												
Carroll C	1,463	57.8	1.4	1.4	0.6	3.0	0.3	80.6	0.9	10.6	1.2	7.7
Montana State U-Northern	1,282	52.3	12.3	1.3	1.6	1.5	0.1	76.3	0.6	5.1	1.4	17.2
Montana State U, Billings	5,081	62.3	4.0	0.9	0.8	4.3	0.2	84.0	2.2	1.1	2.6	12.3
Montana State U, Bozeman	14,269	46.2	2.2	0.9	0.6	3.0	0.0	85.1	2.8	1.3	4.1	9.5
Montana Tech of the U of Montana	2,030	34.2	2.4	1.0	0.7	2.3	0.0	79.7	0.2	5.7	8.2	6.5
Rocky Mountain C	1,087	48.9	2.1	0.7	2.5	3.8	0.5	82.6	1.8	2.0	4.1	11.3
U of Great Falls	1,058	65.1	3.4	2.2	2.3	6.5	0.7	76.4	0.7	5.8	2.2	15.7
U of Montana Western	1,483	57.4	1.9	0.7	1.0	2.1	1.6	87.9	0.8	3.8	0.2	8.0
U of Montana, Missoula	14,946	54.1	3.0	2.1	0.6	3.3	0.2	83.4	3.4	1.1	3.1	12.5
<b>NEBRASKA</b>												
Bellevue U	9,942	50.9	0.6	1.9	13.4	6.0	0.3	55.4	1.8	18.4	2.2	24.0
C of Saint Mary	1,037	96.7	0.5	1.4	6.6	9.4	0.2	78.8	1.9	1.3	0.1	19.9
Chadron State C	2,994	57.8	1.7	1.3	3.9	3.5	0.5	81.6	0.3	5.9	1.3	11.2
Concordia U (Neb.)	2,091	59.7	0.2	1.1	2.7	2.4	0.1	80.5	0.0	11.3	1.6	6.6
Creighton U	7,736	56.8	0.5	9.0	3.3	5.0	0.4	74.2	3.1	2.5	2.0	21.3
Doane C	1,149	51.3	0.4	1.5	3.2	5.4	0.2	85.9	1.1	1.4	1.0	11.8
Doane C, Lincoln	1,635	68.5	0.7	1.5	3.5	3.4	0.2	86.5	0.6	3.6	0.1	9.8
Grace U	439	56.5	0.2	2.1	7.7	6.8	1.1	80.4	0.5	0.7	0.5	18.5
Hastings C	1,112	47.8	0.8	1.5	2.6	5.6	0.3	87.2	1.0	0.2	0.8	11.8
Midland U	1,126	52.0	0.4	0.5	6.0	3.5	0.4	68.7	4.7	13.3	2.5	15.5
Nebraska Wesleyan U	2,065	63.1	0.3	1.8	2.2	2.4	0.2	81.9	1.8	7.8	1.7	8.7
Peru State C	2,390	58.5	0.8	0.9	5.1	2.8	0.3	75.3	1.7	13.0	0.1	11.6
U of Nebraska, Kearney	7,199	58.1	0.2	0.8	1.5	6.7	0.0	79.9	1.0	2.2	7.6	10.3
U of Nebraska, Lincoln	24,207	46.8	0.3	2.2	2.2	4.0	0.1	78.3	1.8	3.1	8.1	10.6
U of Nebraska, Omaha	14,786	52.7	0.4	2.6	5.9	6.6	0.1	74.6	2.0	3.1	4.8	17.6
Union C (Neb.)	881	60.1	0.7	3.6	3.6	11.5	1.0	66.2	3.0	4.1	6.4	23.4
Wayne State C	3,555	57.6	0.7	0.3	2.6	5.3	0.1	77.0	1.4	12.3	0.5	10.3
York C	472	45.3	1.1	1.5	10.4	7.0	0.2	70.8	0.0	7.2	1.9	20.1
<b>NEVADA</b>												
DeVry U, Henderson (Nev.)	343	40.2	0.9	5.3	23.3	20.4	2.3	40.8	3.2	3.5	0.3	55.4
Great Basin C	3,165	65.4	3.5	1.7	2.8	13.4	0.4	70.4	2.3	5.3	0.2	24.2
Morrison U	331	48.3	4.2	5.4	4.5	10.6	0.0	68.9	4.5	1.8	0.0	29.3
Nevada State C	3,389	75.6	0.7	9.8	10.9	19.4	1.9	48.1	4.5	4.5	0.1	47.3
Sierra Nevada C	987	56.2	1.8	1.7	3.1	3.0	0.6	73.6	0.0	15.2	0.9	10.3
U of Nevada, Las Vegas	27,389	55.4	0.4	14.6	7.6	19.2	1.7	43.4	5.7	2.7	4.6	49.3
U of Nevada, Reno	18,227	52.8	0.8	6.3	3.4	13.3	0.4	66.7	5.2	1.3	2.8	29.3
U of Phoenix-Northern Nevada Campus	381	59.3	1.6	1.1	3.2	11.8	0.8	48.0	2.4	29.1	2.1	20.7
U of Phoenix, Las Vegas (Nev.)	2,531	62.9	0.4	2.4	17.4	15.6	2.6	24.7	2.6	33.3	1.1	40.9
<b>NEW HAMPSHIRE</b>												
Antioch U New England	722	77.3	0.4	1.1	3.1	2.5	0.0	78.7	0.7	11.1	2.5	7.8
Colby-Sawyer C	1,414	71.8	0.2	1.4	5.9	2.1	0.3	66.9	0.6	13.5	9.1	10.5
Daniel Webster C	738	26.3	0.1	1.5	5.6	3.4	0.4	41.3	1.6	45.9	0.1	12.6
Dartmouth C	6,277	47.4	1.7	12.0	5.6	6.3	0.1	47.6	3.3	8.0	15.4	29.0
Franklin Pierce U	2,258	56.2	0.4	1.0	2.7	4.1	0.2	74.2	0.8	15.1	1.5	9.2
Granite State C	2,003	70.9	0.6	0.4	1.1	1.9	0.0	84.8	1.8	9.6	0.1	5.6
Hesser C	2,970	69.1	0.8	1.1	2.6	12.7	0.1	73.0	0.0	9.7	0.1	17.2
Keene State C	5,061	57.7	0.2	0.9	0.8	2.7	0.0	82.9	1.4	11.1	0.0	6.0
New England C	2,011	56.4	0.6	1.6	8.4	4.9	0.0	65.9	0.3	12.3	6.1	15.7
Plymouth State U	5,431	51.7	0.3	1.9	2.2	1.9	0.0	77.1	0.9	13.7	1.9	7.3
Rivier C	2,316	81.0	0.4	2.9	1.8	3.2	0.0	77.1	0.7	13.9	0.0	9.0
Saint Anselm C	1,954	58.7	0.3	0.9	1.4	2.9	0.1	73.4	1.3	19.2	0.5	6.9
Southern New Hampshire U	17,454	58.2	0.1	0.4	0.6	0.5	0.0	16.7	0.0	78.2	3.6	1.6
Thomas More C of Liberal Arts	95	44.2	0.0	1.1	3.2	3.2	1.1	84.2	0.0	5.3	2.1	8.4
U of New Hampshire	15,267	54.8	0.3	2.3	1.2	2.4	0.0	80.8	1.5	9.1	2.5	7.7
U of New Hampshire, Manchester	880	49.1	0.2	2.1	1.8	3.5	0.1	73.8	0.8	17.6	0.1	8.5
<b>NEW JERSEY</b>												
Bloomfield C	2,044	63.9	0.3	3.2	50.9	19.8	0.2	13.7	0.4	8.8	2.8	74.8
C of New Jersey	7,270	59.0	0.1	8.5	5.7	9.6	0.4	65.7	1.2	8.8	0.2	25.4
C of Saint Elizabeth	1,687	89.3	0.4	3.6	19.3	12.8	0.2	47.1	0.5	12.9	3.3	36.8
Caldwell C	2,213	70.2	0.2	2.8	13.3	12.4	0.2	52.0	1.2	14.6	3.3	30.1
Centenary C	2,576	61.1	0.0	1.6	8.9	7.0	0.0	50.9	0.5	29.0	2.1	18.0
DeVry U, North Brunswick (N.J.)	1,679	27.9	0.3	4.5	16.1	22.9	0.4	31.7	0.5	22.2	1.4	44.7
Drew U	2,447	57.9	0.1	3.8	10.8	10.8	0.0	51.3	1.8	15.7	5.6	27.4
Fairleigh Dickinson U	9,130	60.7	0.3	6.3	10.4	20.5	0.1	45.8	0.4	8.6	7.5	38.1
Fairleigh-Dickinson U C, Florham (N.J.)	3,067	56.5	0.8	4.6	9.9	10.8	0.0	62.1	0.7	8.6	2.5	26.8
Felician C	2,109	75.5	0.4	7.0	15.2	20.6	0.3	32.8	0.7	20.8	2.1	44.3
Georgian Court U	2,313	86.6	0.1	1.8	9.3	9.2	0.0	60.4	1.4	17.6	0.3	21.8
Kean U	15,391	63.1	0.1	5.0	17.7	21.0	0.4	40.6	0.9	13.0	1.4	45.0
Monmouth U	6,472	63.3	0.2	3.0	4.8	7.9	0.1	76.7	1.6	4.2	1.6	17.6
Montclair State U	18,382	63.7	0.1	4.9	9.1	20.2	0.1	51.9	2.7	8.4	2.7	37.1
New Jersey City U	8,492	62.9	0.2	7.5	19.0	32.3	0.0	30.2	0.7	8.6	1.5	59.7
New Jersey Institute of Technology	9,944	25.9	0.1	18.5	8.9	16.9	0.1	30.5	2.1	7.7	15.3	46.5
Princeton U	7,975	45.0	0.2	14.9	5.8	6.3	0.1	46.0	3.5	3.9	19.4	30.7
Ramapo C of New Jersey	5,817	58.7	0.2	5.3	4.5	12.0	0.4	69.4	1.2	5.8	1.2	23.5
Richard Stockton C of New Jersey	8,400	59.8	0.2	5.0	6.4	8.4	0.2	75.4	2.8	1.3	0.2	23.1
Rider U	5,485	59.2	0.2	4.9	9.5	7.9	0.1	65.9	1.6	7.2	2.8	24.2
Rowan U	12,183	52.1	0.2	3.2	8.7	8.3	0.1	74.5	2.1	2.0	0.9	22.6
Rutgers U, Camden	6,343	52.1	0.1	7.8	14.9	9.5	0.2	60.9	3.0	2.3	1.4	35.4
Rutgers U, New Brunswick	40,434	51.3	0.1	21.8	7.5	10.9	0.3	46.8	2.9	1.9	7.9	43.4
Rutgers U, Newark	12,011	51.0	0.1	18.4	15.7	16.9	1.8	32.8	2.3	5.4	6.7	55.1
Saint Peter's U	3,045	60.3	0.4	9.9	27.7	24.8	0.3	31.3	1.3	1.9	2.4	64.4
Seton Hall U	9,830	58.2	0.2	7.0	11.5	12.1	0.1	51.7	1.3	11.5	4.6	32.2
Stevens Institute of Technology	5,649	25.5	5.9	10.3	0.0	0.0	2.2	36.8	0.0	24.2	20.6	18.3
Thomas Edison State C	20,606	46.6	0.6	3.6	15.8	8.8	0.7	59.5	1.1	9.0	0.9	30.5
U of Phoenix, Jersey City (N.J.)	488	52.1	0.2	2.1	27.7	18.2	0.0	3.7	2.7	41.6	3.9	50.8
William Paterson U of New Jersey	11,423	56.6	0.2	5.8	12.7	21.0	0.5	49.9	1.5	7.5	0.9	41.7
<b>NEW MEXICO</b>												
Eastern New Mexico U	5,804	60.1	2.1	1.1	4.6	32.8	0.3	49.1	2.2	5.2	2.7	43.1
New Mexico Highlands U	3,729	62.5	6.1	0.5	5.2	52.4	0.5	22.0	1.6	5.0	6.8	66.2
New Mexico Institute of Mining	2,105	33.3	3.0	3.0	2.0	22.6	0.1	60.0	2.7	0.6	6.1	33.4
New Mexico State U, Las Cruces	17,651	54.5	2.3	1.3	2.9	47.3	0.2	33.6	1.2	5.0	6.3	55.2



	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
NEW MEXICO, cont.												
Northern New Mexico C	1,633	61.1	7.9	0.7	1.5	67.8	0.2	15.7	4.0	1.8	0.2	82.2
St. John's C (N.M.)	429	40.8	0.7	2.3	0.5	10.0	0.0	67.1	5.1	2.3	11.9	18.7
U of New Mexico	29,033	55.9	5.7	3.2	2.5	38.2	0.2	40.9	2.6	3.2	3.6	52.3
U of Phoenix-Albuquerque Campus	3,193	60.5	1.0	0.4	2.8	47.5	0.3	8.6	0.3	37.3	1.7	52.4
U of the Southwest	760	67.8	1.1	1.7	19.9	28.2	0.4	36.6	0.0	12.2	0.0	51.2
Western New Mexico U	3,549	62.3	3.4	0.7	2.5	44.8	0.2	25.4	0.6	21.0	1.6	52.1
NEW YORK												
Adelphi U	7,859	72.6	0.2	5.7	11.8	12.0	0.3	53.2	2.1	8.7	6.0	32.2
Alfred State C	3,528	38.4	0.3	0.8	9.8	5.6	0.1	79.2	1.9	0.7	1.6	18.5
Alfred U	2,362	54.5	0.0	1.5	8.5	6.8	0.0	63.6	1.7	14.5	3.3	18.6
Bard C	2,342	57.6	0.6	3.0	4.1	2.8	0.0	55.9	0.0	20.8	12.7	10.6
Barnard C	2,504	100.0	0.2	17.3	5.4	9.5	0.1	60.5	0.0	0.0	7.1	32.4
Binghamton U	15,308	47.4	0.1	11.8	4.5	8.2	0.1	51.4	1.7	6.8	15.3	26.5
Boricua C	1,235	76.8	1.5	0.2	12.8	81.9	0.0	1.3	0.2	2.1	0.0	96.6
Briarcliffe C	2,021	57.6	0.4	1.1	17.6	10.7	0.3	26.8	2.9	40.2	0.0	33.0
Bryant & Stratton C, Amherst (N.Y.)	436	77.1	1.6	0.5	22.3	2.5	0.0	70.0	2.1	1.2	0.0	28.9
C of Mount Saint Vincent	1,951	73.1	0.2	8.5	17.2	33.9	0.1	28.0	5.2	6.1	0.8	65.0
C of New Rochelle (N.Y.)	4,131	89.6	0.2	1.9	38.1	12.2	0.1	8.2	1.0	37.9	0.4	53.5
C of Saint Rose	4,698	69.2	0.5	1.9	7.2	5.3	0.1	66.5	3.3	12.7	2.6	18.2
Canisius C	4,908	52.9	0.4	2.0	6.3	2.6	0.0	71.5	1.2	11.0	4.9	12.5
Cazenovia C	990	73.1	1.9	1.5	9.7	6.5	0.4	77.7	1.4	0.9	0.0	21.4
City C of CUNY	16,023	53.3	0.1	19.2	18.9	31.8	0.3	20.0	0.8	0.0	9.0	71.0
Clarkson U	3,604	29.3	0.2	3.1	2.6	3.9	0.0	77.4	1.8	1.5	9.5	11.6
Colgate U	2,886	53.5	0.3	3.7	4.2	7.5	0.1	69.2	2.8	4.6	7.6	18.6
Columbia U	26,471	50.6	0.3	12.2	5.5	8.1	0.1	37.4	2.6	7.4	26.5	28.7
Concordia C (N.Y.)	867	67.0	0.5	2.8	18.8	21.0	0.4	38.3	2.3	2.3	13.7	45.7
Cooper Union	939	36.3	1.0	19.6	6.0	8.4	0.0	36.1	4.3	13.2	11.5	39.2
Cornell U	21,424	48.5	0.3	13.6	4.8	8.9	0.1	40.3	3.2	9.7	19.1	30.9
CUNY Bernard M. Baruch C	17,373	48.8	0.1	30.8	9.6	14.0	0.2	32.6	0.7	0.0	12.1	55.3
CUNY Brooklyn C	16,524	60.7	0.1	14.6	24.5	13.5	0.1	41.9	0.6	0.0	4.6	53.5
CUNY C of Staten Island	14,321	56.4	0.2	11.0	10.2	16.9	0.2	57.5	0.9	0.0	3.1	39.4
CUNY Graduate Center	6,812	61.9	0.1	5.0	12.5	28.4	0.1	40.2	0.3	0.0	13.6	46.2
CUNY Herbert H. Lehman C	11,862	69.3	0.1	5.5	28.3	48.3	0.1	13.2	0.3	0.0	4.2	82.6
CUNY Hunter C	23,005	69.2	0.2	19.4	11.2	20.0	0.5	41.4	1.4	0.0	6.0	52.7
CUNY John Jay C of Criminal Justice	14,996	56.8	0.3	10.1	20.4	39.6	0.4	25.5	0.8	0.0	2.9	71.6
CUNY Medgar Evers C	6,540	73.3	0.3	2.1	83.7	8.0	0.2	1.8	0.6	0.0	3.6	94.7
NEW YORK, cont.												
CUNY Queens C	20,100	60.4	0.1	21.5	7.3	22.3	0.2	43.9	0.2	0.0	4.4	51.7
CUNY York C	8,420	66.3	0.7	20.0	45.8	19.8	0.8	7.5	0.5	0.0	4.9	87.5
CUNY, New York City C of Tech	16,207	44.8	0.4	16.7	34.8	28.5	0.4	14.4	0.6	0.0	4.3	81.3
D'Youville C	3,204	70.1	0.5	2.9	10.5	3.8	0.0	63.1	1.6	3.3	14.4	19.3
Daemen C	2,966	74.6	0.2	1.9	13.3	4.1	0.1	72.9	0.6	4.1	2.9	20.1
DeVry C of New York	1,562	29.3	0.3	6.5	26.4	28.5	0.6	11.3	0.5	23.1	2.8	62.8
Dominican C of Blauvelt	2,051	66.6	0.2	13.6	13.0	21.2	0.0	34.8	2.8	13.5	0.9	50.8
Dowling C	3,706	56.0	0.2	1.7	8.6	7.2	0.7	51.8	0.0	25.2	4.6	18.4
Elmira C	1,530	70.8	0.2	0.7	3.6	2.7	0.0	74.6	2.5	11.2	4.5	9.7
Excelsior C	39,728	58.7	0.7	3.2	22.6	8.2	0.5	59.8	2.0	2.4	0.8	37.1
Fashion Institute of Technology	10,052	84.5	0.1	10.0	8.7	15.3	0.4	46.8	3.1	2.8	12.9	37.6
Five Towns C	753	29.4	0.3	4.0	15.4	14.3	0.0	56.6	3.7	5.6	0.1	37.7
Fordham U	15,170	56.7	0.1	7.5	6.4	12.3	0.1	57.4	2.6	4.3	9.4	28.9
Hamilton C (N.Y.)	1,884	51.3	0.3	7.5	3.9	6.7	0.0	63.3	2.0	11.6	4.8	20.3
Hartwick C	1,558	59.5	0.8	1.4	5.0	5.8	0.0	68.2	0.0	15.7	3.2	12.9
Hilbert C	1,075	56.0	1.6	0.5	10.3	2.4	0.3	72.7	1.4	10.0	0.8	16.5
Hobart and William Smith Cs	2,300	55.0	1.0	2.2	4.4	4.1	0.0	66.2	0.0	17.2	4.9	11.7
Hofstra U	11,023	55.5	0.2	6.6	8.5	9.3	0.5	58.7	1.8	6.8	7.6	27.0
Houghton C	1,165	65.4	0.4	0.9	2.7	1.8	0.0	86.7	2.1	0.3	5.1	7.9
Iona C	4,241	56.7	0.1	1.8	6.0	14.6	0.1	54.5	1.0	20.4	1.3	23.7
Ithaca C	6,759	57.1	0.2	3.2	3.9	6.0	0.1	70.3	2.8	11.2	2.4	16.1
Keuka C	2,772	69.6	0.5	7.7	4.2	2.2	0.1	48.3	0.0	36.9	0.0	14.7
King's C (N.Y.)	582	59.3	0.9	4.0	4.3	7.6	0.0	76.0	5.0	0.0	2.4	21.7
Le Moyne C	3,339	62.0	0.7	2.3	5.0	4.4	0.1	79.5	1.4	6.2	0.5	13.8
Long Island U Post Campus	11,012	74.3	0.2	4.5	6.9	9.6	0.0	53.7	0.8	17.7	6.6	22.0
Long Island U, Brentwood	340	87.7	0.3	1.5	8.5	12.4	0.0	68.5	0.6	8.2	0.0	23.2
Long Island U, Brooklyn	8,567	70.5	0.3	13.1	30.5	12.8	0.1	22.4	0.6	14.1	6.1	57.5
Long Island U, Riverhead	222	59.5	0.0	0.9	5.9	10.8	0.0	70.7	0.5	11.3	0.0	18.0
Manhattan C	3,800	45.8	0.1	3.2	3.5	15.9	0.0	57.5	1.5	15.7	2.7	24.2
Manhattanville C	2,948	63.0	0.0	1.9	7.1	10.3	0.0	47.7	0.0	28.8	4.2	19.3
Marist C	6,377	57.4	0.2	2.3	5.1	7.7	0.1	71.0	1.6	10.7	1.3	17.0
Marymount Manhattan C	1,936	77.6	0.3	3.7	9.5	17.4	0.0	60.1	2.9	1.6	4.6	33.8
Medaille C	2,587	69.3	0.6	2.4	15.4	4.4	4.0	59.4	0.5	6.0	7.4	27.2
Mercy C	11,454	72.2	0.3	3.3	24.4	26.9	0.2	32.3	1.5	10.5	0.7	56.5
Metropolitan C of New York	1,277	66.7	1.0	2.0	59.3	18.2	0.4	5.9	2.3	4.9	6.1	83.2
Molloy C	4,482	76.4	0.2	7.6	14.3	12.4	0.5	62.6	1.1	1.0	0.4	36.0
Monroe C (N.Y.)	6,997	64.7	0.2	1.0	35.5	36.4	0.1	1.7	0.0	17.5	7.7	73.1
Mount Saint Mary C	2,581	71.9	0.7	2.8	6.3	11.0	0.2	60.7	1.0	17.1	0.2	22.0

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## STUDENT DIVERSITY

*Continued From Preceding Page*

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>NEW YORK, cont.</b>												
Nazareth C of Rochester (N.Y.)	2,910	75.3	0.6	2.0	4.8	4.0	0.0	75.2	0.6	11.4	1.5	11.9
New School	10,575	68.9	0.2	8.9	5.8	9.5	0.2	39.6	2.8	5.9	27.3	27.3
New York Institute of Technology	7,883	44.7	0.3	15.6	8.0	8.9	0.2	29.5	0.8	22.5	14.2	33.8
New York U	44,516	58.1	0.2	15.1	4.7	7.3	0.1	39.6	2.0	15.4	15.7	29.4
Niagara U	4,045	61.5	0.7	1.0	4.5	2.7	0.1	63.0	0.6	7.8	19.7	9.5
NULL	4,592	16.1	0.9	5.5	7.2	9.3	0.5	70.6	3.8	1.0	1.2	27.2
Nyack C	3,318	59.4	0.2	12.1	34.9	24.3	0.2	19.1	2.4	1.5	5.3	74.1
Pace U	12,772	60.2	0.3	9.0	10.5	13.1	0.2	47.0	2.9	5.8	11.3	35.9
Paul Smith's C	1,068	33.6	0.8	0.5	2.7	4.5	0.1	89.3	1.1	0.9	0.1	9.6
Plaza C	766	79.9	0.0	11.9	30.8	29.6	0.0	15.9	11.2	0.0	0.5	83.6
Polytechnic Institute of New York U	4,652	23.7	0.1	20.3	5.0	6.2	0.0	20.9	0.0	10.0	37.6	31.6
Rensselaer Polytechnic Institute	6,658	29.4	0.1	8.3	2.2	5.7	0.1	61.8	4.7	2.1	15.1	21.0
Roberts Wesleyan C	1,752	71.5	0.4	1.0	12.4	4.0	0.1	76.1	1.8	1.5	2.7	19.6
Rochester Institute of Technology	16,357	32.2	0.2	4.7	4.8	5.2	0.1	56.2	1.5	15.5	11.8	16.5
Saint Joseph's C (N.Y.)	5,616	71.6	0.4	3.2	12.2	9.1	0.2	61.9	2.4	10.6	0.0	27.5
Sarah Lawrence C	1,736	74.8	0.1	4.1	4.8	8.6	0.0	62.9	4.7	7.4	7.5	22.2
Siena C	3,255	52.3	0.3	3.6	3.4	6.1	0.1	81.3	2.3	1.0	1.9	15.8
Skidmore C	2,689	61.4	0.0	5.7	3.7	7.8	0.3	65.3	5.0	6.8	5.5	22.5
St. Bonaventure U	2,329	54.9	0.6	2.4	4.0	4.5	0.6	71.8	0.7	13.2	2.2	12.8
St. Francis C (N.Y.)	2,900	56.6	0.2	4.3	19.8	21.0	0.3	37.3	1.6	10.1	5.4	47.1
St. John Fisher C	4,008	61.4	0.3	3.1	5.7	3.7	0.1	82.4	1.4	3.0	0.3	14.2
St. John's U (N.Y.)	21,087	56.2	0.1	14.6	13.5	14.5	0.3	43.0	2.6	5.3	6.1	45.6
St. Lawrence U	2,488	55.1	0.4	1.6	3.0	4.1	0.1	80.2	2.1	2.0	6.6	11.3
St. Thomas Aquinas C	1,957	54.5	0.3	2.5	5.9	13.8	0.0	66.5	1.3	8.7	1.2	23.6
SUNY A&T C, Morrisville	3,095	47.6	0.6	1.1	18.5	6.8	0.0	67.4	2.1	2.8	0.7	29.1
SUNY C of Agriculture and Technology, Cobleskill	2,492	51.7	0.2	1.1	8.8	8.0	0.0	78.7	2.0	0.2	0.9	20.1
SUNY C of Environmental Science	2,255	45.3	0.3	2.9	1.4	2.4	0.0	82.8	2.0	0.0	8.2	9.0
SUNY C of Technology, Delhi	3,151	52.4	0.2	1.7	14.2	10.7	0.1	64.9	2.0	5.1	1.2	28.9
SUNY C, Buffalo	11,781	58.7	0.5	2.0	16.2	7.3	0.1	65.3	2.5	0.6	5.8	28.4
SUNY C, Cortland	7,098	57.7	0.2	1.2	3.4	7.8	0.0	76.0	1.5	9.2	0.7	14.1
SUNY C, Farmingdale	7,889	41.6	0.2	6.6	11.0	13.9	0.5	62.5	1.7	1.3	2.4	33.8
SUNY C, Geneseo	5,557	58.3	0.2	6.6	2.3	5.6	0.0	74.7	2.2	5.1	3.4	16.8
SUNY C, Old Westbury	4,422	58.2	0.2	8.4	28.0	20.2	0.4	35.6	2.6	3.3	1.4	59.8
SUNY C, Oneonta	6,041	60.4	0.2	1.3	3.0	7.7	0.1	80.0	1.7	4.3	1.7	13.9
SUNY C, Oswego	7,921	52.6	0.2	1.6	5.0	7.2	0.1	82.4	2.1	0.3	1.1	16.2
SUNY C, Plattsburgh	6,167	56.3	0.3	1.9	5.8	7.3	0.1	73.5	1.7	4.0	5.5	17.0
SUNY C, Potsdam	4,224	59.3	0.9	1.2	5.2	6.0	0.1	75.8	2.1	6.0	2.7	15.5
SUNY C, Purchase	4,240	55.5	0.3	2.4	6.9	15.1	0.5	52.8	0.0	19.4	2.7	25.1
SUNY Canton-C of Technology	3,780	54.5	1.8	0.9	11.8	6.6	0.2	66.4	1.1	5.2	6.1	22.3
SUNY Empire State C	12,028	62.2	0.6	1.6	13.6	9.1	0.4	64.4	1.6	5.5	3.4	26.8
SUNY Institute of Technology	2,377	49.0	0.2	2.8	6.8	5.1	0.2	79.2	1.7	0.4	3.7	16.7
SUNY Maritime C	1,761	11.3	0.1	3.5	3.9	7.9	0.1	66.7	0.5	12.8	4.5	15.9
SUNY, Fredonia	5,521	57.0	0.4	1.2	3.7	4.0	0.1	81.9	1.7	4.2	2.9	11.1
SUNY, New Paltz	7,655	63.3	0.1	3.6	4.4	11.6	0.1	66.2	2.1	8.3	3.5	22.0
SUNY, Stony Brook	23,946	49.5	0.3	19.7	6.1	8.3	0.1	40.5	0.0	10.0	15.0	34.6
SUNY, The College at Brockport	8,271	56.4	0.2	1.3	6.8	4.3	0.1	76.3	1.7	8.6	0.6	14.5
Syracuse U	21,029	54.5	0.6	6.8	7.6	8.0	0.1	54.6	2.1	5.7	14.6	25.2
Teachers C, Columbia U	5,236	76.3	0.2	10.8	7.4	8.4	0.1	42.1	2.2	14.7	14.2	29.0
Touro C (N.Y.)	13,909	70.4	0.3	7.2	13.8	10.1	0.1	56.5	0.3	10.3	1.6	31.7
U of Rochester	10,510	51.0	0.2	8.6	4.4	4.6	0.1	51.2	2.1	9.1	19.8	19.9
U, Albany, SUNY	17,312	51.4	0.3	5.8	10.8	9.9	0.2	58.4	2.0	5.3	7.4	29.0
U, Buffalo	28,952	47.5	0.4	9.9	5.5	4.9	0.0	51.3	1.2	6.9	19.9	22.0
Union C (N.Y.)	2,241	46.2	0.2	6.1	4.3	6.5	0.0	74.5	1.7	0.3	6.3	18.9
Union Graduate C	454	40.8	0.0	10.4	1.3	3.1	0.0	61.2	2.6	18.1	3.3	17.4
United States Merchant Marine Academy	1,012	13.6	0.7	4.6	2.3	6.6	0.0	82.8	0.0	1.0	2.0	14.2
Utica C	3,814	59.5	0.3	7.4	9.6	6.6	0.2	68.6	1.9	2.7	2.7	26.0
Vassar C	2,406	56.3	0.0	9.1	5.6	11.1	0.0	61.9	5.2	0.1	7.0	31.0
Vaughn C of Aeronautics & Tech	1,812	13.1	0.7	11.9	18.7	38.1	0.6	17.6	4.9	6.0	1.6	74.9
Wagner C	2,221	65.6	0.1	2.7	6.3	8.2	0.1	69.5	1.6	9.6	1.8	19.1
Wells C	532	67.7	0.8	2.1	10.0	7.1	0.4	64.7	2.3	10.7	2.1	22.6
Yeshiva U	6,740	53.2	0.1	3.1	2.0	3.6	0.6	61.9	0.9	21.1	6.9	10.1
<b>NORTH CAROLINA</b>												
Appalachian State U	17,589	54.5	0.2	1.4	3.0	3.5	0.1	87.0	2.0	1.9	1.0	10.1
Barton C	1,126	70.0	0.4	0.9	27.0	3.5	0.4	59.8	3.6	2.0	2.7	35.6
Belmont Abbey C	1,706	59.2	0.2	0.8	27.0	1.9	0.1	35.4	0.4	31.5	2.7	30.5
Bennett C for Women	707	100.0	0.3	0.0	93.6	2.3	0.0	0.3	1.7	1.6	0.3	97.9
Brevard C	633	41.4	1.1	0.6	11.2	0.5	0.0	73.6	1.7	6.3	4.9	15.2
Campbell U	6,189	52.8	0.9	3.8	14.9	2.6	0.2	58.8	0.0	18.8	0.0	22.4
Catawba C	1,337	52.1	0.8	0.6	18.9	2.5	0.0	73.1	1.4	0.3	2.6	24.0
Chowan U	1,316	54.3	0.6	0.2	66.6	2.7	0.0	23.4	2.9	2.4	1.2	73.0
Davidson C	1,790	49.8	0.6	4.6	7.0	5.5	0.1	71.1	2.9	3.7	4.7	20.6
Duke U	15,386	49.8	0.4	13.8	7.3	4.7	0.1	50.1	2.3	4.3	17.0	28.6
East Carolina U	26,947	60.2	0.6	2.4	13.8	2.7	0.1	73.3	2.2	3.7	1.2	21.8
Elizabeth City State U	2,878	60.7	0.5	0.5	72.0	0.8	0.0	14.4	0.0	11.4	0.5	73.8
Elon U	6,029	58.6	0.5	1.9	6.5	3.5	0.1	81.7	1.0	3.2	1.5	13.6
Fayetteville State U	6,060	70.2	1.9	1.2	66.4	5.7	0.1	17.4	0.7	6.0	0.7	76.0
Gardner-Webb U	4,868	68.2	0.6	0.9	22.1	1.7	0.0	67.7	0.0	5.7	1.3	25.3
Greensboro C	1,119	50.6	0.6	1.1	25.0	3.2	0.1	54.4	2.1	13.3	0.2	32.1
Guilford C	2,462	57.8	0.4	2.6	25.5	4.7	0.0	61.6	3.3	1.0	0.9	36.5
High Point U	4,257	59.7	1.6	1.3	6.8	2.4	0.0	81.2	0.7	5.1	0.9	12.8
Johnson & Wales U, Charlotte (N.C.)	2,401	62.0	0.4	1.2	29.5	4.9	0.0	40.4	1.0	21.1	1.6	36.9
Johnson C. Smith U	1,669	61.5	0.1	0.4	73.8	5.2	0.1	0.5	1.1	15.4	3.5	80.6
Lees-McRae C	837	59.3	0.0	0.1	2.2	0.5	0.0	33.1	0.1	61.8	2.3	2.9
Lenoir-Rhyne U	1,862	61.9	0.3	1.6	11.2	3.5	0.2	67.9	1.7	11.2	2.4	18.5
Livingstone C	1,111	44.6	0.3	0.0	92.0	0.5	0.0	0.4	0.0	6.7	0.3	92.7
Mars Hill C	1,370	49.3	1.9	0.4	18.8	2.2	0.0	71.8	0.0	3.0	1.9	23.3
Meredith C	1,944	97.7	0.5	2.4	11.8	3.0	0.1	74.0	1.9	3.7	2.7	19.7
Methodist U	2,359	48.8	0.9	1.4	21.5	4.8	0.5	50.5	5.0	10.3	5.0	34.2
Mid-Atlantic Christian U	165	49.1	0.0	0.0	26.1	3.6	0.0	69.1	0.0	0.6	0.6	29.7
Montreat C	824	56.4	1.1	0.9	21.7	2.7	0.0	56.4	1.5	13.1	2.7	27.8
Mount Olive C	3,714	66.9	0.5	0.2	34.1	3.4	0.2	48.3	2.0	8.8	2.5	40.4
North Carolina A&T State U	10,636	55.2	0.4	0.9	81.8	1.5	0.0	6.9	1.0	4.4	3.1	85.6
North Carolina Central U	8,604	67.4	0.4	1.4	77.4	2.2	0.0	11.4	2.4	4.2	0.7	83.7
North Carolina State U	34,340	44.2	0.4	4.6	7.4	3.8	0.1	69.9	2.0	2.7	9.1	18.3
North Carolina Wesleyan C	1,522	60.5	1.2	0.3	52.0	1.6	0.1	30.1	1.3	10.4	3.2	56.4
Pfeiffer U	2,068	67.7	0.1	0.6	10.8	1.9	0.1	30.7	0.8	53.1	1.9	14.2
Queens U of Charlotte	2,394	72.8	0.5	2.8	17.8	6.3	0.0	60.8	2.6	7.5	1.8	29.9



	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
NORTH CAROLINA, cont.												
Salem C	1,165	94.4	0.3	2.2	22.8	5.5	0.0	57.8	2.4	6.6	2.3	33.3
Shaw U	2,183	57.6	0.1	0.1	85.7	0.5	0.0	1.0	0.0	11.0	1.8	86.2
St. Andrews U	489	56.7	1.2	1.2	18.6	1.4	1.2	69.5	1.4	0.0	5.3	25.2
St. Augustine's U (N.C.)	1,442	48.6	0.1	0.0	96.1	0.5	0.1	0.8	0.0	0.8	1.8	96.7
U of North Carolina, Asheville	3,751	58.1	0.1	1.2	2.7	4.0	0.1	85.3	2.6	3.1	1.1	10.6
U of North Carolina, Chapel Hill	29,278	58.1	0.5	7.3	8.3	6.8	0.2	64.5	3.0	3.9	5.5	26.1
U of North Carolina, Charlotte	26,232	51.0	0.4	4.8	16.4	6.5	0.1	60.8	2.4	3.3	5.3	30.7
U of North Carolina, Greensboro	18,516	65.9	0.3	3.9	22.7	5.2	0.1	60.4	3.2	1.2	2.9	35.5
U of North Carolina, Pembroke	6,269	62.7	16.2	1.5	31.9	4.0	0.1	40.7	2.1	2.4	1.1	55.8
U of North Carolina, Wilmington	13,733	60.7	0.5	1.9	4.8	5.6	0.1	81.7	2.3	2.4	0.7	15.2
Wake Forest U	7,432	50.6	0.4	5.0	8.9	4.9	0.2	73.0	1.6	1.2	5.1	20.7
Warren Wilson C	924	62.2	0.4	2.1	3.8	3.0	0.0	84.9	2.6	0.2	3.0	11.9
Western Carolina U	9,608	55.6	0.9	1.1	6.4	3.2	0.1	82.9	2.6	1.0	1.8	14.3
William Peace U	791	82.8	1.5	2.3	36.2	4.8	0.0	41.6	0.0	13.4	0.3	44.8
Wingate U	2,648	57.9	0.8	2.8	13.0	2.1	0.1	59.6	1.9	16.6	3.2	20.7
Winston-Salem State U	5,689	70.5	0.3	0.7	72.5	1.7	0.1	17.2	1.3	4.2	2.1	76.5
NORTH DAKOTA												
Dickinson State U	1,837	60.5	2.0	0.7	2.3	4.2	0.2	76.2	1.4	5.1	8.1	10.7
Jamestown C	949	50.8	0.8	1.9	4.2	4.6	0.6	80.5	0.0	0.1	7.2	12.2
Mayville State U	1,018	57.3	2.0	0.7	6.0	4.4	0.2	80.1	1.8	0.6	4.3	15.0
Minot State U	3,560	61.9	2.0	0.8	3.7	3.2	0.4	73.4	2.1	3.3	11.0	12.3
North Dakota State U	14,443	45.3	0.6	1.5	2.3	1.3	0.1	82.2	1.4	2.9	7.9	7.1
Rasmussen C, Fargo (N.D.)	1,000	73.4	1.5	0.6	0.9	1.1	0.3	64.3	0.5	30.8	0.0	4.9
U of Mary	2,918	63.8	3.1	0.8	2.8	2.1	0.4	79.3	0.1	11.0	0.5	9.3
U of North Dakota	15,250	47.6	2.2	1.5	2.1	2.4	0.1	79.2	2.1	3.8	6.6	10.4
Valley City State U	1,362	56.7	1.3	0.7	3.9	3.4	0.4	83.9	1.6	1.5	3.4	11.2
OHIO												
Antioch U Midwest	364	73.4	2.5	1.4	28.0	1.1	0.0	62.4	0.0	4.7	0.0	33.0
Ashland U	5,954	54.0	0.4	0.5	13.4	2.1	0.1	77.0	0.9	2.2	3.3	17.4
Baldwin Wallace U	4,169	55.4	0.1	1.1	7.8	3.9	0.0	81.7	2.9	1.2	1.4	15.8
Bluffton U	1,198	52.6	0.2	0.6	6.3	2.8	0.1	86.2	1.3	1.3	1.2	11.4
Bowling Green State U	17,286	56.4	0.3	1.1	9.8	3.6	0.1	76.2	1.6	3.6	3.7	16.6
Bryant & Stratton C, Cleveland	739	79.2	0.1	0.0	93.2	0.7	0.0	4.5	1.5	0.0	0.0	95.5
Bryant & Stratton C, Eastlake (Ohio)	730	83.0	0.3	1.0	40.1	1.4	0.0	54.0	2.6	0.7	0.0	45.3
C of Mount St. Joseph	2,294	66.3	0.2	0.4	7.9	2.9	0.0	78.7	1.5	8.3	0.2	12.8
C of Wooster (Ohio)	2,080	54.8	1.1	3.0	8.7	3.6	0.1	70.1	0.0	7.2	6.4	16.4
Capital U	3,584	55.7	0.2	1.4	9.0	2.6	0.1	80.1	3.2	2.7	0.8	16.4
Case Western Reserve U	10,026	48.6	0.3	13.6	5.2	3.4	0.1	50.1	1.7	9.1	16.6	24.2
OHIO, cont.												
Cedarville U	3,379	54.0	0.4	1.2	1.8	2.2	0.1	85.7	0.8	6.6	1.4	6.4
Central State U	2,152	53.2	0.2	0.1	95.4	0.7	0.0	1.9	0.4	1.3	0.1	96.8
Chancellor U	286	66.8	0.0	4.6	30.4	2.5	0.0	38.8	0.0	23.8	0.0	37.4
Cleveland State U	17,278	55.3	0.2	2.6	18.3	3.7	0.1	61.6	1.8	4.5	7.2	26.8
Defiance C	1,006	50.4	1.7	0.9	11.4	5.3	0.0	78.2	0.1	1.5	0.9	19.4
Denison U	2,339	58.0	0.2	3.2	6.1	7.4	0.0	71.4	3.5	1.5	6.7	20.4
DeVry U, Columbus (Ohio)	3,398	46.1	0.5	1.2	19.2	2.6	0.0	59.0	1.3	15.9	0.4	24.8
Franciscan U of Steubenville	2,735	60.7	0.2	1.4	0.6	7.8	0.1	74.7	1.5	12.7	1.0	11.7
Heidelberg U	1,262	51.2	0.2	1.9	7.1	2.1	0.0	75.8	2.0	10.5	0.4	13.3
Hiram C	1,324	56.0	0.2	1.1	11.6	2.6	0.1	74.7	1.2	2.9	5.6	16.8
John Carroll U	3,583	51.6	0.1	1.7	5.4	3.2	0.0	82.2	1.7	4.1	1.8	12.0
Kent State U, Kent (Ohio)	28,602	59.6	0.3	1.4	8.0	2.6	0.1	74.6	1.7	3.7	7.7	14.0
Kent State U, Salem (Ohio)	1,879	69.6	0.4	0.6	3.3	1.3	0.0	90.7	1.1	2.6	0.1	6.7
Kenyon C	1,667	52.7	1.0	6.7	3.4	5.3	0.0	76.5	0.5	2.7	4.0	16.9
Lake Erie C	1,201	49.5	0.1	0.8	7.7	1.8	0.1	82.9	2.4	1.0	3.2	12.9
Lourdes U	2,452	74.2	0.3	0.6	16.4	5.6	0.2	70.6	1.5	4.5	0.4	24.5
Malone U	2,341	59.9	0.3	0.5	8.5	2.6	0.1	85.1	1.7	0.5	0.6	13.8
Marietta C	1,622	46.4	0.1	0.7	5.4	2.4	0.0	71.8	1.4	6.5	11.7	10.0
Miami U (Ohio)	17,683	54.7	0.3	2.0	3.9	2.8	0.1	80.9	2.2	1.7	6.2	11.2
Mount Vernon Nazarene U	2,267	65.2	0.4	0.4	6.2	1.8	0.0	84.9	0.3	5.7	0.4	9.1
Muskingum U	2,304	58.3	0.1	0.3	4.3	1.2	0.0	72.5	2.1	16.2	3.3	7.9
Notre Dame C (Ohio)	2,129	56.7	0.2	1.2	19.9	2.0	0.1	66.9	1.6	5.7	2.3	25.0
Oberlin C	2,944	54.6	0.1	4.0	5.3	6.6	0.0	71.3	5.3	1.1	6.3	21.3
Ohio Christian U	3,148	58.5	0.4	0.8	29.0	2.5	0.0	55.1	1.9	10.2	0.0	34.7
Ohio Dominican U	2,663	59.3	0.3	1.4	22.5	2.8	0.2	68.7	2.6	1.1	0.6	29.6
Ohio Northern U	3,557	48.9	0.1	1.6	3.4	1.5	0.1	85.0	2.5	0.7	5.2	9.1
Ohio State U	56,387	48.5	0.2	5.4	5.8	3.1	0.1	70.6	1.9	2.3	10.7	16.4
Ohio State U, Lima	1,131	56.2	0.1	1.4	4.6	2.7	0.0	87.4	2.0	1.8	0.2	10.7
Ohio State U, Mansfield	1,265	55.1	0.2	1.2	7.1	2.0	0.0	85.5	1.7	2.3	0.1	12.2
Ohio State U, Marion	1,273	55.2	0.4	3.5	6.0	2.4	0.2	84.4	1.9	1.3	0.1	14.3
Ohio State U, Newark	2,390	53.9	0.3	2.9	13.9	1.9	0.1	75.6	3.4	2.0	0.0	22.5
Ohio U	27,402	58.8	0.2	1.2	5.0	2.4	0.1	80.9	2.3	1.5	6.4	11.1
Ohio Wesleyan U	1,819	54.8	0.3	2.3	4.7	3.4	0.1	75.5	2.9	3.0	7.8	13.7
Otterbein U	2,984	63.9	0.3	1.3	6.5	2.5	0.2	81.0	2.0	4.3	2.0	12.7
Shawnee State U	4,652	58.2	0.7	0.4	5.5	0.6	0.0	84.5	1.2	6.2	0.8	8.5
Tiffin U	6,920	63.2	0.5	0.3	22.8	1.1	0.1	22.6	0.0	50.0	2.5	24.9
U of Akron	26,581	49.2	0.3	2.1	14.0	1.8	0.1	72.1	2.1	3.0	4.4	20.5
U of Cincinnati	33,347	53.5	0.2	3.3	7.5	2.5	0.1	72.8	1.5	4.4	7.6	15.2
U of Dayton	11,159	49.7	0.2	1.3	4.4	2.0	0.0	77.3	0.7	3.2	10.8	8.6

Continued on Following Page

There is a unique energy at Indiana Wesleyan University – a combination of academic excellence, innovation, purpose and faith. Focused on character, scholarship and leadership, Indiana Wesleyan University is a Christ-centered academic community in The Wesleyan Church that offers 80 undergraduate degrees and more than 30 graduate degrees. Born out of a tradition of social activism for women’s rights and the abolition of slavery, The Wesleyan Church is committed to growing IWU as a multicultural institution. The University recently created the Office of Multicultural Enrichment and Employee Development to provide focused leadership to our goal of becoming a learning community that reflects the cultural and racial diversity of our world.

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“...if you are immersed in a diverse setting, and you have the opportunity to worship, work, befriend, live or be educated in a diverse community, the word ENRICHMENT describes the experience. It makes your experiences in life more enjoyable and richer.”

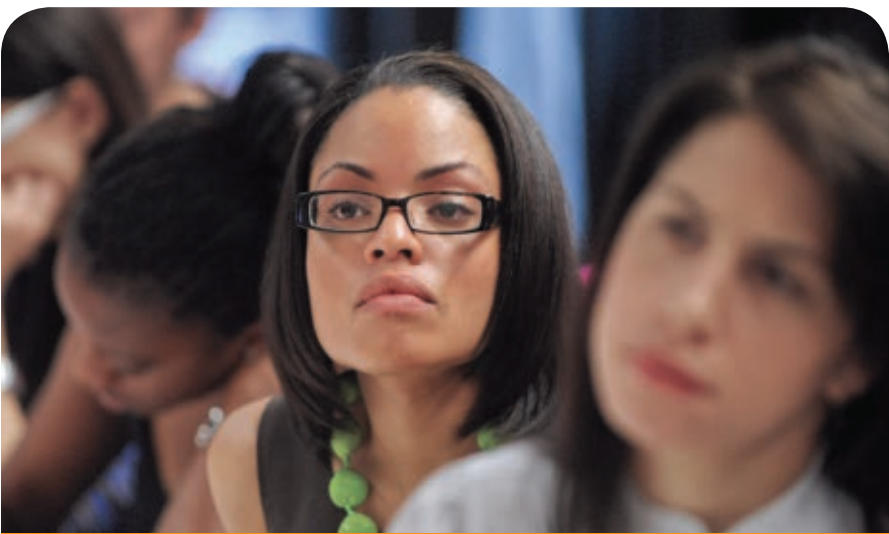
Dr. David Wright, President



STUDENT DIVERSITY

Continued From Preceding Page

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
OHIO, cont.												
U of Findlay (Ohio)	4,860	63.7	0.2	1.3	2.6	1.9	0.0	83.1	1.4	4.1	5.3	7.6
U of Mount Union	2,253	50.0	0.1	0.7	5.7	1.4	0.0	83.6	3.1	2.4	3.0	11.0
U of Phoenix, Cleveland (Ohio)	455	69.2	0.4	0.2	42.6	1.8	0.7	15.0	2.0	37.1	0.2	47.7
U of Rio Grande	2,280	62.3	0.5	0.2	5.4	0.9	0.0	82.0	0.1	9.7	1.1	7.1
U of Toledo	21,453	50.4	0.2	2.8	13.2	4.0	0.1	67.0	2.0	4.5	6.3	22.3
Union Institute & U	1,666	57.7	1.6	1.2	22.8	12.5	0.5	46.3	0.5	14.6	0.1	39.0
Urbana U	1,759	54.0	0.3	0.6	11.6	1.1	0.0	64.9	1.1	17.3	3.1	14.7
Ursuline C	1,496	88.0	0.3	1.0	25.5	1.7	0.0	63.5	2.2	4.6	1.1	30.8
Walsh U	2,903	59.2	0.2	0.3	4.1	1.4	0.0	75.3	1.4	15.6	1.5	7.6
Wilberforce U	518	54.3	0.4	0.0	95.0	0.6	0.0	1.0	0.0	3.1	0.0	96.0
Wilmington C (Ohio)	1,310	53.4	0.6	0.4	8.2	0.5	0.0	69.5	2.7	17.3	0.8	12.4
Wittenberg U	1,894	55.1	0.3	0.8	6.9	2.6	0.0	81.3	3.3	3.1	1.8	13.9
Wright State U	16,780	53.1	0.2	2.6	12.2	2.5	0.1	71.7	3.2	0.9	6.6	20.8
Xavier U (Ohio)	6,643	55.6	0.4	2.6	8.4	3.4	0.1	78.6	1.3	2.5	2.8	16.1
Youngstown State U	13,760	53.3	0.3	0.9	15.2	3.1	0.0	73.2	1.3	4.6	1.4	20.8
OKLAHOMA												
Bacone C	1,040	41.0	25.0	1.2	30.0	6.7	0.4	23.8	3.2	9.8	0.0	66.4
Cameron U	6,115	61.5	6.2	1.5	15.6	9.8	0.4	49.8	6.6	3.9	6.1	40.2
East Central U (Okla.)	4,819	61.8	16.7	0.3	4.3	3.9	0.2	60.6	7.6	1.8	4.7	33.0
Langston U	2,518	61.2	1.6	0.9	81.5	1.4	0.0	14.1	0.0	0.0	0.6	85.4
Mid-America Christian U	2,606	61.6	5.6	0.8	27.9	6.2	0.2	53.6	2.3	3.5	0.0	42.9
Northeastern State U	8,721	61.3	22.7	1.6	4.9	3.2	0.0	55.8	8.1	2.3	1.5	40.4
Northwestern Oklahoma State U	2,295	55.1	3.7	0.6	9.0	6.0	0.3	49.7	23.6	6.0	1.1	43.1
Oklahoma Baptist U	1,979	57.9	6.3	1.0	5.0	3.7	0.1	66.4	5.6	7.5	4.6	21.5
Oklahoma Christian U	2,255	47.3	3.8	4.4	4.8	3.6	0.0	83.5	0.0	0.0	0.0	16.5
Oklahoma City U	3,299	58.8	2.9	2.5	6.0	6.4	0.1	60.4	5.0	0.6	16.0	23.0
Oklahoma Panhandle State U	1,367	48.9	3.0	0.7	9.9	16.7	0.0	63.9	2.0	2.5	1.5	32.2
Oklahoma State U, Stillwater	25,708	47.7	5.5	1.7	4.5	4.1	0.0	70.0	6.1	1.4	6.8	21.8
Oklahoma Wesleyan U	1,243	59.1	7.2	0.2	8.1	6.0	0.1	64.0	3.8	5.7	5.0	25.3
Oral Roberts U	3,335	56.9	2.9	2.3	16.2	6.3	0.0	53.1	3.2	9.7	6.4	30.8
Rogers State U	4,774	62.5	13.5	1.3	2.7	3.6	0.2	60.8	16.4	0.4	1.2	37.6
Saint Gregory's U, Shawnee (Okla.)	711	56.1	7.6	0.8	6.9	11.1	0.3	50.9	3.4	17.0	2.0	30.1
Southeastern Oklahoma State U	4,103	53.4	21.5	0.7	5.2	3.7	0.2	56.2	9.0	0.0	3.6	40.2
Southern Nazarene U	2,149	55.2	5.7	2.8	15.2	5.0	0.6	67.4	0.1	1.2	2.2	29.3
Southwestern Christian U	658	54.3	3.5	0.8	30.1	6.8	0.6	48.6	1.5	1.8	6.2	43.3
Southwestern Oklahoma State U	5,106	57.7	5.1	2.8	5.1	6.1	0.3	71.9	5.4	1.5	1.9	24.8
U of Central Oklahoma	17,211	57.9	3.9	3.0	9.4	6.5	0.2	60.3	5.7	3.4	7.7	28.7
U of Oklahoma, Norman	27,507	49.5	4.4	4.7	5.8	6.7	0.2	61.4	4.7	5.8	6.3	26.5
U of Phoenix, Oklahoma City	580	66.4	2.1	0.0	27.1	2.9	1.4	28.1	2.8	35.0	0.7	36.2
U of Phoenix, Tulsa (Okla.)	563	62.0	6.0	0.9	18.3	5.3	0.4	34.8	2.3	31.4	0.5	33.2
U of Science and Arts of Oklahoma	982	64.8	11.4	0.7	4.0	5.1	0.0	70.2	2.6	0.0	6.1	23.7
U of Tulsa	4,326	43.5	5.2	2.8	4.2	3.5	0.0	56.2	2.2	3.9	22.2	17.8
OREGON												
Concordia U (Ore.)	3,111	72.5	0.9	3.1	13.0	6.9	1.2	56.9	2.4	14.1	1.5	27.5
Corban U	1,161	61.4	1.6	3.0	2.0	5.9	1.0	77.8	3.5	4.7	0.7	16.8
Eastern Oregon U	4,208	62.2	2.3	2.5	2.1	5.9	1.3	80.4	0.4	3.8	1.4	14.5
George Fox U	3,484	58.0	0.9	3.4	2.1	5.0	0.4	72.4	2.8	8.4	4.7	14.6
Lewis & Clark C	3,702	61.4	1.1	4.4	2.1	6.8	0.1	64.1	3.1	11.9	6.4	17.6
Linfield C	1,663	60.5	1.0	6.1	1.6	8.2	0.5	63.1	8.2	5.2	6.1	25.6
Marylhurst U	1,609	65.0	0.6	3.4	4.2	6.2	0.8	72.2	3.4	3.6	5.8	18.5
Northwest Christian U	631	64.8	1.7	2.7	1.3	6.8	0.6	82.7	1.9	2.2	0.0	15.1
Oregon Institute of Technology	3,991	46.7	1.3	5.0	1.3	6.9	0.5	76.0	4.6	3.6	0.9	19.6
Oregon State U	26,363	47.1	0.8	6.6	1.3	6.4	0.4	66.7	4.2	4.7	8.9	19.7
Pacific U	3,417	62.3	0.8	13.2	1.2	6.6	1.2	61.3	5.1	7.3	3.3	28.0
Portland State U	28,287	53.8	1.4	7.5	3.1	7.8	0.6	64.3	3.7	4.6	7.1	24.1
Reed C	1,455	54.3	1.0	7.9	2.8	8.7	0.1	60.3	1.4	11.8	6.0	21.9
Southern Oregon U	6,265	57.2	1.5	1.8	1.6	6.8	0.6	58.7	2.9	23.9	2.2	15.2
U of Oregon	24,518	52.1	0.7	5.2	1.8	6.7	0.6	67.1	4.5	2.6	10.8	19.5
U of Phoenix-Oregon Campus	1,061	63.6	0.9	1.2	2.7	8.3	0.9	50.9	3.3	30.0	1.8	17.3
U of Portland	3,981	60.4	0.3	9.0	1.0	8.3	1.5	66.3	6.0	3.0	4.7	26.0
Warner Pacific C	552	58.0	1.1	5.3	8.0	8.9	2.5	66.9	2.4	5.1	0.0	28.1
Western Oregon U	6,184	60.1	1.8	2.6	3.3	9.7	2.2	71.8	0.9	3.1	4.6	20.5
Willamette U	2,931	51.8	1.2	5.8	1.4	7.3	0.6	61.9	5.8	8.5	7.5	22.1
PENNSYLVANIA												
Albright C	2,264	58.7	0.8	2.1	12.9	7.4	0.0	65.8	1.3	7.0	2.8	24.4
Allegheny C	2,140	53.9	0.1	3.4	4.5	5.1	0.0	81.9	3.4	0.2	1.3	16.5
Alvernia U	2,891	70.7	0.1	1.4	12.8	6.6	0.1	73.6	1.2	4.1	0.1	22.2
Arcadia U	4,027	71.1	0.3	3.6	8.3	3.9	0.1	67.2	2.3	11.6	2.8	18.5
Bloomsburg U of Pennsylvania	9,950	57.5	0.1	0.9	7.2	3.8	0.1	82.0	1.5	2.6	1.8	13.5
Bryn Athyn C of the New Church	256	53.9	0.4	2.0	13.7	4.7	0.4	68.8	0.4	0.0	9.8	21.5
Bryn Mawr C	1,765	94.6	0.1	10.6	6.2	7.9	0.2	43.1	3.7	12.9	15.3	28.7
Bucknell U	3,618	52.5	0.0	3.2	3.0	4.5	0.0	79.7	3.0	1.1	5.6	13.7
Cabrini C	2,828	69.5	0.0	1.6	9.3	4.1	0.4	76.6	1.1	6.7	0.2	16.5
Cairn U	1,176	53.2	0.5	4.4	20.8	4.3	0.1	65.4	1.7	1.0	1.8	31.8
California U of Pennsylvania	8,608	54.1	0.2	0.6	7.7	2.4	0.1	78.2	1.9	8.2	0.8	12.8
Carlton U	2,922	84.2	0.3	0.6	12.7	1.2	0.0	47.4	1.0	36.4	0.4	15.8
Carnegie Mellon U	11,978	37.5	0.1	15.2	3.9	4.6	0.0	34.4	2.3	6.5	33.0	26.1
Cedar Crest C	1,567	94.3	0.0	3.2	8.2	9.4	0.0	71.1	1.7	5.9	0.5	22.5
Central Penn C	1,342	65.5	0.1	1.4	19.5	2.7	0.0	62.2	0.0	14.2	0.0	23.6
Chatham U	2,178	86.6	0.3	2.0	8.8	2.0	0.0	67.5	1.3	12.1	5.9	14.5
Chestnut Hill C	2,301	73.0	0.1	1.7	28.8	6.0	0.4	47.3	1.9	12.1	1.7	38.9
Cheyney U of Pennsylvania	1,284	52.0	0.0	0.0	92.6	3.4	0.0	0.8	0.2	2.9	0.2	96.2
Clarion U of Pennsylvania	6,520	65.0	0.1	0.6	5.4	1.5	0.1	86.0	1.6	4.0	0.7	9.3
Delaware Valley C	2,205	60.1	0.5	0.6	4.8	3.6	0.1	80.0	1.5	8.9	0.1	10.9
DeSales U	3,245	60.7	0.7	2.2	4.3	6.9	0.1	70.0	0.0	15.9	0.0	14.1
DeVry U, Ft. Washington (Pa.)	1,478	40.9	0.4	3.4	32.2	6.4	0.1	33.4	0.9	22.2	1.0	43.4
Dickinson C	2,386	55.3	0.0	2.4	3.1	5.7	0.0	77.1	2.4	1.6	7.7	13.6
Drexel U	25,500	51.3	0.1	10.6	7.7	5.4	0.4	57.8	2.0	5.2	10.8	26.2
Duquesne U	9,956	57.6	0.2	2.3	4.8	2.4	0.0	80.2	1.4	3.4	5.3	11.1
East Stroudsburg U of Pennsylvania	6,943	55.2	0.2	1.5	7.3	8.5	0.4	64.1	1.8	15.1	1.1	19.6
Eastern U	4,263	67.9	0.3	2.0	26.7	8.4	0.1	50.5	0.5	8.6	2.8	38.1
Edinboro U of Pennsylvania	7,462	61.7	0.3	0.8	6.4	2.3	0.1	86.8	1.7	0.6	1.1	11.5
Elizabethtown C	1,910	65.1	0.3	1.7	2.6	2.4	0.2	88.1	0.9	0.1	3.7	8.1
Franklin & Marshall C	2,365	52.0	0.1	3.5	4.2	6.0	0.0	65.5	2.2	8.3	10.4	15.9
Gannon U	4,008	57.9	0.3	1.6	4.6	1.7	0.2	79.3	0.6	4.4	7.3	9.0
Geneva C	1,856	53.1	0.2	0.8	7.9	0.8	0.0	88.0	1.7	0.0	0.6	11.4
Gettysburg C	2,600	52.7	0.0	1.7	3.2	4.4	0.0	81.2	1.8	6.0	1.8	11.0



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April 10-11, 2015

Keynote Speaker



Anita Hill, JD

Featured Presenter



Kerry Ann Rockquemore, PhD

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Register at:



	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>PENNSYLVANIA, cont.</b>												
Gratz C	695	72.1	0.0	0.3	1.7	0.7	0.0	25.0	0.3	71.9	0.0	3.0
Gwynedd-Mercy C	2,572	74.1	0.3	4.0	24.8	3.5	0.0	65.4	0.0	1.8	0.3	32.6
Harrisburg U of Science & Tech	354	43.8	0.3	4.8	27.7	6.8	0.0	55.4	2.3	2.0	0.9	41.8
Haverford C	1,205	53.0	0.3	7.1	6.3	9.0	0.0	67.1	5.9	0.0	4.5	28.5
Holy Family U	3,094	74.9	0.2	3.4	7.9	5.3	0.0	67.7	0.0	15.1	0.4	16.9
Immaculata U	4,117	77.1	0.2	2.4	12.6	3.8	0.1	76.5	1.5	2.6	0.4	20.5
Indiana U of Pennsylvania	15,596	55.7	0.1	1.0	9.5	2.6	0.0	77.3	2.0	2.6	4.9	15.2
Juniata C	1,565	54.8	0.3	1.8	3.1	3.5	0.0	78.4	1.8	2.1	9.1	10.4
Keystone C	1,683	59.5	0.2	1.1	4.5	3.4	0.1	72.3	2.1	16.0	0.4	11.3
King's C (Pa.)	2,494	52.5	0.2	1.5	2.8	5.2	0.1	80.8	0.9	8.5	0.1	10.6
Kutztown U of Pennsylvania	9,804	58.1	0.2	1.3	6.9	5.9	0.1	81.1	1.6	2.1	0.9	15.9
La Roche C	1,465	58.9	0.0	0.8	5.7	1.4	0.0	63.4	1.2	17.3	10.2	9.0
La Salle U	6,567	66.2	0.3	4.8	16.7	7.8	0.1	58.3	3.3	7.0	1.6	33.0
Lafayette C	2,488	47.2	0.2	3.1	4.8	5.6	0.1	66.2	2.3	12.5	5.4	16.0
Lebanon Valley C	1,984	55.1	0.3	1.7	2.2	3.8	0.1	87.0	1.5	3.3	0.2	9.6
Lehigh U	7,080	44.6	0.0	5.6	3.1	6.3	0.0	62.1	1.9	6.8	14.2	16.9
Lincoln U (Pa.)	2,101	60.9	0.0	0.2	79.8	0.7	0.0	2.0	0.5	14.6	2.2	81.2
Lock Haven U	5,328	57.4	0.3	0.8	7.4	2.1	0.0	87.4	0.5	0.7	0.8	11.2
Lycoming C	1,354	55.7	0.2	0.7	4.8	2.7	0.0	78.4	2.3	7.8	3.2	10.6
Mansfield U of Pennsylvania	3,131	61.2	0.5	1.3	7.6	2.7	0.1	80.2	2.0	4.5	1.2	14.1
Marywood U	3,267	72.1	0.2	1.6	1.4	3.8	0.1	76.6	0.5	14.1	1.7	7.6
Mercyhurst U	3,103	57.4	0.4	1.2	4.2	2.2	0.0	75.7	0.0	9.6	6.8	7.9
Messiah C	3,017	61.6	0.1	1.5	2.1	2.6	0.1	87.1	2.0	2.4	2.2	8.3
Millersville U of Pennsylvania	8,368	57.2	0.2	2.0	7.9	6.3	0.1	80.7	1.5	0.8	0.6	17.9
Misericordia U	2,953	69.2	0.1	0.8	1.1	2.5	0.0	94.8	0.4	0.1	0.1	4.9
Moravian C	1,910	62.5	0.1	1.7	3.4	7.0	0.2	83.0	2.6	1.3	0.9	14.8
Mount Aloysius C	1,768	72.0	0.2	0.2	1.5	0.9	0.0	73.5	0.0	22.6	1.0	2.9
Muhlenberg C	2,422	58.5	0.2	2.4	2.7	2.7	0.1	77.2	3.2	11.2	0.4	11.2
Neumann U	3,100	66.2	0.2	1.3	18.3	2.3	0.1	52.7	1.4	22.4	1.4	23.6
Peirce C	2,261	72.6	0.4	1.4	67.8	6.6	0.0	22.0	0.4	1.2	0.3	76.5
Pennsylvania C of Technology	5,671	37.6	0.2	0.7	3.7	2.9	0.1	83.6	1.5	6.1	1.3	9.0
Pennsylvania State U-Beaver	759	44.8	0.1	2.0	10.3	3.6	0.3	75.0	2.2	5.5	1.1	18.5
Pennsylvania State U-Berks	2,747	44.7	0.1	4.1	8.5	9.1	0.0	72.9	1.8	2.0	1.4	23.7
Pennsylvania State U-Brandywine	1,581	43.6	0.2	8.4	13.3	4.4	0.1	67.1	2.3	3.3	1.0	28.7
Pennsylvania State U-Fayette	867	54.7	0.2	0.6	3.5	1.4	0.1	88.7	2.3	1.6	1.6	8.1
Pennsylvania State U-Great Valley	604	34.6	0.0	7.1	5.6	3.2	0.0	73.5	0.7	4.8	5.1	16.6
Pennsylvania State U-Greater Allegheny	635	43.2	0.0	2.1	24.6	3.8	0.2	60.2	3.5	1.1	4.7	34.0
Pennsylvania State U-Harrisburg	4,376	47.1	0.3	6.0	9.2	4.8	0.1	69.8	1.9	2.8	5.2	22.2
Pennsylvania State U-Lehigh Valley	945	45.1	0.1	9.5	5.2	14.8	0.1	65.4	1.7	2.7	0.5	31.4
Pennsylvania State U-New Kensington	715	40.0	0.1	1.0	3.2	1.5	0.0	87.3	1.0	5.0	0.8	6.9
Pennsylvania State U-Schuylkill	867	58.4	0.2	1.3	27.9	6.1	0.2	59.1	1.7	2.1	1.4	37.5
Pennsylvania State U-Shenango	578	65.6	0.0	0.2	8.8	1.9	0.4	81.7	1.9	5.2	0.0	13.2
Pennsylvania State U-Wilkes-Barre	647	33.4	0.3	1.1	5.1	5.7	0.2	82.7	1.1	3.3	0.6	13.5
Pennsylvania State U-Worthington	1,234	53.7	0.2	4.8	2.4	4.9	0.1	82.8	1.4	3.1	0.3	13.8
Pennsylvania State U, Abington	3,516	51.5	0.2	15.1	14.5	7.8	0.1	51.5	2.0	7.1	1.8	39.6
Pennsylvania State U, Altoona	3,863	46.8	0.1	2.4	8.0	4.3	0.0	80.5	2.0	1.2	1.5	16.9
Pennsylvania State U, DuBois	705	52.2	0.3	0.7	2.6	1.4	0.0	90.2	1.4	3.0	0.4	6.4
Pennsylvania State U, Erie	4,149	35.6	0.1	2.6	4.5	3.0	0.1	83.1	1.7	2.0	3.0	11.9
Pennsylvania State U, Hazleton	1,060	45.3	0.3	3.9	15.9	15.2	0.1	60.3	2.6	1.0	0.9	37.8
Pennsylvania State U, Mont Alto	1,107	55.7	0.0	2.1	10.2	3.5	0.0	78.5	2.4	2.6	0.6	18.3
Pennsylvania State U, U Park	45,783	46.1	0.1	5.0	4.2	5.0	0.1	69.7	2.1	1.7	12.3	16.4
Pennsylvania State U, York	1,208	44.8	0.1	4.6	7.6	6.2	0.0	71.9	2.3	3.1	4.2	20.9
Philadelphia U	3,540	65.9	0.3	4.1	12.2	5.7	0.1	62.2	2.0	9.2	4.1	24.4
Point Park U	3,827	58.1	0.1	0.8	17.1	3.2	0.0	72.2	3.1	0.7	2.8	24.4
Robert Morris U (Pa.)	5,181	47.4	0.2	1.3	6.9	1.5	0.1	78.9	1.1	5.6	4.4	11.1
Rosemont C	908	72.9	0.0	2.9	33.3	5.2	0.0	41.0	1.3	14.7	1.8	42.6
Saint Francis U (Pa.)	2,647	62.3	0.2	1.3	5.7	2.0	0.2	80.8	0.6	6.1	3.0	10.1
Saint Joseph's U (Pa.)	8,805	56.1	0.2	2.5	9.4	4.0	0.2	72.5	1.1	5.9	4.2	17.4
Saint Vincent C	1,766	48.2	0.2	1.2	4.6	2.8	0.1	86.4	1.1	2.3	1.4	9.9
Seton Hill U	2,339	63.9	0.2	0.6	7.4	2.7	0.0	83.4	2.0	1.9	1.8	12.9
Shippensburg U of Pennsylvania	7,724	51.7	0.2	1.1	7.1	3.3	0.1	81.4	2.5	3.5	0.9	14.3
SRU	8,559	57.9	0.1	0.5	4.8	1.7	0.0	85.7	1.7	4.7	0.9	8.7
Susquehanna U	2,215	54.3	0.1	1.1	4.4	4.4	0.2	84.5	1.9	1.4	1.9	12.1
Swarthmore C	1,552	51.4	0.3	14.0	6.0	13.3	0.0	43.5	7.5	7.4	8.1	41.0
Temple U	36,744	52.1	0.4	9.6	12.0	4.6	0.1	56.9	1.6	10.0	5.0	28.1
Thiel C	1,081	47.6	0.2	0.9	9.0	1.9	0.2	70.1	1.9	15.2	0.7	14.1
U of Pennsylvania	24,725	52.7	0.2	14.7	6.0	6.3	0.0	46.6	2.4	5.6	18.3	29.5
U of Pittsburgh main campus	28,769	51.4	0.1	6.0	5.3	2.5	0.1	70.2	2.1	4.8	9.1	15.9
U of Pittsburgh, Bradford	1,518	54.7	0.1	2.0	8.2	3.2	0.0	76.2	1.7	5.5	3.0	15.2
U of Pittsburgh, Greensburg	1,723	49.6	0.1	2.7	4.6	3.2	0.0	80.9	1.6	5.4	1.6	12.1
U of Pittsburgh, Johnstown	2,932	45.8	0.0	1.2	3.1	1.5	0.1	89.4	1.2	0.9	2.7	7.1
U of Scranton	5,898	56.3	0.2	2.8	2.9	6.1	0.1	78.9	1.2	5.4	2.4	13.3
Ursinus C	1,680	51.3	0.2	4.9	6.0	4.8	0.2	77.2	2.3	3.0	1.4	18.4
Valley Forge Christian C	1,040	48.5	0.3	1.4	11.9	9.3	0.0	61.7	0.0	15.1	0.2	23.0
Villanova U	10,583	50.4	0.1	5.3	4.5	6.1	0.1	74.5	1.8	4.1	3.6	17.8
Washington & Jefferson C	1,429	51.0	0.6	2.2	3.0	2.6	0.1	81.2	2.2	5.3	2.8	10.7
Waynesburg U	2,270	63.8	0.4	0.5	3.2	0.9	0.0	92.9	0.1	1.7	0.2	5.2
West Chester U of Pennsylvania	15,411	60.6	0.2	2.0	9.0	4.4	0.1	81.4	1.6	0.8	0.7	17.1
Westminster C (Pa.)	1,479	58.4	0.1	0.5	2.4	0.5	0.1	80.3	1.3	14.7	0.2	4.8
Widener U	4,716	61.6	0.5	2.8	16.6	3.6	0.2	68.7	2.3	2.8	2.6	25.9
Wilkes U	5,030	59.6	0.1	1.8	2.6	2.4	0.0	83.4	1.8	5.1	2.8	8.7
Wilson C (Pa.)	695	88.4	0.0	0.3	2.3	1.9	0.1	56.0	1.0	35.8	2.6	5.6
York C of Pennsylvania	5,439	55.9	0.2	1.5	4.6	4.4	0.1	82.3	1.8	5.1	0.2	12.5
<b>RHODE ISLAND</b>												
Brown U	8,885	52.1	0.3	11.4	5.5	9.2	0.1	44.3	3.8	9.2	16.3	30.2
Bryant U	3,418	41.9	0.5	3.5	4.2	5.0	0.1	74.0	0.1	5.2	7.6	13.3
Johnson & Wales U (R.I.)	10,623	57.7	0.2	1.5	7.7	8.1	0.0	46.6	2.6	18.5	14.8	20.1
New England Institute of Technology	2,764	28.9	0.7	1.9	5.0	7.3	0.1	70.4	0.8	10.7	3.2	15.7
Providence C	4,672	56.3	0.2	1.2	3.5	4.9	0.2	76.4	1.5	10.4	1.8	11.4
Rhode Island C	8,869	68.3	0.3	2.2	7.0	9.8	0.1	67.3	1.6	11.7	0.1	20.9
Roger Williams U	4,768	49.2	0.3	1.3	3.0	4.5	0.0	74.2	1.6	10.6	4.5	10.7
Salve Regina U	2,613	67.2	0.3	1.3	2.7	4.9	0.1	71.5	1.4	16.3	1.4	10.8
U of Rhode Island	16,451	54.9	0.3	3.0	4.7	7.1	0.1	68.8	1.7	12.4	1.9	16.9
<b>SOUTH CAROLINA</b>												
Allen U	672	62.5	0.0	0.2	99.1	0.5	0.0	0.0	0.0	0.3	0.0	99.7
Anderson U (S.C.)	2,922	63.5	0.8	0.8	11.6	2.6	0.0	80.8	0.0	1.9	1.5	15.8
Benedict C	2,917	50.6	0.0	0.1	98.7	0.4	0.0	0.4	0.0	0.4	0.0	99.2

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## STUDENT DIVERSITY

Continued From Preceding Page

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
<b>SOUTH CAROLINA, cont.</b>												
C of Charleston	11,723	64.0	0.2	1.4	6.2	3.8	0.2	82.6	2.7	1.6	1.4	14.4
Charleston Southern U	3,130	62.9	0.6	1.5	27.9	2.8	0.0	60.9	1.6	3.8	0.9	34.4
Clafin U	1,946	65.1	0.3	0.5	91.8	2.0	0.0	1.4	0.5	0.0	3.5	95.1
Clemson U	20,768	46.1	0.2	1.8	6.1	2.4	0.1	78.1	1.8	2.6	6.9	12.4
Coastal Carolina U	9,335	54.6	0.3	0.8	19.3	3.3	0.2	71.8	2.4	0.3	1.7	26.2
Coker C	1,163	66.6	0.7	0.3	40.0	2.6	0.3	48.1	0.8	5.5	1.9	44.5
Columbia C (S.C.)	1,257	95.7	0.3	1.0	38.7	4.2	0.2	50.9	2.7	1.1	0.9	47.1
Columbia International U	1,168	48.0	0.2	3.0	15.9	3.1	0.0	68.3	1.4	2.2	5.9	23.5
Converse C	1,216	90.3	0.1	0.8	7.3	3.0	0.1	48.4	1.6	38.2	0.7	12.8
Erskine C	751	44.6	0.0	0.7	12.1	2.7	1.3	63.9	0.0	18.6	0.7	16.8
Francis Marion U	4,093	68.6	0.5	1.0	45.2	0.9	0.1	48.9	0.1	2.0	1.3	47.8
Furman U	2,915	57.8	0.1	2.1	5.3	2.8	0.0	80.9	1.9	4.3	2.6	12.2
Lander U	3,049	69.7	0.3	0.4	32.6	1.3	0.2	57.1	1.8	3.7	2.6	36.6
Limestone C	3,445	60.8	0.5	0.5	50.1	2.0	0.0	42.3	0.2	2.0	2.4	53.3
Morris C	874	58.1	0.0	0.0	92.7	0.3	0.0	1.1	0.1	5.8	0.0	94.1
Newberry C	1,042	43.9	0.3	0.9	25.2	3.5	0.0	62.6	2.6	1.5	3.5	32.4
North Greenville U	2,420	50.3	0.3	0.6	7.4	1.6	0.0	77.6	0.0	12.2	0.4	9.8
Presbyterian C	1,403	58.7	0.5	2.2	11.3	1.9	0.1	78.9	1.6	0.5	3.1	17.5
South Carolina State U	3,807	57.4	0.1	0.7	93.9	0.7	0.0	3.8	0.1	0.5	0.1	95.6
South U, Columbia (S.C.)	1,587	78.9	0.3	2.5	64.1	3.9	0.3	21.7	2.3	5.0	0.0	73.3
Southern Wesleyan U	1,737	62.3	0.4	0.5	30.3	1.6	0.1	59.2	0.0	6.7	1.3	32.8
The Citadel	3,499	21.2	1.1	2.2	9.0	4.8	0.2	80.3	1.3	0.1	0.9	18.6
U of South Carolina-Upstate	5,561	65.8	0.3	2.1	26.1	4.3	0.1	61.1	2.8	1.7	1.6	35.6
U of South Carolina, Aiken	3,211	65.5	0.3	1.4	26.5	3.7	0.1	61.7	3.1	1.5	1.6	35.3
U of South Carolina, Beaufort	1,828	63.3	0.4	1.2	19.5	6.0	0.2	67.2	3.6	1.5	0.4	30.9
U of South Carolina, Columbia	31,288	55.2	0.2	2.6	11.1	3.6	0.1	74.9	2.8	0.4	4.3	20.4
Voorhees C	648	59.6	0.3	0.2	94.1	1.2	0.0	0.3	1.5	1.4	0.9	97.4
Winthrop U	6,170	68.6	0.4	1.4	28.2	2.2	0.5	61.9	1.3	0.1	4.0	34.0
Wofford C	1,619	48.6	0.2	2.8	7.9	1.9	0.1	81.0	1.9	2.1	2.1	14.8

<b>SOUTH DAKOTA</b>												
Augustana C (S.D.)	1,839	59.7	0.2	0.9	1.3	1.4	0.1	87.6	1.4	0.0	7.1	5.3
Black Hills State U	4,405	64.3	3.9	0.7	1.1	3.4	0.2	86.8	2.4	0.9	0.8	11.6
Colorado Technical U, Sioux Falls (S.D.)	590	59.2	1.5	1.2	3.1	1.5	0.2	76.1	1.5	14.9	0.0	9.0
Dakota State U	3,110	49.0	1.2	1.0	1.9	2.8	0.2	84.4	2.6	1.2	4.6	9.8
Dakota Wesleyan U	835	53.8	1.1	0.7	2.9	2.6	0.0	88.4	2.6	0.7	1.0	9.9
Mount Marty C	1,178	60.6	2.6	1.0	2.3	5.5	0.3	87.2	0.1	1.1	0.0	11.7
National American U, Rapid City (S.D.)	2,782	73.8	3.4	1.0	31.0	4.5	0.3	51.7	6.0	2.1	0.0	46.2
National American U, Sioux Falls (S.D.)	775	79.5	5.4	0.9	4.7	1.4	0.0	80.3	6.3	1.0	0.0	18.7
Northern State U	3,449	60.7	1.5	0.6	1.3	2.0	0.4	84.5	1.5	1.2	7.0	7.3
Presentation C	746	71.2	5.8	0.9	7.5	3.6	0.7	72.0	1.3	7.8	0.4	19.8
South Dakota State U	12,583	52.9	1.4	1.1	1.4	1.6	0.1	88.0	1.8	0.6	4.0	7.5
U of Sioux Falls	1,505	56.0	0.3	0.9	3.1	2.4	0.1	89.1	2.2	1.8	0.3	8.8
U of South Dakota	10,284	62.1	1.7	1.2	2.0	2.7	0.2	85.8	2.0	2.5	1.9	9.7

<b>TENNESSEE</b>												
Aquinas C (Tenn.)	617	84.3	0.2	4.2	8.1	2.4	0.2	76.8	1.0	5.0	2.1	16.1
Austin Peay State U	10,597	61.0	0.5	1.7	18.7	5.2	0.3	66.7	4.2	2.3	0.4	30.5
Belmont U	6,665	60.1	0.2	1.8	4.4	3.4	0.0	83.8	2.6	2.7	1.1	12.4
Bethel U (Tenn.)	6,279	56.8	0.3	0.3	34.1	1.1	0.0	49.1	0.4	13.6	1.1	36.2
Bryan C (Tenn.)	1,689	52.5	0.5	0.7	5.1	1.7	0.1	79.8	1.4	9.2	1.5	9.6
Carson-Newman U	1,967	55.6	0.3	0.5	8.3	1.5	0.1	78.4	1.7	4.6	4.6	12.3
Christian Brothers U	1,603	58.6	0.3	4.7	33.6	4.6	0.1	49.6	2.3	0.9	4.1	45.4
Cumberland U	1,505	54.8	0.4	0.7	12.6	3.3	0.0	70.0	0.0	9.4	3.5	17.0
East Tennessee State U	15,133	58.1	0.3	1.4	6.0	2.0	0.1	84.9	2.2	0.5	2.5	12.1
Fisk U	620	60.5	0.3	0.2	81.0	0.3	0.0	2.1	1.8	10.3	4.0	83.6
Freed-Hardeman U	1,904	56.6	0.5	0.5	16.2	1.0	0.0	73.1	1.0	5.8	2.0	19.1
King C	2,342	64.2	0.4	0.6	4.4	1.7	0.0	79.9	0.9	9.1	3.1	7.9
Lane C	1,512	50.9	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Lee U	4,954	57.2	0.4	1.0	6.1	4.1	0.2	75.1	1.3	7.1	4.8	13.1
LeMoyne-Owen C	1,078	65.9	0.0	0.0	99.2	0.2	0.0	0.7	0.0	0.0	0.0	99.4
Lincoln Memorial U	4,338	64.0	0.3	2.6	6.2	1.4	0.0	73.6	0.2	13.4	2.3	10.7
Lipscomb U	4,254	59.7	0.1	2.6	8.6	3.6	0.1	78.0	1.5	3.4	2.2	16.5
Martin Methodist C	1,080	62.3	0.2	0.4	10.0	2.1	0.0	71.3	0.0	9.2	6.9	12.7
Maryville C	1,093	55.7	0.6	0.9	5.4	3.1	0.1	82.2	1.7	1.8	4.3	11.7
Middle Tennessee State U	25,394	53.7	0.3	2.6	18.2	3.6	0.1	68.9	2.4	1.4	2.6	27.2
Milligan C	1,163	64.1	0.3	1.0	4.6	3.2	0.1	86.2	1.6	1.0	2.1	10.7
Rhodes C	1,927	58.7	0.7	5.6	6.3	2.6	0.0	73.0	2.0	6.0	3.8	17.2
Sewanee: The U of the South	1,588	51.8	0.1	1.8	4.2	3.4	0.1	83.6	4.2	0.0	2.7	13.7
South C (Tenn.)	962	76.1	0.3	1.6	7.0	1.9	0.1	88.4	0.6	0.2	0.0	11.4
Southern Adventist U	3,319	57.1	0.5	5.8	11.9	18.8	0.4	55.7	1.7	0.0	5.2	39.0
Tennessee State U	8,740	64.2	0.1	1.3	69.7	1.8	0.1	22.9	2.6	0.4	1.2	75.6
Tennessee Technological U	11,469	48.0	0.2	1.0	3.8	2.1	0.1	83.7	2.0	0.5	6.6	9.1
Tennessee Wesleyan C	1,117	64.0	0.2	1.1	5.9	1.9	0.2	82.3	1.9	3.9	2.8	11.1
Trevecca Nazarene U	2,472	61.3	0.7	0.9	12.4	1.7	0.1	66.9	1.8	14.2	1.1	17.7
Tusculum C	2,199	58.1	0.5	0.3	12.7	1.9	0.1	80.3	0.0	2.8	1.5	15.5
U of Memphis	22,139	60.4	0.3	2.8	36.1	2.8	0.1	52.1	2.5	0.8	2.6	44.5
U of Phoenix, Chattanooga (Tenn.)	602	70.4	0.2	0.2	23.6	3.7	0.0	41.2	1.0	30.1	0.2	28.6
U of Phoenix, Memphis (Tenn.)	1,368	76.9	0.5	0.0	55.9	0.9	0.1	5.9	1.4	35.2	0.2	58.8
U of Tennessee, Chattanooga	11,660	55.2	0.3	1.8	11.3	3.0	0.1	74.1	7.3	0.8	1.3	23.8
U of Tennessee, Knoxville	29,833	50.3	0.3	2.8	7.1	2.5	0.1	77.1	2.2	3.6	4.3	15.0
U of Tennessee, Martin	7,743	59.4	0.3	0.5	16.2	1.6	0.0	77.8	1.4	0.0	2.3	20.0
Union U	3,996	60.4	0.2	1.7	18.1	1.8	0.1	69.6	0.7	6.4	1.3	22.7
Vanderbilt U	12,710	53.1	0.3	6.6	7.3	6.0	0.1	62.4	3.5	4.5	9.5	23.6
Victory U	2,012	53.2	0.0	0.0	30.0	2.3	0.0	17.9	0.0	49.8	0.0	32.3
Welch C	316	51.3	0.0	0.0	7.9	2.9	0.0	71.5	0.6	0.3	16.8	11.4

<b>TEXAS</b>												
Abilene Christian U	4,367	56.4	0.3	1.0	7.7	9.7	0.1	72.4	2.9	1.3	4.7	21.6
Angelo State U	6,888	56.2	0.6	1.3	8.4	27.0	0.1	58.5	1.6	0.6	2.1	38.9
Austin C	1,260	52.0	0.5	13.1	4.3	12.3	0.1	63.4	4.0	0.8	1.6	34.2
Baylor U	15,364	57.1	0.3	5.8	6.9	12.6	0.0	65.3	4.3	0.8	3.9	30.0
Concordia U Texas	2,568	67.9	0.7	2.3	16.7	20.1	0.0	49.0	0.0	10.4	0.7	39.9
Dallas Baptist U	5,622	59.7	0.9	1.7	21.5	9.6	0.2	56.6	0.0	0.0	9.6	33.8
DeVry U, Irving (Tex.)	3,240	42.6	0.5	3.0	29.4	25.5	0.3	25.5	1.0	13.8	1.0	59.8
East Texas Baptist U	1,290	53.2	0.8	0.6	20.7	11.2	0.1	62.4	2.3	1.0	1.0	35.6
Hardin-Simmons U	2,301	51.2	0.7	2.7	6.7	13.5	0.3	67.6	1.6	5.0	1.8	25.5
Houston Baptist U	2,589	66.9	0.2	10.8	21.4	25.7	0.3	29.5	7.2	1.5	3.5	65.5
Howard Payne U	1,130	49.2	0.6	0.4	7.4	17.3	0.2	67.8	4.2	1.9	0.4	30.0
Huston-Tillotson U	918	51.0	0.2	0.3	71.6	18.0	0.0	5.3	0.3	0.5	3.7	90.4



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TEXAS, cont.												
Jarvis Christian C	603	43.0	1.2	0.0	83.9	7.5	0.2	7.3	0.0	0.0	0.0	92.7
Lamar U	14,289	61.6	0.6	3.1	26.8	10.5	0.0	51.5	1.0	2.2	4.4	41.9
LeTourneau U	2,843	52.7	0.5	0.8	13.7	8.6	0.1	61.9	1.7	9.4	3.2	25.4
Lubbock Christian U	2,135	63.1	0.8	0.8	7.1	19.3	0.3	69.8	0.0	0.0	2.1	28.2
McMurry U	1,368	47.9	1.0	1.1	15.4	18.3	0.3	59.4	2.6	0.2	1.8	38.6
Midwestern State U	5,916	58.5	0.9	3.1	12.2	12.3	0.3	60.5	2.1	1.0	7.8	30.8
Our Lady of the Lake U	2,799	73.4	0.4	0.8	10.4	54.5	0.3	22.0	0.0	10.4	1.3	66.4
Paul Quinn C	192	52.6	0.5	0.0	86.5	10.9	0.0	0.5	1.0	0.0	0.5	99.0
Prairie View A&M U	8,336	61.8	0.1	2.6	82.7	5.9	0.1	4.7	1.6	0.4	1.9	93.1
Rice U	6,484	43.7	0.2	15.9	5.0	11.3	0.2	40.5	3.8	2.7	20.5	36.4
Sam Houston State U	18,461	59.1	0.3	1.2	16.5	16.9	0.1	58.9	1.7	2.5	1.8	36.8
Schreiner U	1,126	57.6	0.4	0.9	3.6	28.0	0.1	63.9	2.8	0.0	0.4	35.7
Southern Methodist U	10,893	47.2	0.4	6.2	6.4	9.8	0.2	63.3	1.7	1.3	10.7	24.7
Southwestern Adventist U	806	59.8	0.0	4.0	14.4	32.8	0.7	24.8	3.0	5.1	15.3	54.8
Southwestern Assemblies of God U	2,030	51.0	1.7	1.4	10.1	17.9	0.5	66.7	0.0	1.0	0.8	31.5
Southwestern Christian C	206	51.9	0.0	0.0	87.9	2.9	0.5	1.5	0.0	0.5	6.8	91.3
Southwestern U (Tex.)	1,394	60.8	0.8	4.0	3.0	18.0	0.2	70.7	1.9	0.7	0.7	28.0
St. Edward's U	5,095	61.0	0.5	2.5	5.2	32.6	0.2	48.5	3.0	1.4	6.1	44.0
St. Mary's U	3,941	53.6	0.4	2.6	3.8	53.7	0.2	26.1	0.3	4.2	8.6	61.1
Stephen F. Austin State U	12,999	63.4	0.5	1.0	22.1	11.9	0.0	59.0	1.4	3.3	0.8	36.9
Sul Ross State U	2,680	58.1	1.2	0.6	4.9	61.6	0.3	29.7	0.0	1.8	0.0	68.5
Tarleton State U	12,524	61.0	0.5	0.8	5.6	10.7	0.1	61.3	1.8	18.5	0.7	19.5
Texas A&M International U	7,213	58.8	0.1	0.6	0.6	92.9	0.0	2.2	0.1	0.5	3.0	94.3
Texas A&M U, C Station	50,627	46.8	0.3	4.7	3.0	16.1	0.1	64.3	2.4	0.4	8.8	26.5
Texas A&M U, Commerce	11,871	58.8	0.9	2.6	18.0	20.0	0.1	54.6	2.0	1.5	0.2	43.7
Texas A&M U, Corpus Christi	10,508	61.1	0.3	2.1	5.2	42.7	0.1	42.1	0.8	1.7	5.0	51.3
Texas A&M U, Galveston	2,014	39.3	0.6	1.4	2.1	14.3	0.4	76.7	3.2	0.3	1.1	21.9
Texas A&M U, Kingsville	11,350	56.0	0.2	0.9	6.3	64.3	0.1	21.5	0.6	1.8	4.3	72.4
Texas A&M U, Texarkana	1,995	67.7	0.6	1.0	16.5	8.7	0.3	69.6	1.9	0.9	0.6	29.0
Texas C	845	45.3	0.1	0.1	86.9	9.2	0.0	3.2	0.0	0.0	0.5	96.3
Texas Christian U	9,727	58.9	0.9	2.3	5.0	9.9	0.2	73.3	0.9	2.2	5.2	19.2
Texas Lutheran U	1,315	52.8	0.5	1.1	9.0	28.5	0.1	56.8	0.4	3.3	0.5	39.5
Texas Southern U	9,646	58.4	0.3	4.8	82.0	5.9	0.0	3.0	0.0	0.1	3.9	93.1
Texas State U, San Marcos	34,225	56.3	0.4	2.0	6.5	27.9	0.1	57.0	2.4	2.7	1.0	39.3
Texas Tech U	32,467	46.0	0.4	2.5	5.2	17.7	0.1	64.4	2.4	0.9	6.6	28.2
Texas Wesleyan U	3,204	57.0	0.7	3.3	12.7	16.0	0.1	51.4	2.5	8.6	4.7	35.3
Texas Woman's U	15,168	89.0	0.7	8.0	20.4	18.4	0.2	47.1	2.2	1.0	2.1	49.8
Trinity U	2,458	54.1	0.5	7.1	3.5	15.4	0.0	59.0	2.2	5.5	6.7	28.8
U of Dallas	2,576	46.2	0.3	7.3	7.4	14.3	0.0	58.7	2.4	2.4	7.1	31.8
U of Houston	40,747	49.5	0.2	19.0	11.3	24.9	0.2	32.2	2.7	0.7	8.9	58.3
U of Houston-Clear Lake	8,153	64.9	0.2	6.4	10.4	25.0	0.1	45.1	2.2	1.3	9.4	44.2
U of Houston-Downtown	13,916	59.8	0.4	8.2	26.8	37.9	0.2	19.4	1.0	0.9	5.2	74.5
U of Houston-Victoria	4,335	64.7	0.1	9.2	18.9	24.1	0.2	40.5	2.5	0.7	3.9	55.0
U of Mary Hardin-Baylor	3,287	61.4	0.7	1.6	13.7	14.4	0.4	63.3	1.1	1.4	3.6	31.8
U of North Texas	37,950	54.3	0.5	5.0	13.4	17.2	0.1	54.0	2.6	1.1	6.1	38.8
U of St. Thomas (Tex.)	3,626	67.2	0.2	8.3	12.7	30.7	0.2	34.1	2.3	1.8	9.7	54.4
U of Texas of the Permian Basin	4,021	58.5	1.0	3.1	5.0	42.2	0.3	45.5	1.0	1.2	0.8	52.6
U of Texas-Pan American	19,302	56.0	0.1	0.9	0.6	89.2	0.1	3.7	0.3	2.3	2.8	91.2
U of Texas, Arlington	33,239	56.3	0.4	10.0	14.3	20.9	0.2	41.9	2.7	1.1	8.5	48.5
U of Texas, Austin	52,186	50.6	0.3	15.2	4.1	18.4	0.1	49.8	2.3	0.8	9.1	40.3
U of Texas, Brownsville and Texas Southmost C	13,636	58.1	0.1	0.8	0.5	88.4	0.1	4.7	0.0	0.3	5.1	89.9
U of Texas, Dallas	19,727	44.1	0.3	18.4	5.1	11.7	0.1	38.4	2.5	2.3	21.2	38.0
U of Texas, El Paso	22,749	54.0	0.2	0.9	2.7	77.4	0.1	9.5	0.4	1.8	6.9	81.8
U of Texas, San Antonio	30,474	48.3	0.2	4.8	8.9	45.2	0.2	30.8	2.6	1.5	5.9	61.8
U of Texas, Tyler	6,858	59.2	0.4	2.6	9.8	11.1	0.2	65.6	6.7	1.5	2.1	30.7
U of the Incarnate Word	8,442	62.0	0.3	4.2	7.3	53.5	0.2	23.0	0.8	6.3	4.3	66.4
Wayland Baptist U	6,834	49.6	0.7	2.2	17.3	23.7	0.9	47.2	2.9	4.7	0.6	47.6
West Texas A&M U	7,909	56.3	0.7	1.1	4.9	21.2	0.1	66.6	1.7	1.3	2.3	29.8
Wiley C	1,401	58.1	0.6	0.1	85.5	5.4	0.0	1.6	0.1	0.0	6.6	91.7
UTAH												
Brigham Young U	34,409	47.8	0.4	1.9	0.4	5.1	0.7	83.4	2.9	1.3	3.9	11.3
Dixie State C of Utah	8,840	53.0	1.3	0.8	1.6	7.2	1.5	82.7	1.9	1.8	1.3	14.2
Southern Utah U	8,297	54.7	1.3	1.0	1.2	4.2	1.0	83.0	0.9	1.8	5.6	9.6
Stevens-Henager C, Ogden (Utah)	460	58.3	0.0	0.2	3.0	6.5	0.0	90.2	0.0	0.0	0.0	9.8
Stevens-Henager C of Business	475	55.2	2.1	1.1	1.3	10.1	1.7	80.8	0.4	2.5	0.0	16.6
Stevens-Henager C, Logan (Utah)	165	66.7	5.5	0.6	0.0	13.3	1.2	79.4	0.0	0.0	0.0	20.6
Stevens-Henager C, Salt Lake City	3,938	63.3	1.9	1.2	10.4	7.3	1.1	58.0	0.4	19.9	0.0	22.2
U of Phoenix-Utah Campus	2,044	46.1	0.5	0.7	1.1	5.4	0.9	56.3	1.1	32.8	1.3	9.7
U of Utah	32,388	44.4	0.5	4.5	1.2	7.5	0.6	71.1	2.3	3.8	8.5	16.6
Utah State U	28,786	54.8	1.7	1.2	0.9	4.9	0.3	79.5	1.1	7.1	3.4	10.1
Utah Valley U	31,562	44.2	0.8	1.1	0.9	9.3	0.9	81.6	2.0	1.9	1.5	15.0
Weber State U	26,532	52.7	0.4	1.4	1.3	6.4	0.3	53.8	3.5	31.5	1.5	13.2
Western Governors U	41,369	59.3	0.8	3.2	9.6	6.3	0.3	71.1	2.7	5.3	0.8	22.9
Westminster C (Utah)	3,301	53.0	0.9	2.9	1.0	8.3	0.5	67.8	2.0	12.0	4.7	15.6
VERMONT												
Bennington C	826	67.1	0.4	2.8	2.3	4.4	0.0	76.5	2.2	5.6	5.9	12.0
Burlington C	236	53.0	0.9	0.9	1.3	4.7	0.4	53.4	0.4	37.7	0.4	8.5
C of St. Joseph	314	66.2	0.3	1.3	8.0	0.6	0.3	89.5	0.0	0.0	0.0	10.5
Castleton State C	2,156	52.7	0.6	0.8	1.1	2.2	0.0	88.6	0.8	5.9	0.0	5.5
Champlain C	3,233	43.1	0.3	1.2	2.3	3.2	0.2	64.7	1.5	26.3	0.3	8.7
Goddard C	703	70.6	0.1	1.4	2.3	5.8	0.0	70.4	3.3	16.6	0.0	12.9
Green Mountain C	811	57.2	1.0	1.1	3.6	2.6	0.0	66.2	1.9	20.4	3.3	10.1
Johnson State C	1,783	65.3	1.0	1.4	1.7	2.7	0.2	86.3	1.3	5.6	0.0	8.2
Lyndon State C	1,508	49.7	0.7	0.9	2.1	3.1	0.0	87.3	2.1	3.7	0.0	9.0
Marlboro C	294	52.0	0.3	3.1	0.3	0.7	0.3	56.1	3.7	34.7	0.7	8.5
Marlboro C Graduate School	188	69.2	0.0	0.0	2.7	1.1	0.5	86.7	2.1	5.3	1.6	6.4
Middlebury C	2,516	51.4	0.2	5.8	2.2	6.8	0.0	67.4	4.3	3.3	10.0	19.3
Norwich U	3,499	26.2	0.5	1.3	1.5	2.0	0.1	46.3	1.7	45.6	1.0	7.1
Saint Michael's C	2,410	57.7	0.1	1.4	1.8	3.7	0.1	86.5	1.2	1.5	3.8	8.2
SIT Graduate Institute	464	76.3	0.0	1.9	6.3	3.9	0.0	40.5	1.1	32.8	13.6	13.2
Southern Vermont C	555	64.5	0.5	2.2	8.8	7.9	0.2	74.2	0.2	5.2	0.7	19.8
Sterling C (Vt.)	94	51.1	0.0	0.0	1.1	2.1	1.1	76.6	4.3	14.9	0.0	8.5
U of Vermont	13,098	56.4	0.3	2.7	1.4	3.8	0.1	82.0	2.4	4.4	3.0	10.6
Vermont Technical C	1,645	43.7	0.7	1.5	1.6	1.6	0.0	91.6	2.1	0.9	0.0	7.5
VIRGINIA												
Averett U	914	48.0	0.8	1.2	26.4	2.6	0.0	59.5	0.0	0.6	9.0	31.0

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STUDENT DIVERSITY
Continued From Preceding Page

	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
VIRGINIA, cont.												
Averett U Nontraditional Programs	1,403	60.4	0.4	0.6	20.7	1.7	0.0	23.5	0.0	52.6	0.4	23.5
Bluefield C	831	53.4	0.1	0.4	22.1	2.8	0.2	61.7	2.1	9.2	1.4	27.7
Bridgewater C	1,759	55.9	0.3	0.9	8.4	3.2	0.1	80.6	3.3	2.6	0.7	16.2
Bryant & Stratton C, Richmond (Va.)	942	85.9	0.5	1.1	67.6	1.8	0.0	24.5	3.4	1.0	0.1	74.4
Bryant & Stratton C, Virginia Beach	755	78.7	0.4	2.4	68.2	5.2	0.1	22.1	1.6	0.0	0.0	77.9
C of William & Mary	8,258	53.7	0.3	5.4	7.2	7.4	0.1	60.2	3.9	9.2	6.4	24.2
Christopher Newport U	5,186	57.2	0.2	2.3	7.9	4.7	0.2	77.1	4.6	2.8	0.2	19.9
DeVry U, Arlington (Va.)	1,012	34.2	0.2	2.5	38.5	10.5	0.4	22.3	1.7	21.3	2.7	53.8
Eastern Mennonite U	1,519	63.9	0.2	1.8	6.1	6.1	0.1	73.3	0.9	6.1	5.3	15.3
Emory & Henry C	945	48.0	0.4	0.6	9.6	1.7	0.0	80.3	2.0	4.3	1.0	14.4
Ferrum C	1,510	45.4	0.5	0.1	33.1	4.1	0.2	51.3	4.6	5.3	0.8	42.7
George Mason U	32,961	54.1	0.2	13.4	8.5	8.8	0.4	50.0	3.5	9.7	5.6	34.8
Hampden-Sydney C	1,080	0.1	0.7	1.4	8.9	2.2	0.0	80.5	4.4	1.4	0.7	17.5
Hampton U	4,765	63.8	0.4	1.7	87.8	0.9	0.0	7.4	0.0	0.1	1.7	90.8
Hollins U	794	94.5	0.3	2.1	9.5	4.7	0.3	73.9	2.4	2.9	4.0	19.1
ITT Technical Institute, Norfolk (Va.)	901	34.9	0.7	3.4	55.8	3.0	0.3	29.9	2.6	4.3	0.0	65.8
James Madison U	19,927	60.1	0.2	4.1	3.9	4.0	0.3	79.4	2.5	3.9	1.8	14.9
Liberty U	74,372	58.6	0.5	0.8	19.3	2.2	0.2	47.9	1.9	24.7	2.6	24.9
Longwood U	4,834	68.7	0.3	0.9	7.4	3.9	0.2	80.7	2.8	3.0	0.8	15.5
Lynchburg C	2,756	60.6	0.4	1.1	9.1	3.1	0.1	77.8	1.8	5.3	1.3	15.6
Mary Baldwin C	1,791	92.6	0.8	1.4	21.2	4.3	0.1	61.1	3.0	6.3	2.0	30.7
Marymount U	3,702	72.5	0.5	7.6	14.8	12.1	0.4	47.3	2.3	6.5	8.6	37.6
Norfolk State U	7,100	65.8	0.2	0.7	83.3	2.4	0.1	5.5	2.2	4.9	0.8	88.9
Old Dominion U	24,670	54.8	0.4	3.8	22.2	5.6	0.5	55.4	4.1	5.0	3.1	36.5
Potomac C (Va.)	19	15.8	0.0	0.0	57.9	15.8	0.0	15.8	10.5	0.0	0.0	84.2
Radford U	9,573	57.9	0.3	1.7	7.4	3.7	0.3	81.9	2.5	1.5	0.8	15.9
Randolph C	645	64.0	0.3	2.2	9.3	5.3	0.0	66.5	3.1	0.2	13.2	20.2
Randolph-Macon C	1,312	52.4	1.3	2.7	12.4	4.0	0.0	76.9	0.0	0.8	2.0	20.4
Regent U	5,635	60.4	0.6	1.8	25.3	5.2	0.1	59.7	2.0	2.0	3.3	35.1
Roanoke C	2,060	58.2	0.3	1.4	4.4	3.7	0.1	84.7	3.3	0.1	2.1	13.1
Saint Paul's C (Va.)	112	70.5	0.9	0.0	95.5	0.9	0.0	2.7	0.0	0.0	0.0	97.3
Sanford-Brown C-Tysons Corner (Va.)	733	76.7	0.1	0.8	21.7	4.2	0.1	2.5	1.5	69.0	0.0	28.5
Shenandoah U	4,176	66.0	1.2	6.6	9.2	3.0	0.4	68.5	0.6	6.7	3.8	21.0
Skyline C, Roanoke	214	70.1	0.9	0.5	26.2	2.3	0.0	69.2	0.9	0.0	0.0	30.8
Southern Virginia U	730	51.6	0.4	0.6	3.7	5.6	1.2	81.1	4.7	1.2	1.5	16.2
Stratford U	2,733	60.5	0.1	18.6	48.9	6.3	0.2	18.4	0.7	6.7	0.1	74.8
Sweet Briar C	739	96.2	1.5	3.0	8.1	5.1	0.3	76.5	1.6	1.0	3.0	19.6
U of Mary Washington	5,093	65.1	0.2	4.4	6.8	6.1	0.0	64.3	3.5	13.9	0.9	21.0
U of Richmond	4,361	56.1	0.2	5.2	8.9	5.0	0.1	61.5	2.1	8.8	8.3	21.4
U of Virginia	23,907	54.1	0.1	9.7	5.9	4.9	0.1	61.0	3.2	7.0	8.2	23.8
U of Virginia's C, Wise	2,420	61.6	0.3	0.8	9.2	1.5	0.1	81.5	0.4	6.0	0.2	12.3
Virginia Commonwealth U	31,445	56.9	0.3	11.1	16.1	5.9	0.2	54.2	3.4	4.0	4.9	36.9



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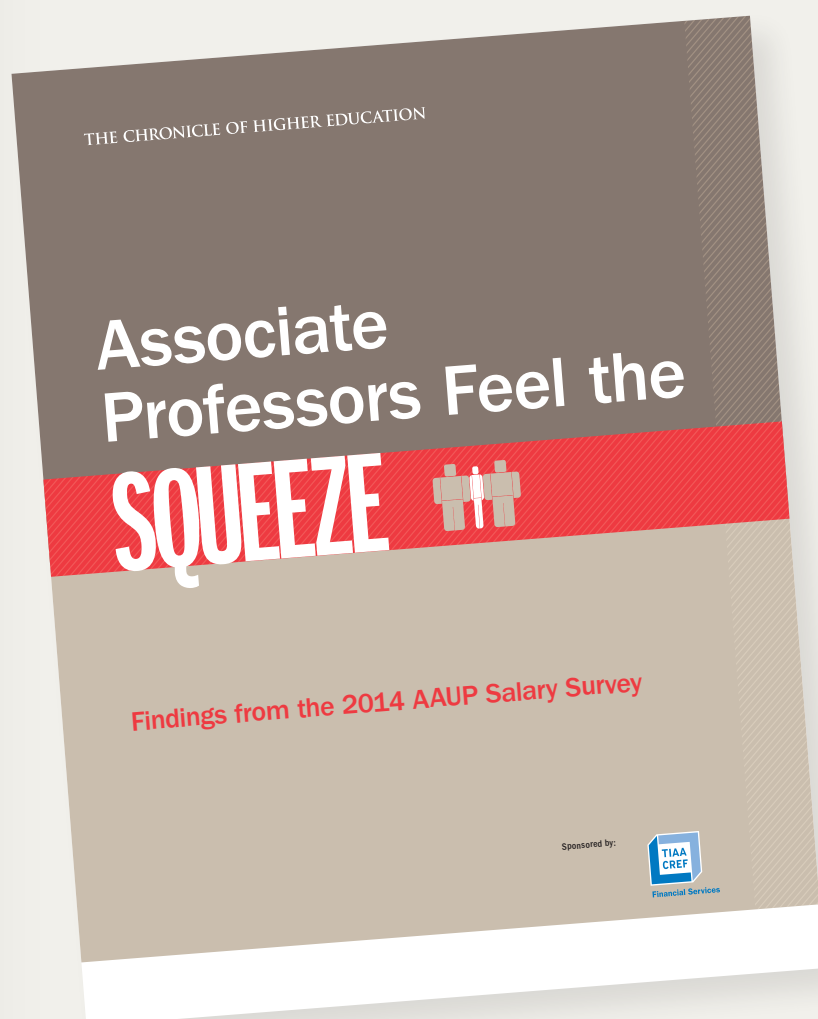
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	Enrollment	% Female	% American Indian	% Asian	% Black	% Hispanic	% Pacific Islander	% White	% 2 or more races	% Race unknown	% Nonresident foreign	% Total minority
VIRGINIA, cont.												
Virginia Intermont C	496	68.8	1.0	0.4	7.9	2.2	0.0	81.1	0.4	4.8	2.2	11.9
Virginia Military Institute	1,664	10.0	0.3	5.1	4.9	3.9	0.5	83.5	1.1	0.0	0.7	15.8
Virginia State U	6,208	60.7	0.2	0.5	83.0	1.5	0.0	4.0	0.0	10.9	0.0	85.1
Virginia Tech	31,087	41.8	0.2	7.5	3.9	4.3	0.1	69.6	3.1	2.9	8.5	19.0
Virginia Union U	1,751	53.0	0.1	0.1	95.5	0.5	0.0	0.9	0.0	2.5	0.5	96.2
Virginia Wesleyan C	1,431	63.5	0.5	1.1	22.7	6.6	0.3	59.5	5.0	3.7	0.6	36.1
Washington and Lee U	2,302	48.4	0.1	3.0	3.8	2.7	0.0	82.1	1.9	2.5	4.0	11.5
Westwood C-Arlington Ballston	476	50.4	0.2	0.6	81.1	8.8	0.0	3.6	2.1	3.6	0.0	92.9
Westwood C, Annandale	431	42.9	0.7	5.6	48.0	23.0	0.0	13.7	3.9	5.1	0.0	81.2
WASHINGTON												
Antioch U, Seattle	887	78.9	3.6	2.8	6.0	3.3	0.6	66.0	1.7	15.9	0.2	17.9
Argosy U, Seattle	396	65.2	1.8	5.6	16.4	9.3	1.5	61.1	0.3	4.0	0.0	34.9
Central Washington U	11,268	51.0	0.7	3.9	2.6	9.9	0.4	66.2	5.7	7.6	3.0	23.2
City U of Seattle	2,297	57.8	0.7	4.3	6.0	4.1	0.7	40.6	0.5	29.0	14.2	16.2
DeVry U, Federal Way (Wash.)	608	32.2	0.7	6.1	12.8	7.9	2.5	56.7	2.8	10.0	0.5	32.7
DigiPen Institute of Technology	1,054	19.0	0.2	6.4	0.7	5.6	0.2	50.1	4.2	22.8	10.0	17.2
Eastern Washington U	12,587	56.2	1.3	3.2	3.5	10.9	0.4	67.0	3.7	7.1	3.1	22.8
Evergreen State C	4,509	54.1	2.4	2.5	4.8	6.5	0.5	67.6	6.2	9.0	0.6	22.9
Gonzaga U	7,781	56.3	1.0	3.3	2.1	7.2	0.5	69.9	3.2	9.4	3.6	17.2
Heritage U (Wash.)	1,150	75.4	7.8	1.0	0.9	46.7	0.0	32.6	1.5	9.2	0.3	57.9
Northwest U (Wash.)	1,612	59.0	1.2	5.2	3.9	7.4	1.1	73.2	2.4	2.9	2.6	21.3
Pacific Lutheran U	3,473	62.1	0.8	5.6	2.6	6.3	0.4	72.1	6.8	1.1	4.4	22.4
Saint Martin's U	1,823	52.9	0.9	4.8	7.1	10.1	2.1	58.5	6.0	4.2	6.4	31.0
Seattle Pacific U	4,095	67.4	0.3	8.6	3.5	6.8	0.0	61.9	5.8	10.9	2.1	25.2
Seattle U	7,484	58.3	0.6	13.8	3.7	7.9	0.7	52.7	5.1	7.8	7.8	31.7
Trinity Lutheran C	176	51.7	1.7	2.8	11.4	15.3	2.3	58.5	0.0	2.3	5.7	33.5
U of Puget Sound	2,853	59.1	0.6	7.1	1.7	6.2	0.1	74.6	6.5	2.4	0.7	22.3
U of Washington	43,485	52.0	0.8	20.3	2.6	6.1	0.5	48.9	3.1	5.0	12.8	33.3
U of Washington, Bothell	4,172	51.4	0.7	23.1	4.3	7.4	0.6	50.7	4.5	3.0	5.9	40.5
U of Washington, Tacoma	3,919	56.0	1.2	13.8	7.1	7.8	1.2	51.8	4.9	8.8	3.4	36.0
Walla Walla U	1,940	52.9	2.0	4.4	2.5	11.1	0.5	73.1	0.1	3.7	2.6	20.6
Washington State U	27,679	51.0	0.7	4.9	2.8	8.5	0.4	66.5	5.4	4.3	6.6	22.6
Western Washington U	14,833	55.5	0.8	6.2	1.7	6.1	0.2	76.3	6.3	1.5	1.0	21.3
Whitman C	1,539	57.4	1.0	7.8	1.2	6.4	0.2	71.7	3.1	5.9	2.7	19.6
Whitworth U	2,571	59.8	0.7	2.7	1.4	7.2	0.2	79.4	4.4	1.9	2.2	16.6
WEST VIRGINIA												
Alderson Broaddus U	870	49.4	0.2	2.6	15.1	2.1	0.0	76.1	0.8	0.9	2.2	20.8
American Public U system	58,115	38.4	0.7	2.1	21.1	9.9	1.1	56.9	3.2	4.2	0.9	38.0
Bethany C (W.Va.)	842	40.4	0.0	0.4	18.9	1.7	0.0	61.6	1.2	15.0	1.3	22.1
Bluefield State C	1,935	63.9	0.1	0.2	10.3	1.0	0.0	85.2	0.3	0.2	2.8	11.8
Concord U (W.Va.)	2,834	59.0	0.2	0.6	5.5	1.0	0.0	89.6	0.0	0.1	3.0	7.3
Davis & Elkins C	818	55.4	0.5	0.4	3.1	0.7	0.1	60.9	0.0	22.0	12.4	4.8
Fairmont State U	4,451	57.6	0.2	0.4	4.5	1.7	0.1	87.9	1.9	1.4	2.0	8.7
Glenville State C	1,898	41.2	0.0	0.4	17.0	1.7	0.0	78.2	0.7	1.9	0.0	19.9
Marshall U	13,708	58.8	0.3	1.2	5.2	1.8	0.1	84.2	1.4	4.2	1.7	9.9
Ohio Valley U	478	48.1	0.2	0.2	6.3	2.5	0.0	76.4	1.1	5.4	8.0	10.3
Salem International U	850	58.6	0.7	0.7	23.5	4.7	0.1	44.1	0.4	21.5	4.2	30.1
Shepherd U	4,326	57.7	0.6	1.8	6.9	2.7	0.1	82.7	0.2	4.6	0.4	12.3
U of Charleston	1,427	56.9	0.4	2.5	10.2	2.0	0.6	60.7	1.2	14.9	7.6	16.8
West Liberty U	2,804	58.9	0.1	0.8	4.0	1.1	0.0	90.8	0.6	1.0	1.5	6.7
West Virginia State U	2,644	56.3	0.5	0.8	11.3	0.7	0.0	55.6	0.0	30.3	0.8	13.2
West Virginia U	29,707	48.0	0.2	1.9	4.0	2.9	0.1	82.5	2.4	0.6	5.5	11.4
West Virginia U Inst of Tech	1,107	39.4	0.5	1.6	5.8	1.7	0.1	83.7	0.9	2.2	3.4	10.7
West Virginia U, Parkersburg	3,824	61.7	0.2	0.5	1.5	0.6	0.1	94.0	2.6	0.5	0.0	5.5
West Virginia Wesleyan C	1,394	54.4	0.2	0.3	10.8	1.9	0.2	79.0	1.7	1.4	4.6	15.1
Wheeling Jesuit U	1,549	59.9	0.1	1.4	3.2	1.2	0.0	79.3	0.0	12.3	2.4	6.0
WISCONSIN												
Alverno C	2,522	97.7	1.1	4.2	17.1	14.3	0.2	59.4	2.5	0.0	1.2	39.5
Beloit C	1,330	59.5	0.5	1.8	3.5	7.8	0.1	70.3	3.7	2.2	10.2	17.3
Bryant & Stratton C	768	87.9	0.4	2.5	25.4	5.9	0.5	57.7	4.4	3.3	0.0	39.1
Cardinal Stritch U	4,614	65.1	0.5	2.0	22.0	5.9	0.1	62.9	1.3	3.7	1.7	31.7
Carroll U	3,571	65.4	0.3	1.6	1.2	5.0	0.2	87.0	1.9	1.4	1.5	10.1
Carthage C	3,029	53.7	0.4	1.5	4.6	4.2	0.1	73.4	1.2	14.7	0.0	11.9
Concordia U Wisconsin	7,751	66.4	0.9	1.9	13.7	2.0	0.1	66.1	2.3	9.5	3.7	20.8
Edgewood C	3,064	71.5	0.3	1.8	2.8	4.7	0.1	75.5	2.4	9.1	3.3	12.0
Herzing U, Madison (Wis.)	2,708	74.9	0.6	1.7	25.5	4.1	0.2	47.8	4.7	15.6	0.0	36.6
Lakeland C	3,749	59.8	1.1	1.9	5.2	3.6	0.1	75.5	0.7	9.3	2.8	12.5
Lawrence U	1,518	53.6	0.7	3.2	3.3	4.1	0.1	75.7	3.2	0.9	8.9	14.5
Maranatha Baptist Bible C	979	49.6	0.2	0.6	0.3	1.7	0.1	69.7	2.6	24.2	0.6	5.5
Marian U (Wis.)	2,305	71.6	0.9	1.6	6.0	4.1	0.1	81.7	0.2	4.4	1.0	12.9
Marquette U	11,749	51.7	0.3	4.2	4.6	7.3	0.1	74.4	2.1	2.0	5.0	18.6
Milwaukee School of Engineering	2,564	21.7	0.5	3.1	2.4	3.9	0.6	76.6	1.1	5.5	6.4	11.5
Mount Mary U (Wis.)	1,640	95.8	0.5	3.9	18.8	9.9	0.5	62.2	2.3	1.2	0.7	35.9
Northland C	590	55.1	1.5	0.7	0.9	4.6	0.2	77.3	1.7	11.4	1.9	9.5
Northland International U	490	50.2	0.2	1.6	1.2	1.6	1.0	71.2	0.0	23.1	0.0	5.7
Ottawa U-Milwaukee	401	74.1	0.3	3.2	14.0	2.0	0.0	32.9	0.0	47.6	0.0	19.5
Ripon C	931	52.7	0.6	1.2	2.3	4.8	0.0	84.6	1.4	1.9	3.1	10.3
Saint Norbert C	2,287	58.6	0.6	0.9	0.8	2.4	0.0	89.5	1.9	0.0	4.0	6.5
Silver Lake C of the Holy Family	655	70.4	1.4	0.6	5.2	2.9	0.2	76.6	2.8	9.0	1.4	13.0
U of Wisconsin-Parkside	4,731	52.3	0.3	2.5	9.6	10.3	0.1	71.3	3.3	0.8	1.9	26.0
U of Wisconsin-Stout	9,283	50.5	0.4	3.0	1.2	1.8	0.1	88.2	1.5	1.2	2.8	7.9
U of Wisconsin, Eau Claire	11,067	58.7	0.4	3.2	0.7	1.8	0.0	89.9	1.5	0.5	2.0	7.7
U of Wisconsin, Green Bay	6,801	65.0	1.4	3.0	1.1	3.2	0.0	87.5	1.8	0.5	1.6	10.5
U of Wisconsin, La Crosse	10,385	58.7	0.3	2.7	0.8	2.5	0.1	88.4	1.9	0.3	3.1	8.2
U of Wisconsin, Madison	42,269	51.3	0.3	5.2	2.4	4.3	0.1	72.6	2.2	1.7	11.2	14.5
U of Wisconsin, Milwaukee	28,712	52.6	0.4	5.3	7.9	6.3	0.1	73.1	2.5	0.2	4.1	22.5
U of Wisconsin, Oshkosh	13,519	59.4	0.7	3.5	1.9	2.8	0.1	88.3	1.4	0.4	1.0	10.2
U of Wisconsin, Platteville	8,668	36.3	0.3	1.0	2.3	2.1	0.1	89.9	1.2	0.7	2.5	7.0
U of Wisconsin, River Falls	6,443	61.0	0.3	2.5	1.4	1.8	0.1	90.4	1.6	0.5	1.5	7.6
U of Wisconsin, Stevens Point	9,695	53.1	0.5	2.1	1.4	2.4	0.1	89.6	1.7	0.5	1.8	8.1
U of Wisconsin, Superior	2,697	58.4	2.3	1.0	1.6	1.7	0.2	84.6	2.2	0.4	6.0	9.0
U of Wisconsin, Whitewater	12,028	50.7	0.2	1.8	4.8	3.8	0.1	85.1	1.9	0.3	2.1	12.5
Viterbo U	2,830	72.7	0.8	2.1	2.0	1.7	0.0	91.4	0.0	0.9	1.1	6.6
Wisconsin Lutheran C	1,090	54.3	0.6	1.3	5.6	3.8	0.0	83.6	1.3	1.5	2.4	12.6
WYOMING												
U of Wyoming	12,903	52.2	0.7	1.1	1.2	4.8	0.2	77.4	1.7	6.7	6.2	9.8



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