

# EQUITY & INCLUSION REPORT

*Our journey to  
inclusive excellence*

SPRING  
2021



## A Dedication to Lasting Change

At Quinnipiac University, we aspire to become the University of the Future. Achieving such distinction requires a commitment to excellence. That excellence is inclusive and built on diversity and equity. Inclusive excellence should not be thought of as a standalone pillar or a separate body of work. Rather, it applies across every facet of the university and signifies a culture shift and dedication to lasting change.

A university-wide culture is not shaped by any single program, initiative or action, and it takes time to build. It flourishes when it rests on heartfelt care for fellow community members and on willingness to take action so all groups feel welcome to fully participate in, and thrive, through mutual support.

To achieve this level of excellence, we need to create a sense of belonging for all individuals—especially historically marginalized members of society—by affirming the worth, dignity, legitimacy, humanity and equality of all. It also requires rising against hate and all forms of violence and reversing an entrenched history of racism.

How do we do that? By infusing principles of racial and social justice into the fabric of our institution, in who we are, how and what we teach, how we behave, how we value each other, and how we prepare our students to conduct themselves throughout their lives.

Collectively, with concerted actions, we can work together to bring about change in our own communities and within our own institution. We must all be accountable for results that advance these goals.

Change is not achieved through pronouncements, but through targeted and multifaceted actions that build a just and equal community. It is our hope that by nurturing inclusive values during the formative years that students spend with us, Quinnipiac graduates leave our university with greater humility, empathy, compassion and respect for others. They will become global citizens prepared to lead change for the good of society.

We will update this report each semester to track the progress we are making against our goals and to place a spotlight on the drivers of change who are making a difference. With your engagement and commitment, we are building an enduring culture of inclusive excellence at Quinnipiac.

Judy Olian  
*President*



## We All Have a Role in Shaping the QU of the Future

As vice president for equity and inclusion and chief diversity officer, I am honored to play a leadership role in helping build a more inclusive university community and campus culture. This is no easy task, but I believe it is essential for us to strive to be a diverse global community, where every individual is confident in who they are and where they come from and feels included as a member.

The American Association of Colleges and Universities calls for higher education “to address diversity, inclusion and equity as critical to the well-being of democratic culture. Making excellence inclusive is thus an active process.”

**We need to understand that inclusive excellence is not a destination. It is a habit that is practiced consistently. We will not always get it right, but we must continue to work along this path to improve and transform our institution. I know it can work.**

Despite a few stumbles, I have seen our institution change for the better over the past few years. These changes give me hope for our collective future.

How do we see ourselves in this plan for inclusive excellence? What can we do in our spheres of influence to ensure this work is embedded into the fabric of our campus culture? We all have a responsibility to play a role.

One of my favorite sections of our strategic plan states: *“At QU, we recognize that complex problems and effective solutions are best approached by teams with a variety of perspectives. This is evident in the entrepreneurial fabric that makes up our history, and in the diverse programs and traditions that have been shaped by this community over the years. But we are not yet where we need to be as an inclusively excellent institution—not in faculty or staff, not in students or alumni, not in programming. We aspire to be more.”*

This aspirational vision acknowledges our current successes and highlights some of our shortcomings. It sets the stage to create a jumping-off point for where we can go as an institution. That is also the purpose of this report—to celebrate the many contributions of our university community that are helping us progress with this vision while reminding us of the work that still needs to be done.

Throughout our careers in higher education, there will not be many opportunities to experience this moment in a university’s trajectory. We are at QU during an exciting time of transformation. We all have the ability and chance to shape the institution for the next decade and more. We have an opportunity to steer the ship toward an exciting horizon and bright future.

I look forward to continuing this journey with you.

Don C. Sawyer III  
Vice President for Equity and Inclusion



## Quinnipiac University Statement of Inclusive Values

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

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

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

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

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

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

[LEARN MORE](#)



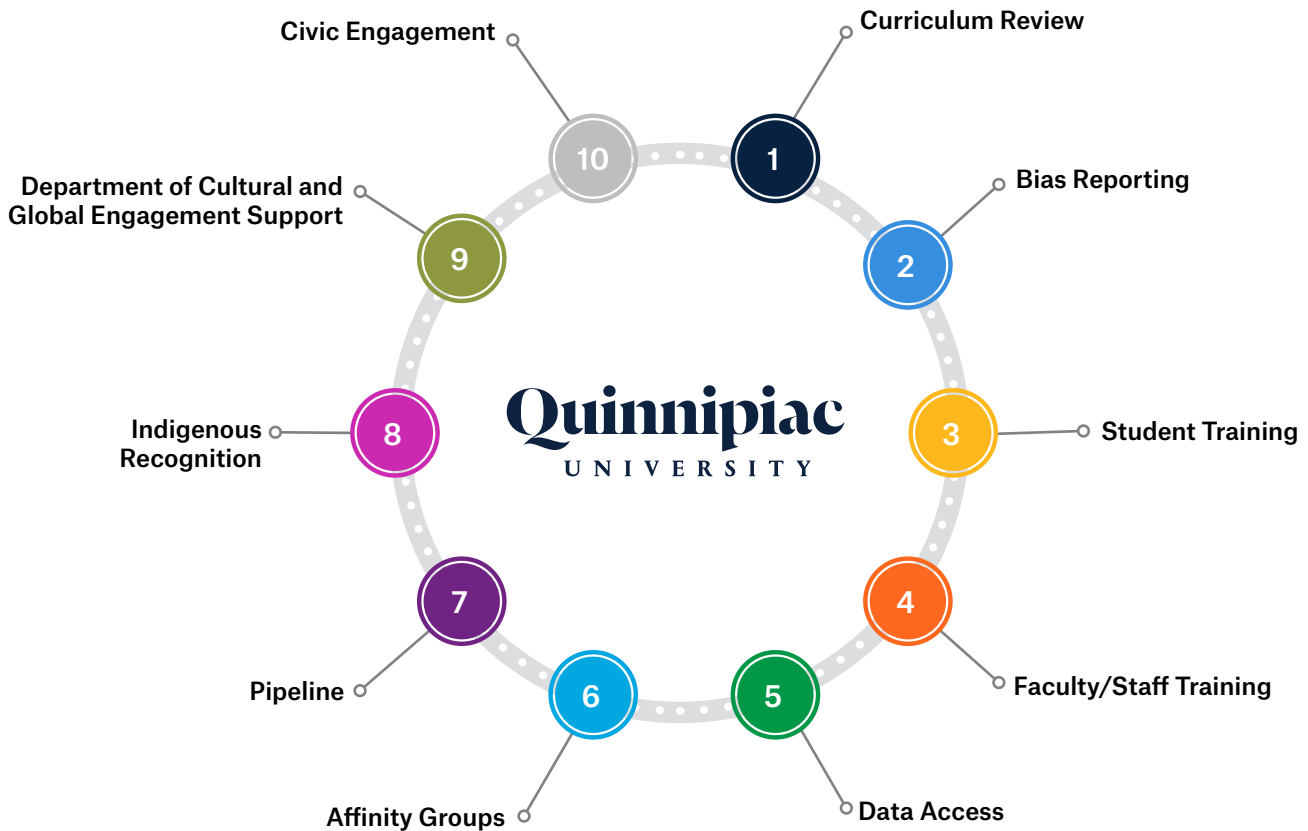
[qu.edu/inclusion](https://qu.edu/inclusion)

# A 10-Point Plan to Advance Racial Justice

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

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

## 10-POINT PLAN OVERVIEW





# Progress Report on Our 10-Point Plan

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## 1. CURRICULUM REVIEW

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

**Progress**

- ▶ Inclusive Excellence Faculty Fellows, members of the I-Course Committee, the director of general education, and the senior director of inclusive excellence attended the AACU virtual Diversity, Equity and Student Success Conference in March 2021.
- ▶ Five inclusive excellence transformation grants of \$1,000 each will be awarded to faculty and staff to develop courses, co-curricular or experiential opportunities that reflect the values of global citizenship, an appreciation for diverse cultures and experiences, and an understanding of how these principles connect to the personal and professional goals of our university community.
- ▶ The Inclusive Excellence Teaching Lab Summer Institute is up and running. It includes faculty fellows from each QU school and is co-chaired by Professor Marcos Scauso and Professor Teresa Twomey. The lab serves as a resource to teach about “the roots and contemporary manifestations of social injustice, privilege, oppression, and the drivers of social change.”
- ▶ The lab will host the Inaugural Inclusive Excellence Summer Assembly tentatively planned for June 8–9. This year’s theme, “Our Campus, Our Communities, Our Commitments,” recognizes the tremendous work being done against the backdrop of unprecedented social unrest in this country. The assembly will encourage faculty and staff across the university to explore issues of identity, pedagogy and inclusion from a range of perspectives. One of the goals is to provide a working space for those in student-facing roles to coordinate and strategize on effective methods for engaging with opportunities of improvement and for transforming their classes, programs and units into spaces of inclusive excellence.

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## 2. BIAS REPORTING

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

**Progress**

- ▶ The bias reporting system has been revamped and now includes a structured flowchart to delineate what happens, who is involved, and how those who report can access additional resources and supports.
- ▶ We are developing a new website and training on understanding bias. The site will include definitions of terms and best practices related to addressing bias/discrimination on campus.

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## 3. STUDENT TRAINING

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

**Progress**

- ▶ A new virtual diversity training curriculum for all students was introduced in Spring 2021.
- ▶ Department of Cultural and Global Engagement (DCGE) staff members continue to work with and support student organizations and leaders committed to this work through personalized training sessions.

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## 4. FACULTY/STAFF TRAINING

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

**Progress**

- ▶ New mandatory training modules were developed and implemented to move beyond anti-bias and toward behaviors that create and sustain a welcoming community.
- ▶ Training for faculty and staff has continued to take place throughout the academic year.

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## 5. DATA ACCESS

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

**Progress**

- ▶ Relevant data housed by HR, Academic Innovation and Effectiveness and other units are being culled to develop a sharing format that is relevant and accessible.
- ▶ A new Equity and Inclusion report will be published twice a year, which will include data on the diversity of our university community with the first being released in Spring 2021.
- ▶ Data will be posted to our website in Spring 2021.

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## 6. AFFINITY GROUPS

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

**Progress**

- ▶ Discussions with alumni groups have started and a more detailed plan will be developed over the summer.
- ▶ A document highlighting our new Employee Resource Groups policy/procedures is being released in Spring 2021.
- ▶ Office of Human Resources, in conjunction with the DCGE, has established a more robust process for Quinnipiac University employees to participate in resource groups. These groups will be composed of employees from across the university who come together based on shared interests, experiences and/or identities.

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## 7. PIPELINE

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

**Progress**

- ▶ The Quinnipiac University First-Year Immersion (QU-FYI) program for underrepresented students was launched last summer to help ease the transition from high school to Quinnipiac. New mentoring strategies have been adopted for underrepresented groups.
- ▶ We have worked with colleagues across the university to address hiring and search practices, opportunities for internal advancement, and strategies for retention.
- ▶ We have implemented a Diversity/Equity/Inclusion review of all pools of candidates for open positions. The review takes place at each stage of the hiring process. Increasing campus diversity cannot happen without focusing on diversity, equity and inclusion at every step of the search process.

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## 8. INDIGENOUS RECOGNITION

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

**Progress**

- ▶ We are developing a land acknowledgment statement in partnership with the Akomawt Educational Initiative.
- ▶ We continue our work with the Indigenous Student Union and other student leaders and organizations to rethink the Legend of the Bobcat.
- ▶ The original deadline for a draft for Spring 2021 was pushed back to ensure we have a process that honors Indigenous communities involved in this work. We want to get it right.
- ▶ Several virtual programs connected to the Indigeneity initiative were held during Fall 2020 and Spring 2021.

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## 9. DEPARTMENT OF CULTURAL AND GLOBAL ENGAGEMENT SUPPORT

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

**Progress**

- ▶ Funding for DCGE has increased for academic year 2020-21.
- ▶ Additional philanthropic funding has been acquired in collaboration with the QU Office of Development & Alumni Affairs.

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## 10. CIVIC ENGAGEMENT

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

**Progress**

- ▶ The QU VOTES! Initiative was launched in the fall semester to bring together students, staff, faculty and community members to promote greater awareness, increased exposure and engagement.
- ▶ In addition to courses in which students work on issues of importance to our surrounding communities and the broader world, we are engaging campus and community partners to develop equity-driven internships, fellowships and mentoring spaces.

Read about our  
commitment  
to diversity and  
inclusion.



[qu.edu/inclusion](https://qu.edu/inclusion)

# OUR COMMUNITY IN ACTION



Creating a lasting culture of inclusive excellence requires sustained efforts, big and small. It's a community effort that requires contributions from everyone in the Bobcat family. This section of the report reviews some of the key initiatives and many different ways students, faculty and staff are helping advance equity and inclusion throughout our university community. It also profiles a few of our E&I heroes who are contributing to these important efforts, from leading long-term projects to role-modeling behaviors that reinforce our inclusive values of thinking and acting with kindness to create a safe, respectful environment.

▲ "The Cut" gives students of color a safe space to share their thoughts with one another.



## A COMMUNITY EFFORT

# Review of Key Initiatives



### BELONGING

- The Bridge and Quest programs to build pathways and retain students from diverse backgrounds.
- New First-Year Immersion Program launched last summer that familiarizes high school students, including underrepresented minorities (URM)\* with QU.
- Veterans summer programs to help transition veterans into college.
- Planned living-learning communities, e.g., international LLC, LGBTQ+ studies LLC, gender-inclusive housing.
- Increasing the presence of admissions and academic counselors with expertise in attracting and guiding underrepresented minority students to long-term success at QU.
- Inclusive Excellence Teaching Lab—Faculty Fellows (funded and appointed) to focus on curriculum reform and innovation.
- HR policy that requires consideration of diverse candidate pools for all faculty and staff positions.
- Senior leadership team composed of diverse members, modeling expectations for the university.



### EDUCATING

- Offering new Diversity, Equity and Inclusion training course to all students through EverFi.
- Comprehensive curriculum review across all schools to identify opportunities to learn the history of oppressed groups, and sociopolitical strategies to remedy injustice and inequality.
- Diversity teaching workshop for faculty.
- Required diversity training for all QU faculty and staff.
- Offering regular progress reports, and demonstrating progress, against the accountabilities we established for advancement of social justice.
- Funds granted to Inclusive Excellence Teaching Lab Fellows and I-Course community members to attend the virtual AACU Diversity, Equity, and Student Success conference.
- President's "Way Forward" speaker series, which hosts industry and community leaders and topics addressing critical issues around equity and inclusion.



### EMPOWERING

- Leadership development programs for student leaders of diverse groups.
- Highlighting diverse groups through celebratory milestones or history months.
- Funding and putting in place 3 newly appointed LGBTQ+ Fellows: a student, faculty member and staff representative to focus on initiatives related to the LGBTQ+ community (leadership retreat, housing and campus activities).
- Newly created platforms (The Cut, Curl Talk and The Crossover) that give students of color a safe space to have candid conversations and share their thoughts with each other and with faculty and staff mentors.
- New magazine launched by Black students—For the Qulture—to promote lifestyle topics and issues for the Black and Brown communities.
- LGBTQ+ Student Leadership and Identity Retreat.



### PARTNERING

- Building connections to students in diverse high schools by offering courses in high schools.
- Deep partnerships with community colleges through direct teaching, advising and financial aid.
- New Haven Promise outreach and financial aid.
- Indigenous Land Acknowledgement Statement development.
- Planned partnership with community-based organization to offer Adult Entrepreneurship Academy to help develop entrepreneurial ventures in marginalized communities.
- Philanthropy/gifts specifically to be used to support underrepresented minority groups.

\* Underrepresented minority (URM) are individuals who identify as African American, LatinX, Indigenous or American Indian, and/or Asian or Pacific Islander



“The value in having gender-inclusive housing on campus is that everyone will have a place where they feel comfortable.”

▲ Athena Cuttle '21 collaborated with Quinnipiac leadership to accomplish her goal.

## EQUITY & INCLUSION HEROES

### Advocating for Gender-Inclusive Housing

**Athena Cuttle '21**, president of the Gender and Sexuality Alliance, worked closely with senior leadership to establish gender-inclusive housing at Quinnipiac.

“The value in having gender-inclusive housing on campus is that everyone will have a place where they feel comfortable,” said Cuttle, a psychology major and sociology minor. While this type of housing is now available to all students, Quinnipiac will add an LGBTQ+ Living-Learning Community this fall.

“Giving transgender and non-binary students the opportunity to live with whomever they choose could aid in creating not only a positive environment, but a safe place for them as well,” Cuttle said. It was important to Cuttle that her voice and advocacy were heard at Quinnipiac. She said that collaborating with Don C. Sawyer III, vice president for equity and inclusion, and Tom Ellett, the university’s chief experience officer, validated her ideas and her work. “Tom and Don truly listened to me and all the reasoning behind my action points,” Cuttle said. “I appreciate all of the time they took to discuss and resolve these issues.”

## EQUITY & INCLUSION HEROES

# Students Develop 'Curl Talk'

Earlier this year, "Curl Talk" began as an authentic video series at Quinnipiac. The new program empowers underrepresented women and creates a safe space where their voices can be heard and valued. The idea for the project was developed by **Ambar Pagan '22** and **Olivia Barrios-Johnson '23, MS '24**, with help from students, faculty and staff. The video series is similar to "The Cut," which began taping in January 2020 and features unfiltered conversations with men of color at QU.

"Through storytelling, 'Curl Talk' will foster leadership in others and serve as a symbol of strong womanhood," said Pagan, a political science major with a law in society minor. "Curl Talk" is also a platform to build community. "I don't want women of color or underrepresented students to feel like they are alone in their struggles or life experiences," Pagan said. For Barrios-Johnson, a journalism major in the accelerated dual-degree (3+1) program, "Curl Talk" is a visible way to promote awareness and understanding. "I hope that not only a community of sisterhood grows, but that others at Quinnipiac will see the value of listening in on these discussions."

"I hope that not only a community of sisterhood grows, but that others at Quinnipiac will see the value of listening in on these discussions."



Olivia Barrios-Johnson '23, MS '24, left, and Ambar Pagan '22 worked to develop "Curl Talk."



FOR THE

# QULTURE

MÉLANGE EDITION



**“I also hope it sparks conversation and creates a path for our larger student body to engage with students who come from different walks of life.”**

◀ The cover of the first issue of For the Qulture magazine.

## EQUITY & INCLUSION HEROES

### Students launch new magazine celebrating multiculturalism

**Esau A. Greene Jr. '21** was among a dozen students from different backgrounds and communities who came together this year to produce, “For the Qulture,” a magazine to celebrate multiculturalism at Quinnipiac. “The main objective of this publication was to highlight the unspoken heroes of our Bobcat community,” said Greene, a political science major with a minor in sociology. “We wanted to create something that would be engaging, informative and hopefully stand the test of time.”

**Ja’sean Johnson-Henry '21**, a marketing major and advertising minor, sees an invitation to discovery on every page.

“This magazine will give a lot of students the opportunity to not only be more involved, but to establish connections and a strong network they can use in the future,” Johnson-Henry said. Greene, a senior like so many of those on the magazine’s staff, is eager to see “For the Qulture” become even more creative and intentional in the future.

“I also hope it sparks conversation and creates a path for our larger student body to engage with students who come from different walks of life,” Greene said.

## EQUITY & INCLUSION HEROES

# Fraternity/Sorority Life Highlights Title IX Rights

Women's History Month was an opportunity to highlight Title IX and the rights it guarantees under federal law for **Camryn Bernstein '23, MAT '24**, vice president of sorority education on Quinnipiac's Panhellenic Council. She and the council partnered with Alpha Phi Alpha Fraternity Inc. and the Interfraternity Council for a program called, "How to Be a Better Ally to Women."

"Educating the university on Title IX issues would allow for a greater understanding among every individual, both students and faculty," suggested Bernstein, a student in the BA/MAT (4+1) program majoring in English with a minor in marketing. In April, Bernstein and her peers hosted "The Clothesline Project." The event encouraged members of Greek organizations to write facts, statistics and phrases about sexual assault on shirts. If comfortable, others could write about their experiences with sexual assault.

Camryn Bernstein '23, MAT '24, helped create a program titled, "How to Be a Better Ally to Women." ▲



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**"Educating the university on Title IX issues would allow for a greater understanding among every individual, both students and faculty."**

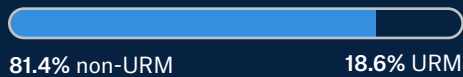
# Diversity by the Numbers

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

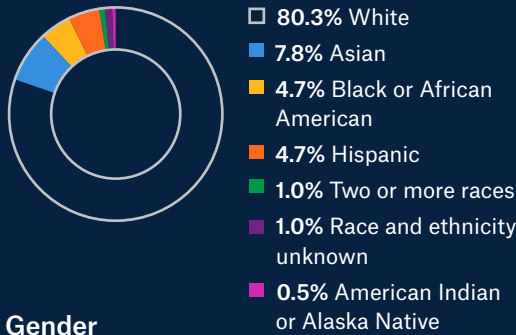
We must keep in mind that this data provides a snapshot in time. Context and long-term trends are essential, as is our goal to achieve lasting change rather than one-off, reactive solutions. This is a multiyear journey, and changes in data may feel incremental at times, depending upon the university's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

## ► FULL-TIME FACULTY DIVERSITY

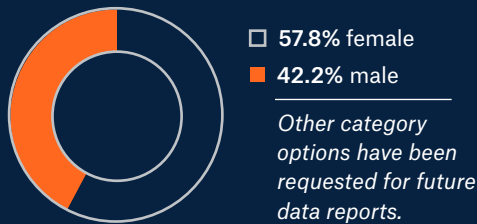
### Race/ethnicity



### Breakout of race/ethnicity



### Gender



### Race/ethnicity by school

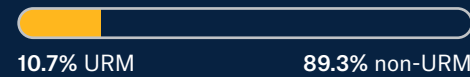
#### College of Arts & Sciences



#### School of Business



#### School of Communications



#### School of Education



#### School of Engineering



#### School of Health Sciences



#### School of Law



#### School of Medicine



#### School of Nursing



## ► FULL-TIME FACULTY DIVERSITY (2018-20)

Race and Ethnicity	2018	2019	2020
American Indian or Alaska Native*	0.7%	0.4%	0.5%
Asian*	8.7%	8.3%	7.8%
Black or African American*	5.4%	5.4%	4.7%
Hispanic or Latino*	3.1%	4.2%	4.7%
Hawaiian or Other Pacific Islander*	0.0%	0.0%	0.0%
Two or more races*	0.7%	0.9%	1.0%
Undisclosed	1.2%	0.9%	1.0%
White (Non-Hispanic)	80.2%	79.9%	80.3%
<b>* URM</b>	<b>18.6%</b>	<b>19.2%</b>	<b>18.6%</b>

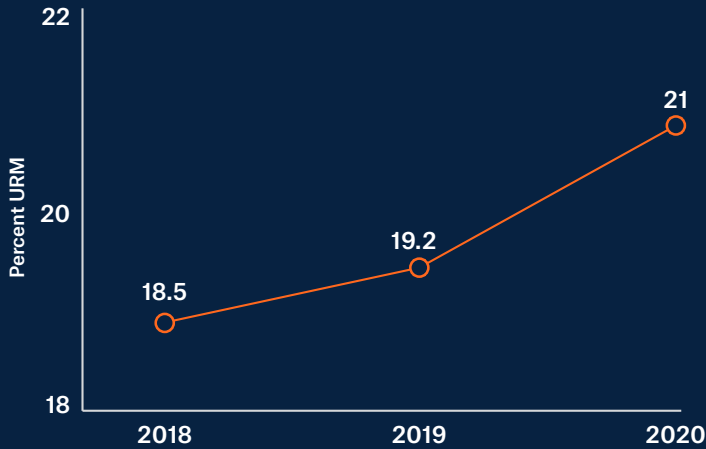
### Faculty/staff recruitment

# 34%

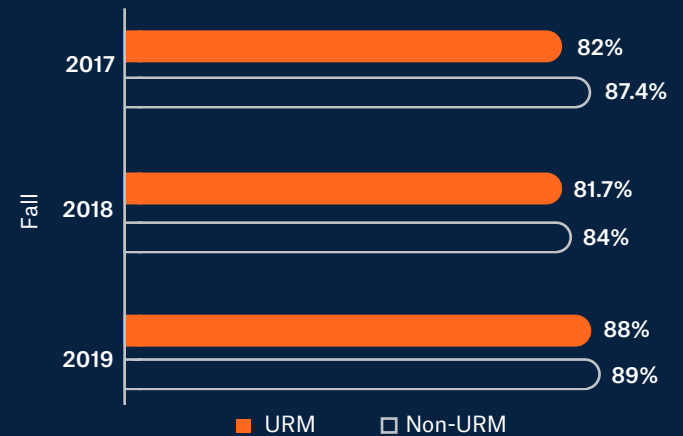
Number of full-time faculty and full- and part-time staff hired in 2020 who identified as underrepresented minorities (URM).

## STUDENT DIVERSITY

Diversity of our incoming class over time

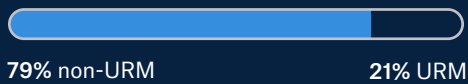


Retention rate for first-year students (retention measured from first year to sophomore year)

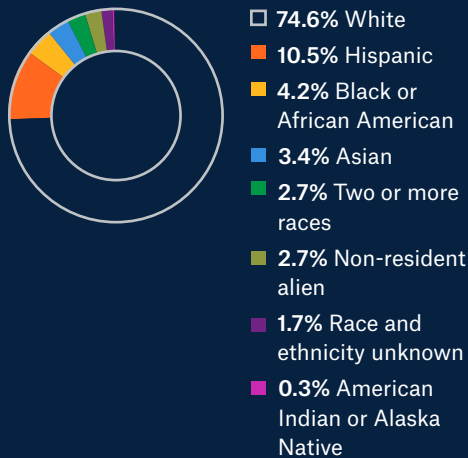


## CLASS OF 2024 DATA (entered Fall 2020)

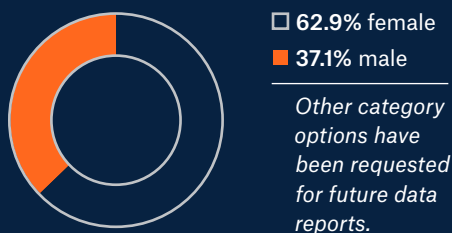
### Race/ethnicity



### Breakout of race/ethnicity

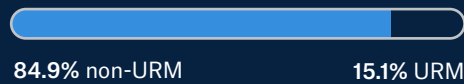


### Gender

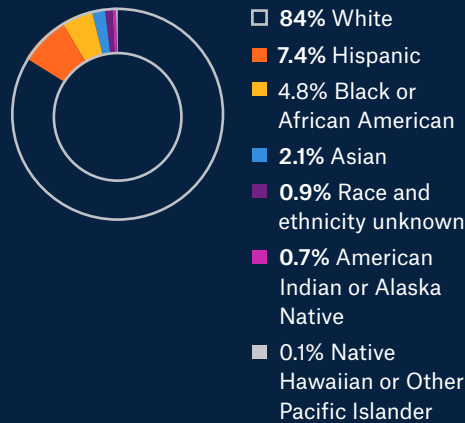


## FULL-TIME STAFF (NON-FACULTY) DIVERSITY

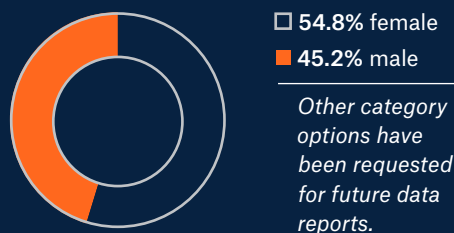
### RACE/ETHNICITY



### Breakout of race/ethnicity



### Gender



## STAFF DIVERSITY (2018-20)

Race and Ethnicity	2018	2019	2020
American Indian or Alaska Native*	1.0%	1.0%	0.7%
Asian*	1.7%	1.6%	1.9%
Black or African American*	3.3%	4.2%	4.3%
Hawaiian or Other Pacific Islander*	0.0%	0.1%	0.1%
Hispanic or Latino*	6.5%	6.9%	6.9%
White (Non-Hispanic)	86.0%	85.2%	85.0%
Undisclosed	1.6%	0.9%	1.1%
<b>* URM</b>	<b>12.5%</b>	<b>13.9%</b>	<b>14.0%</b>

Data for students was compiled as of 9/14/20 IPEDS Census Date

Data for full-time faculty was compiled on 11/1/20 IPEDS Census Date

Data for full-time staff was compiled as of 4/4/21

Percentages have been rounded to the nearest tenth decimal point

Underrepresented minority (URM) includes individuals who identify as Black or African American, LatinX, Indigenous or American Indian, and/or Asian or Pacific Islander

