



Board of Trustees

Academic and Student Affairs Committee

9:30 a.m.

February 17, 2022

Loughman Living Room, Scanlon Hall

A live stream of the meeting for public viewing will also take place on YouTube at the following link: <https://www.westfield.ma.edu/live>

COVID-19 procedures: Masks are required when indoors on the Westfield State campus, regardless of vaccine status. For more information about Westfield State's COVID-19 procedures, visit: <https://www.westfield.ma.edu/spring-2022covid/faq>

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|--|---|
| 1. Call to Order | Trustee Williams |
| 2. Approval of Minutes
a. December 16, 2021 | Trustee Williams |
| 3. President's Remarks | Dr. Linda Thompson |
| 4. Justice, Equity, Diversity and Inclusion (JEDI)
Introduction | Dr. Juline Mills |
| Standing Items | |
| a. Overview, Sociology of Race & Ethnicity | Dr. Gabriel Aquino |
| b. Undergraduate & Graduate Race & Ethnicity Data Review
5 Year Summary | Dr. Monique Lopez
Dr. Brian Jennings |
| c. Full-time Faculty Race & Ethnicity Data Review | Dr. Enrique Morales-Diaz |
| d. Staff Race & Ethnicity Data Review | Dr. Enrique Morales-Diaz |
| e. Data Governance | Dr. Brian Jennings |
| f. Additional data request | |
| Informational Item | |
| g. Becoming a Minority Serving Institution | Dr. Enrique Morales-Diaz |
| h. JEDI – Review & Structure | Dr. Enrique Morales-Diaz |
| i. JEDI – Current Programming | Dean Maggie Balch |
| Discussion Item | |
| j. JEDI – Future | Dr. Juline Mills |

Attachment(s)

- a) Cover page and overview of session
- b) Minutes, 12/16/21 (Draft)
- c) Power Point Presentation
- d) 4B_A_Undergraduate_Race_EthnicityData_WithinMajor_Fall2021
- e) 4B_B_Undergraduate_Race_EthnicityData_ByMajor_Fall2021
- f) 4B_C_Graduate_Race_EthnicityData_ByMajor_Fall2021
- g) 4B_D_Undergraduate_Graduate_Race_EthnicityData_FiveYear_Summary
- h) 4C_A_Faculty_Race_EthnicityData
- i) 4C_B_Faculty_Gener_Data
- j) 4D_FacultyandStaff_Race_EthnicityData



BOARD OF TRUSTEES

Academic and Student Affairs Committee

December 16, 2021

Minutes

Conference Room A (Garden Level), Horace Mann Center

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PRESENT: Committee Chair Dr. Gloria Williams, Vice Chair Madeline Landrau, Secretary Chloe Sanfacon, and Trustees William Reichelt, Lydia Martinez-Alvarez, and Dr. Robert Martin.

TRUSTEE GUESTS PRESENT: Trustees Paul Boudreau (joined at 9:49 AM), Kevin Queenin, and Ali Salehi

TRUSTEE GUESTS PARTICIPATING REMOTELY: Trustee Melissa Alvarado

Dr. Linda Thompson, President of Westfield State University, was also present.

The meeting was called to order at 9:30 AM by Committee Chair Williams and the committee members participating as listed above and that the meeting was being livestreamed and recorded was announced.

MOTION made by Trustee Martin, seconded by Trustee Landrau, to approve the minutes of the October 13, 2021, meeting. There being no discussion, **Motion passed unanimously.**

President's Remarks. President Thompson stated there are four new associate deans and they have joined the President's Council. Every president in the state system is discussing the issue of the mental health of students on campus. A bridge to the future promoting positive mental health for the entire campus community is being developed as well as a technology-based mental health system for students.

Standing Items. Academic and Student Affairs representatives Dr. Juline Mills, Interim Provost and Vice President for Academic Affairs, Dr. Monique Lopez, Registrar, Dr. Brian Jennings, Dean of Assessment and Accreditation, and Ms. Margaret Balch, Dean of Students, jointly presented the following documents and information on five-year data points.

5 Yr. Registered Student Enrollment Undergraduate. This shows the breakdown between primary majors and the elevation of programs. The totals show enrollment of all students in the seats. There is a downward trend, but upticks in some programs. Some of the majors that have low enrollment are part of the general education courses that need to be offered. Increasing enrollment for those courses would require increased resources. Double majors do not increase revenue but do increase expenses. President Thompson noted that some of the university presidents have been discussing offering different courses from each other to share resources among the state universities and community colleges. [Trustee Boudreau entered the meeting at 9:49 AM] The figures show that 17 students are needed per class to break even and it was questioned whether we would offer a class for 1-4 students or instead send them elsewhere for that class or

charge extra fees. We have independent studies offerings; for vocational ed, students take classes at Fitchburg State and we offer the final degree. The campus academic master plan will help with the many metrics needed for these questions.

5 Yr. Registered Student Enrollment Graduate. There is an overall growth in graduate enrollment, with some programs increasing, some holding steady, and some declining. Some of the upward trajectory is due to new program development, which shows there is still a market in graduate education.

5 Yr. Seat Utilization Report Undergraduate Summary. There is a new process in place to manage and monitor schedules and reduce unused seats and programs. In 2021 there was a 5.35% unused seat utilization.

5 Yr. Utilization Report Undergraduate by Department. There was no discussion on this material.

5 Yr. Seat Utilization Report Graduate Summary. There was no discussion on this material.

5 Yr. Seat Utilization Report Graduate by Department. The same process is being used for graduate programs. There was a concern that with the reorganization of continuing education with no dean, someone needs to be paying attention to this. The director of graduate programs will work with the registrar on seat utilizations and the associate deans on program development.

It was requested that a one-page summary be provided in the future.

5 Yr. Academic Dismissal, Returning and Graduation Data (Undergraduate). These figures reflect online learning styles during COVID.

- When students return to campus, they are provided many resources to reacclimate to the institution. During COVID last year, we graduated over 1,000 students. A comprehensive definition of retention was started last year in the Office of Retention to provide greater detail of withdrawals. Starfish 360 is managed by the director of retention to offer services and early warning alerts for students, which needs to be part of the retention plan.
- The SGA is concerned about student mental health and it is sometimes the reason for students leaving. The LifeWorks app will support students with the opportunity to connect immediately with a therapist 24-hours a day, 7 days a week, 365 days a year. It has the feature to chat with a therapist immediately if having an anxiety attack. The cost is \$25,000 for six months and will start in January. The more state schools using the program will result in a higher reduction in the price. The cost will be \$50,000 for the next fiscal year. An outreach coordinator started in September, holding case management team talks each week about struggling students.
- Retention is critical since the students are already here in our system. It would be helpful to see retention metrics like the enrollment funnel on a regular basis. Student withdrawals consist of an average 10% first-year loss, 40 military leave students, 30 medical leave students, and voluntary withdrawal of approximately 200 students per semester for a variety of reasons such as mental health, family situations, or finances.
- A mobile app with a single sign on for services across campus will be launched in the fall. Students will help with the content being posted. Other state universities using the app see 96% of students logging on daily.

Spring 2022 Registration in progress data. Updated registration data as of December 15 was distributed at the meeting.

Academic Affairs Reorganization Update: New Organizational Chart. New organizational charts were reviewed for the division of Academic Affairs. Filling vacant positions needs to be looked at in a systematic way, and the Board should be kept informed. [Trustee Martinez-Alvarez left the meeting at 10:49 AM]

Additional Data Requests. Student diversity data will be presented at the next meeting and performance metrics will start to be studied. It was requested to add faculty loads or credit hour generation as useful data points.

Faculty Emeritus/a. Faculty emeritus/a status is a rank of honor and recognition. To be eligible, faculty or librarians must have a minimum of ten years of full-time service at the University, be retired or resigned from full-time service, and not currently employed at any other college, school, or university. They must have demonstrated substantive, sustained achievement in their careers in one or more of the following: teaching, advising, scholarship, and professional service to the University, community, and/or the discipline.

MOTION made by Trustee Reichelt, seconded by Trustee Sanfacon, to approve the granting of Faculty Emeritus/a status, effective December 16, 2021 to the following individuals:

Dr. Robert Bristow, Department of Geography, Planning & Sustainability
Dr. James Carabetta, Department of Computer and Information Science
Dr. John Jones, Department of Criminal Justice
Dr. Robert Kersting, Department of Social Work
Dr. Karl Leiker, Department of Geography, Planning & Sustainability
Dr. Nomazengele Mangaliso, Department of Sociology
Dr. James Martin-Rehrmann, Department of Education
Dr. Patrick Romano, Department of Chemical & Physical Science
Mr. Gerald Tetrault, Department of Philosophy [Changed clerical error from Dr. to Mr.]
Dr. Roger Tudor, Department of Philosophy
There being no discussion, **Motion passed unanimously.**

There being no further business, **MOTION** made by Trustee Landrau, seconded by Trustee Reichelt, to adjourn. **Motion passed unanimously.**

Meeting adjourned at 10:58 AM.

Attachments presented at this meeting:

- a. Minutes, 10/13/21 (Draft)
- b. 5 Yr. Registered Student Enrollment Undergraduate
- c. 5 Yr. Registered Student Enrollment Graduate
- d. 5 Yr. Seat Utilization Report Undergraduate Summary
- e. 5 Yr. Utilization Report Undergraduate by Department
- f. 5 Yr. Seat Utilization Report Graduate Summary
- g. 5 Yr. Seat Utilization Report Graduate by Department
- h. 5 Yr. Academic Dismissal, Returning and Graduation Data (Undergraduate)
- i. Spring 2022 Registration in progress data
- j. Academic Affairs Organizational chart
- k. Motion: Faculty Emeritus/a Status
- l. Faculty Emeritus/a Justifications

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic and Student Affairs Committee meeting held on December 16, 2021.

Chloe Sanfacon, Secretary

Date



**Academic and Student Affairs Committee
Board of Trustees**

FEBRUARY 17, 2022

TOWARD A CULTURE OF EQUITY AND INCLUSIVE EXCELLENCE AT WSU

OVERVIEW

Like many other institutions across the nation Westfield State University has experienced acts on our campus that continuously challenge our commitment to provide an environment that is welcoming - where students, faculty and staff feel they belong, and where individual and group identities are valued and respected.

To continue the path toward a stronger community that positively enhances our campus and builds genuine, true inclusion, this session addresses where we are now by examining our current efforts. The data shared with you today demonstrates where we are regarding the diversity of our undergraduate and graduate students, our staff and faculty, our curriculum and programming. Our commitment to hire a Vice President of Justice, Equity, Diversity, and Inclusion, create a JEDI office, and work toward becoming a Minority Serving Institution also requires that we look at understanding where we want to be and what we want to achieve.

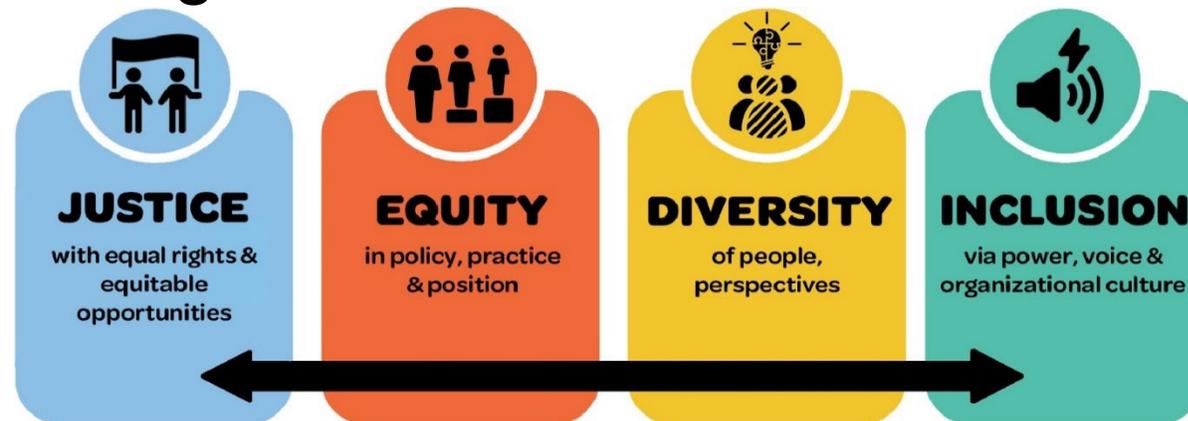
It is our goal to be a relationship-centered, student-ready, and culturally sustainable university where our students, faculty, and staff feel empowered to do their best work and be fully engaged in the life of the university. This presentation today is a step in that direction, and it is our hope that the information shared will highlight our strengths and provide opportunities to explore ideas that will help us grow in other areas. This work is part of our promise to be “engaged in the deep reflection, planning, and actions necessary when placing diversity and inclusion at the forefront of campus priorities” (Strategic Plan, p. 5).



**Academic and Student Affairs Committee
Board of Trustees
February 17, 2022**

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI): INTRODUCTION

- Westfield State University has begun to understand its role in the face of a changing and diversifying society
- Overview of federal definition of race and ethnic diversity
- Overview of the race and ethnic make up of students, faculty and staff
- Provide an update on JEDI work
- Attempt to catalog our activities to date



JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI): INTRODUCTION

- What are the emerging trends in our race and ethnicity data?
- Where are we in developing a JEDI structure?
- Where are we in becoming a Minority Serving Institution (MSI)?
- What factors should be considered in our path forward to serving a diverse student population?

OVERVIEW: SOCIOLOGY OF RACE & ETHNICITY

Office of Management and Budget, Directives and Standards

Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity

<https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>

Data Formats

a. Two-Question Format

Race:

- **American Indian or Alaska Native** (American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)
- **Asian** (Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).
- **Black or African American** (Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”)
- **Native Hawaiian or Other Pacific Islander** (Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).
- **White** (White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

Ethnicity:

- **Hispanic or Latino** (Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”)
- **Not Hispanic or Latino**

OVERVIEW: SOCIOLOGY OF RACE & ETHNICITY

Office of Management and Budget, Directives and Standards

Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity

<https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>

Data Formats

b. Combined Format

If a combined format is used, there are six minimum categories:

- **American Indian or Alaska Native**
- **Asian**
- **Black or African American**
- **Hispanic or Latino**
- **Native Hawaiian or Other Pacific Islander**
- **Other**

**UNDERGRADUATE
DATA REVIEW**

**RACE & ETHNICITY
BY MAJOR**

Fall 2021 Undergraduate & Continuing Education Count of Registered & Enrolled Students By Major & Race Code								
Data as of February 7, 2022								
Data does not include Nonmatriculated Students								
	American Indian or Alaskan Native	Asian	Black or African American	Cape Verdean	Hispanic or Latino	White	Blank or Multiple Race Codes Selected	Grand Total
Accounting	0.00%	3.33%	0.00%	0.00%	6.67%	73.33%	16.67%	100.00%
Art	0.00%	5.63%	4.23%	1.41%	16.90%	61.97%	9.86%	100.00%
Athletic Training	0.00%	0.00%	2.78%	0.00%	8.33%	80.56%	8.33%	100.00%
Athletic Training-Preliminary	0.00%	0.00%	9.09%	0.00%	9.09%	54.55%	27.27%	100.00%
Biology	0.78%	4.65%	9.30%	0.00%	11.63%	65.12%	8.53%	100.00%
Business Management	0.27%	2.41%	3.49%	0.00%	6.97%	77.75%	9.12%	100.00%
Chemistry	0.00%	0.00%	0.00%	0.00%	11.76%	82.35%	5.88%	100.00%
Communication	0.00%	1.29%	5.16%	0.00%	9.68%	79.35%	4.52%	100.00%
Computer Information Systems	0.00%	2.22%	13.33%	0.00%	6.67%	73.33%	4.44%	100.00%
Computer Science	0.00%	14.08%	7.04%	0.00%	9.86%	56.34%	12.68%	100.00%
Criminal Justice	0.33%	1.48%	4.45%	0.49%	12.03%	75.78%	5.44%	100.00%
Early Childhood Education	0.79%	0.79%	0.79%	0.00%	12.60%	80.31%	4.72%	100.00%
Economics	0.00%	0.00%	3.85%	0.00%	3.85%	80.77%	11.54%	100.00%
Elementary Education	0.00%	0.50%	2.51%	0.00%	3.02%	88.44%	5.53%	100.00%
English	0.00%	2.67%	2.67%	0.00%	9.33%	73.33%	12.00%	100.00%
Environmental Science	0.96%	2.88%	0.96%	0.00%	3.85%	87.50%	3.85%	100.00%
Ethnic and Gender Studies	0.00%	0.00%	40.00%	0.00%	60.00%	0.00%	0.00%	100.00%
Finance	0.00%	2.78%	8.33%	0.00%	11.11%	66.67%	11.11%	100.00%
General Science	0.00%	0.00%	0.00%	0.00%	0.00%	80.00%	20.00%	100.00%
Health Sciences	0.68%	4.05%	8.78%	0.00%	10.81%	69.59%	6.08%	100.00%
History	0.00%	0.00%	0.97%	0.00%	9.71%	80.58%	8.74%	100.00%
Liberal Studies, BA	0.00%	1.61%	14.52%	0.00%	14.52%	58.06%	11.29%	100.00%
Liberal Studies, BS	0.00%	0.00%	27.27%	0.00%	9.09%	45.45%	18.18%	100.00%
Management	0.00%	3.41%	5.68%	0.00%	10.23%	73.86%	6.82%	100.00%
Marketing	0.00%	0.00%	5.71%	0.00%	11.43%	71.43%	11.43%	100.00%
Mathematics	0.00%	1.79%	5.36%	0.00%	7.14%	78.57%	7.14%	100.00%
Sports Medicine and Human Performance	1.33%	0.67%	2.00%	0.00%	12.67%	74.00%	9.33%	100.00%
Music	0.00%	2.50%	2.50%	0.00%	2.50%	80.00%	12.50%	100.00%
Music Therapy	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Nursing	0.00%	4.37%	3.83%	0.00%	8.74%	75.41%	7.65%	100.00%
Political Science	0.00%	0.00%	9.09%	0.00%	15.91%	63.64%	11.36%	100.00%
Psychology	0.30%	1.80%	5.09%	0.00%	16.17%	69.16%	7.49%	100.00%
Regional Planning	0.00%	0.00%	4.55%	0.00%	13.64%	77.27%	4.55%	100.00%
Social Work	2.56%	0.00%	12.82%	0.00%	15.38%	61.54%	7.69%	100.00%
Social Work (Preliminary)	4.62%	3.08%	7.69%	0.00%	15.38%	63.08%	6.15%	100.00%
Sociology	0.00%	15.38%	7.69%	0.00%	15.38%	46.15%	15.38%	100.00%
Spanish	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%	0.00%	100.00%
Special Education	0.00%	1.56%	3.13%	0.00%	3.13%	82.81%	9.38%	100.00%
Theatre Arts	0.00%	0.00%	0.00%	0.00%	18.75%	81.25%	0.00%	100.00%
Vocational Education	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Grand Total	0.39%	2.27%	4.80%	0.11%	10.48%	74.38%	7.57%	100.00%

**UNDERGRADUATE
DATA REVIEW**

**COMPARISON TO
OVERALL STUDENT
POPULATION**

Fall 2021 Undergraduate & Continuing Education Level Count of Registered & Enrolled Students By Major & Race Code															
Data as of February 7, 2022															
Data does not include Nonmatriculated Students															
	American Indian or Alaskan Native		Asian		Black or African American		Cape Verdean		Hispanic or Latino		White		Blank or Multiple Race Codes Selected		Total Number of student in Major
Accounting	0	0.00%	1	0.03%		0.00%		0.00%	2	0.06%	22	0.61%	5	0.14%	30
Art		0.00%	4	0.11%	3	0.08%	1	0.03%	12	0.33%	44	1.22%	7	0.19%	71
Athletic Training		0.00%		0.00%	1	0.03%		0.00%	3	0.08%	29	0.80%	3	0.08%	36
Athletic Training-Preliminary		0.00%		0.00%	1	0.03%		0.00%	1	0.03%	6	0.17%	3	0.08%	11
Biology	1	0.03%	6	0.17%	12	0.33%		0.00%	15	0.42%	84	2.33%	11	0.31%	129
Business Management	1	0.03%	9	0.25%	13	0.36%		0.00%	26	0.72%	290	8.04%	34	0.94%	373
Chemistry		0.00%		0.00%		0.00%		0.00%	2	0.06%	14	0.39%	1	0.03%	17
Communication		0.00%	2	0.06%	8	0.22%		0.00%	15	0.42%	123	3.41%	7	0.19%	155
Computer Information Systems		0.00%	1	0.03%	6	0.17%		0.00%	3	0.08%	33	0.92%	2	0.06%	45
Computer Science		0.00%	10	0.28%	5	0.14%		0.00%	7	0.19%	40	1.11%	9	0.25%	71
Criminal Justice	2	0.06%	9	0.25%	27	0.75%	3	0.08%	73	2.02%	460	12.76%	33	0.92%	607
Early Childhood Education	1	0.03%	1	0.03%	1	0.03%		0.00%	16	0.44%	102	2.83%	6	0.17%	127
Economics		0.00%		0.00%	1	0.03%		0.00%	1	0.03%	21	0.58%	3	0.08%	26
Elementary Education		0.00%	1	0.03%	5	0.14%		0.00%	6	0.17%	176	4.88%	11	0.31%	199
English		0.00%	2	0.06%	2	0.06%		0.00%	7	0.19%	55	1.53%	9	0.25%	75
Environmental Science	1	0.03%	3	0.08%	1	0.03%		0.00%	4	0.11%	91	2.52%	4	0.11%	104
Ethnic and Gender Studies		0.00%		0.00%	2	0.06%		0.00%	3	0.08%		0.00%		0.00%	5
Finance		0.00%	1	0.03%	3	0.08%		0.00%	4	0.11%	24	0.67%	4	0.11%	36
General Science		0.00%		0.00%		0.00%		0.00%		0.00%	4	0.11%	1	0.03%	5
Health Sciences	1	0.03%	6	0.17%	13	0.36%		0.00%	16	0.44%	103	2.86%	9	0.25%	148
History		0.00%		0.00%	1	0.03%		0.00%	10	0.28%	83	2.30%	9	0.25%	103
Liberal Studies, BA		0.00%	1	0.03%	9	0.25%		0.00%	9	0.25%	36	1.00%	7	0.19%	62
Liberal Studies, BS		0.00%		0.00%	3	0.08%		0.00%	1	0.03%	5	0.14%	2	0.06%	11
Management		0.00%	3	0.08%	5	0.14%		0.00%	9	0.25%	65	1.80%	6	0.17%	88
Marketing		0.00%		0.00%	2	0.06%		0.00%	4	0.11%	25	0.69%	4	0.11%	35
Mathematics		0.00%	1	0.03%	3	0.08%		0.00%	4	0.11%	44	1.22%	4	0.11%	56
Movement Science		0.06%	1	0.03%	3	0.08%		0.00%	19	0.53%	111	3.08%	14	0.39%	150
Music		0.00%	1	0.03%	1	0.03%		0.00%	1	0.03%	32	0.89%	5	0.14%	40
Music Therapy		0.00%		0.00%		0.00%		0.00%		0.00%	5	0.14%		0.00%	5
Nursing		0.00%	8	0.22%	7	0.19%		0.00%	16	0.44%	138	3.83%	14	0.39%	183
Political Science		0.00%		0.00%	4	0.11%		0.00%	7	0.19%	28	0.78%	5	0.14%	44
Psychology	1	0.03%	6	0.17%	17	0.47%		0.00%	54	1.50%	231	6.41%	25	0.69%	334
Regional Planning		0.00%		0.00%	1	0.03%		0.00%	3	0.08%	17	0.47%	1	0.03%	22
Social Work	1	0.03%		0.00%	5	0.14%		0.00%	6	0.17%	24	0.67%	3	0.08%	39
Social Work (Preliminary)	3	0.08%	2	0.06%	5	0.14%		0.00%	10	0.28%	41	1.14%	4	0.11%	65
Sociology		0.00%	2	0.06%	1	0.03%		0.00%	2	0.06%	6	0.17%	2	0.06%	13
Spanish		0.00%		0.00%		0.00%		0.00%	2	0.06%	3	0.08%		0.00%	5
Special Education		0.00%	1	0.03%	2	0.06%		0.00%	2	0.06%	53	1.47%	6	0.17%	64
Theatre Arts		0.00%		0.00%		0.00%		0.00%	3	0.08%	13	0.36%		0.00%	16
Vocational Education		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.03%		0.00%	1
Grand Total	14	0.39%	82	2.27%	173	4.80%	4	0.11%	378	10.48%	2682	74.38%	273	7.57%	3606

UNDERGRADUATE DATA REVIEW

TAKEAWAYS

Race and Ethnicity within Major

- Native American top majors by percentage are Social Work and Sports Medicine and Human Performance
- Asian top majors are Sociology, Computer Science, and Art
- Black or African American top majors are Liberal Studies, Ethnic and Gender Studies, and Social Work
- Hispanic/Latino top majors are Ethnic and Gender Studies, Spanish, and Social Work

Comparison - overall Student Population

- Native American top majors by number of majors are Social Work, Movement Science, and Criminal Justice
- Asian top majors are Computer Science, Business Management, and Criminal Justice
- Black or African American top majors are Criminal Justice, Psychology, Business Management, and Health Sciences
- Hispanic/Latino top majors are Criminal Justice, Psychology, and Business Management

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: UNDERGRADUATE FULL-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Undergraduate Full-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Full Time: 12 or more credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Percentage									
American Indian or Alaska Native, non-Hispanic	19	0.60%	39	1.18%	46	1.21%	96	2.41%	138	3.38%
Asian, non-Hispanic	73	2.31%	59	1.78%	67	1.76%	60	1.51%	72	1.76%
Black or African American, non-Hispanic	154	4.88%	166	5.01%	186	4.90%	198	4.97%	182	4.46%
Hispanic/Latino	315	9.97%	348	10.50%	375	9.87%	382	9.59%	382	9.35%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0.00%	1	0.03%	2	0.05%	1	0.03%	3	0.07%
International	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.07%
Race and/or Ethnicity Unknown	100	3.17%	89	2.68%	94	2.47%	98	2.46%	90	2.20%
Two or more races, non-Hispanic	103	3.26%	113	3.41%	119	3.13%	163	4.09%	186	4.55%
White, non-Hispanic	2394	75.81%	2500	75.41%	2910	76.60%	2987	74.96%	3027	74.10%
Grand Total	3158	100.00%	3315	100.00%	3799	100.00%	3985	100.00%	4085	100.00%

Take Aways:

- In rounded terms less than 1% of WSU full-time undergraduate students identify as Native American, 2.3% identify as Asian, 5% as Black/African American, and 10% as Hispanic.
- The Native American full-time undergraduate population has declined from a high of 138 students in fall 2017 to 19 students in fall 2021.
- The Asian full-time undergraduate population, after declines in 2018-2020, has returned to fall 2017 numbers with 73 students.
- The Black/African American full-time undergraduate population has declined from a high of 198 students in Fall 2018 to 154 students in Fall 2021. A loss of 44 students.
- The Hispanic full-time undergraduate population has declined from a high of 382 in Fall 2017 and 2018 to 315 students in Fall 2021. A loss of 67 students.
- Overall enrollment of full-time undergraduate students of color at WSU has declined by 1.71% since fall 2017.
- Full-time undergraduate students of color are approximately 24% of the undergraduate population.

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: UNDERGRADUATE PART-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Undergraduate Part-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Part Time: Less than 12 credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, non-Hispanic	4	0.89%	3	0.62%	4	0.80%	3	0.62%	4	0.76%
Asian, non-Hispanic	9	2.01%	7	1.44%	9	1.80%	6	1.24%	4	0.76%
Black or African American, non-Hispanic	25	5.58%	36	7.42%	34	6.81%	33	6.85%	33	6.31%
Hispanic/Latino	63	14.06%	60	12.37%	55	11.02%	63	13.07%	66	12.62%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.19%
International	0	0.00%	0	0.00%	0	0.00%	1	0.21%	0	0.00%
Race and/or Ethnicity Unknown	44	9.82%	49	10.10%	66	13.23%	63	13.07%	82	15.68%
Two or more races, non-Hispanic	10	2.23%	13	2.68%	13	2.61%	13	2.70%	11	2.10%
White, non-Hispanic	293	65.40%	317	65.36%	318	63.73%	300	62.24%	322	61.57%
Grand Total	448	100.00%	485	100.00%	499	100.00%	482	100.00%	523	100.00%

Take Aways:

- In rounded terms less than 1% of WSU part-time undergraduate students identify as Native American, 2% identify as Asian, 5.5% as Black/African American, and 14% as Hispanic.

GRADUATE DATA REVIEW

Fall 2021 Graduate Level Count of Registered & Enrolled Students By Major & Race Code																		
Data as of February 7, 2022																		
Data does not include Nonmatriculated Students																		
	American Indian or Alaskan Native		Asian		Black or African American		Cape Verdean		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White		Blank or Multiple Race Codes Selected		Total Number & Percentage of Students in Graduate Programs	
Accounting	1	0.15%	2	0.31%	2	0.31%		0.00%	1	0.15%		0.00%	13	2.01%		0.00%	19	2.93%
Appl Behav Analys Certificate		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	2	0.31%	3	0.46%	5	0.77%
Applied Behavior Analysis		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	2	0.31%	19	2.93%
Art		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	1	0.15%
Biology		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	5	0.77%	1	0.15%	6	0.93%
Counseling		0.00%		0.00%	3	0.46%		0.00%	6	0.93%		0.00%	72	11.11%	8	1.23%	89	13.73%
Criminal Justice		0.00%	2	0.31%	2	0.31%	1	0.15%	9	1.39%		0.00%	29	4.48%	7	1.08%	50	7.72%
Early Childhood Education		0.00%		0.00%	1	0.15%		0.00%	1	0.15%		0.00%	16	2.47%	1	0.15%	19	2.93%
Elementary Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	1	0.15%	18	2.78%
English		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	2	0.31%	19	2.93%
History		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	16	2.47%	4	0.62%	21	3.24%
Mathematics		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	8	1.23%	1	0.15%	9	1.39%
Moderate Disabilities PreK-8		0.00%	2	0.31%		0.00%		0.00%		0.00%		0.00%	10	1.54%	1	0.15%	13	2.01%
Movement Science		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	16	2.47%	3	0.46%	19	2.93%
Music		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	1	0.15%
Public Administration		0.00%		0.00%	2	0.31%		0.00%	3	0.46%		0.00%	40	6.17%	1	0.15%	46	7.10%
Reading Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	1	0.15%	18	2.78%
Social Work	2	0.31%	3	0.46%	28	4.32%		0.00%	36	5.56%	1	0.15%	160	24.69%	27	4.17%	257	39.66%
Spanish Certificate		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%		0.00%		0.00%	1	0.15%
Special Needs, 5-12		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	9	1.39%		0.00%	9	1.39%
Vocational Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	9	1.39%		0.00%	9	1.39%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Grand Total	3	0.46%	9	1.39%	38	5.86%	1	0.15%	58	8.95%	1	0.15%	475	73.30%	63	9.72%	648	100.00%

GRADUATE DATA REVIEW

TAKEAWAYS

- Hispanic/Latino and Black or African American student populations have strong enrollment numbers in the Master of Social Work program.
- The number of students of color in our other graduate programs is extremely low.



FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: GRADUATE FULL-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Graduate Full-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Full Time: 9 or more credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, nonHispanic	4	1%	3	1%	4	1%	3	1%	2	1%
Asian, non-Hispanic	6	2%	4	1%	9	3%	12	4%	6	2%
Black or African American, non-Hispanic	28	9%	26	8%	25	8%	21	7%	16	6%
Hispanic/Latino	35	11%	42	12%	41	14%	38	13%	34	13%
Native Hawaiian or other Pacific Islander, non-Hispanic	1	0%	1	0%	1	0%	1	0%	0	0%
Race and/or Ethnicity Unknown	18	6%	23	7%	16	5%	22	7%	28	10%
Two or more races, non-Hispanic	8	2%	11	3%	11	4%	8	3%	6	2%
White, non-Hispanic	226	69%	233	68%	191	64%	196	65%	178	66%
Grand Total	326	100%	343	100%	298	100%	301	100%	270	100%

Take Aways:

- In rounded terms, 1% of WSU full-time graduate students identify as Native American, 2% identify as Asian, 9% as Black/African American, and 11% as Hispanic.
- Full-time graduate students of color are approximately 31% of the full-time graduate population.
- Overall enrollment of full-time graduate students of color at WSU has decreased by 3% since fall 2017.

FIVE YEAR SUMMARY REVIEW

RACE & ETHNICITY DATA: GRADUATE PART-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Graduate Part-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Part Time: Less than 9 credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, nonHispanic	5	2%	6	2%	7	2%	5	2%	4	1%
Asian, non-Hispanic	4	1%	4	1%	5	2%	3	1%	4	1%
Black or African American, non-Hispanic	11	3%	12	4%	10	3%	7	2%	9	3%
Hispanic/Latino	23	7%	29	10%	26	8%	19	6%	25	8%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Race and/or Ethnicity Unknown	23	7%	19	6%	17	5%	27	8%	22	7%
Two or more races, non-Hispanic	11	3%	2	1%	10	3%	7	2%	5	2%
White, non-Hispanic	245	76%	224	76%	237	76%	253	79%	243	78%
Grand Total	322	100%	296	100%	312	100%	321	100%	312	100%

Take Aways:

- In rounded terms, 2% of WSU part-time graduate students identify as Native American, 1% identify as Asian, 3% as Black/African American, and 7% as Hispanic.
- Part-time students of color are approximately 24% of the graduate part-time population.
- Overall enrollment of part-time graduate students of color at WSU has decreased by 2% since fall 2017.

SUMMARY OF STUDENT DATA

- Nearly all academic programs have some students from diverse backgrounds.
- Some student populations have been stable over the last five years, whereas some have had variability.
- Overall, this data represents an honest look at the racial and ethnic breakdown of our student body today and over the last five years.
- The next steps will be to formulate a plan for how to improve.

FACULTY DATA REVIEW BY RACE AND ETHNICITY

Full-time faculty

	2020		2019		2018	
Asian	21	8.9%	20	8.3%	16	6.7%
Black/African American	18	7.7%	18	7.5%	16	6.7%
Hispanic/Latino	12	5.1%	13	5.4%	13	5.4%
Not Specified	1	0.4%	1	0.4%	2	0.8%
White	182	77.8%	189	78.4%	192	80.3%
Total	234		241		239	

Takeaway

- 51 faculty of color out of 234, or 22.2%.

FACULTY DATA REVIEW BY RACE AND ETHNICITY

Part-time faculty
(Day)

	2020		2019		2018	
Asian	4	2.3%	4	1.4%	4	1.7%
Black/African American	5	2.9%	10	3.5%	11	4.6%
Hispanic/Latino	2	1.2%	3	1.1%	3	1.2%
Not Specified	40	23.3%	87	30.7%	59	24.5%
White	121	70.3%	179	63.3%	164	68.0%
Total	172		283		241	

Part-time faculty
(CGCE)

	2020		2019		2018	
Asian	6	3.3%	7	2.4%	5	2.6%
Black/African American	11	6.0%	15	5.1%	11	5.7%
Hispanic/Latino	9	4.9%	11	3.7%	4	2.1%
Not Specified	37	20.1%	64	21.7%	37	19.2%
White	121	65.8%	198	67.1%	136	70.5%
Total	184		295		193	

Takeaways

- Decrease in diversity of Day and CGCE part-time faculty.

FACULTY DATA REVIEW BY GENDER

	2020		2019		2018		
Full-time faculty	Male	112	47.9%	117	48.5%	118	49.4%
	Female	122	52.1%	124	51.4%	121	50.6%
	Total	234		241		239	

	2020		2019		2018		
Part-time faculty (Day)	Male	74	43.0%	118	41.7%	107	44.4%
	Female	98	57.0%	165	58.3%	134	55.6%
	Total	172		283		241	

	2020		2019		2018		
Part-time faculty (DGCE)	Male	80	43.4%	130	44.1%	93	48.2%
	Female	104	56.5%	165	55.9%	100	51.8%
	Total	184		295		193	

Takeaways:

- Percentage of female faculty consistently higher than percentage of male faculty

FACULTY AND STAFF DATA REVIEW BY UNITS

Fall 2020						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	1				2	3
Asian	4	5	21		1	31
Black/African American	14	12	18		3	47
Hispanic/Latino	28	11	12		4	55
Not Specified	2		1			3
White	178	137	181	5	28	529
Grand Total	227	165	233	5	38	668

Fall 2019						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	2				2	4
Asian	5	3	20			28
Black/African American	14	10	18		4	46
Hispanic/Latino	27	11	13		5	56
Not Specified	4	1	1			6
White	193	145	188	3	31	560
Grand Total	245	170	240	3	42	700

Fall 2018						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	2				2	4
Asian	7	4	16			27
Black/African American	14	13	16		5	48
Hispanic/Latino	27	10	13		4	54
Not Specified	5	2	2			9
White	200	147	192	4	31	574
Grand Total	255	176	239	4	42	716

Takeaway

- Westfield State is retaining its faculty and staff of color.

DATA GOVERNANCE AND NEXT STEPS

- Assess race/ethnicity categories for both internal and external reporting purposes
- Accelerating to a Future as a Data-Driven Institution
 - Propose an Advisory Committee on Data Governance and Business Intelligence
 - Engage with all stakeholders on campus: IT, IR, Registrar's Office, etc.
 - Analyze current data infrastructure and determine a path forward to modernization that is realistic and achievable
 - Engaging the DHE Strategic Initiative on Improving Analytics Capacity (<https://www.mass.edu/strategic/analytics.asp>)
- Prepare for compliance with the S.839 - College Transparency Act -117th Congress (2021-2022)

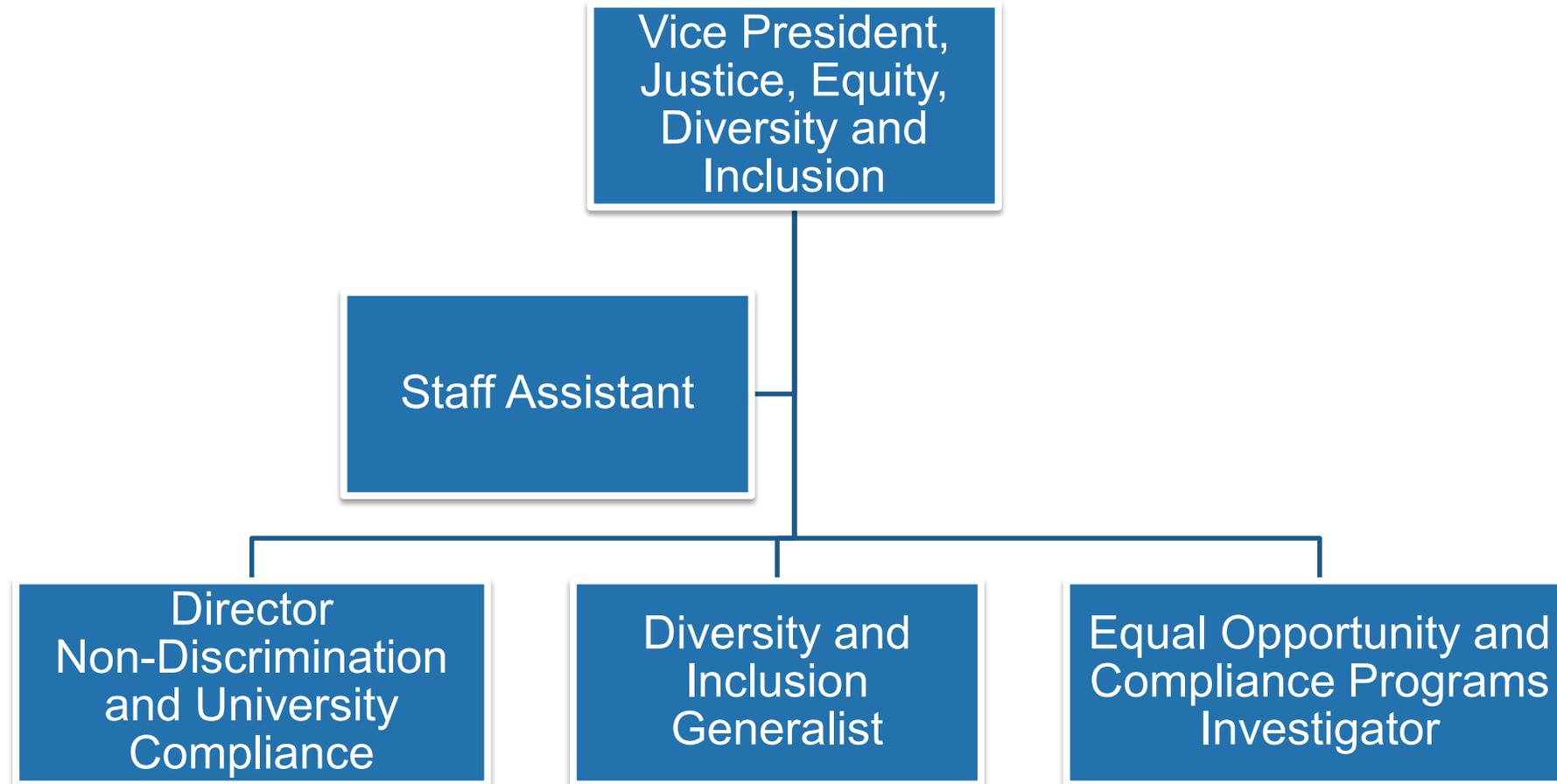


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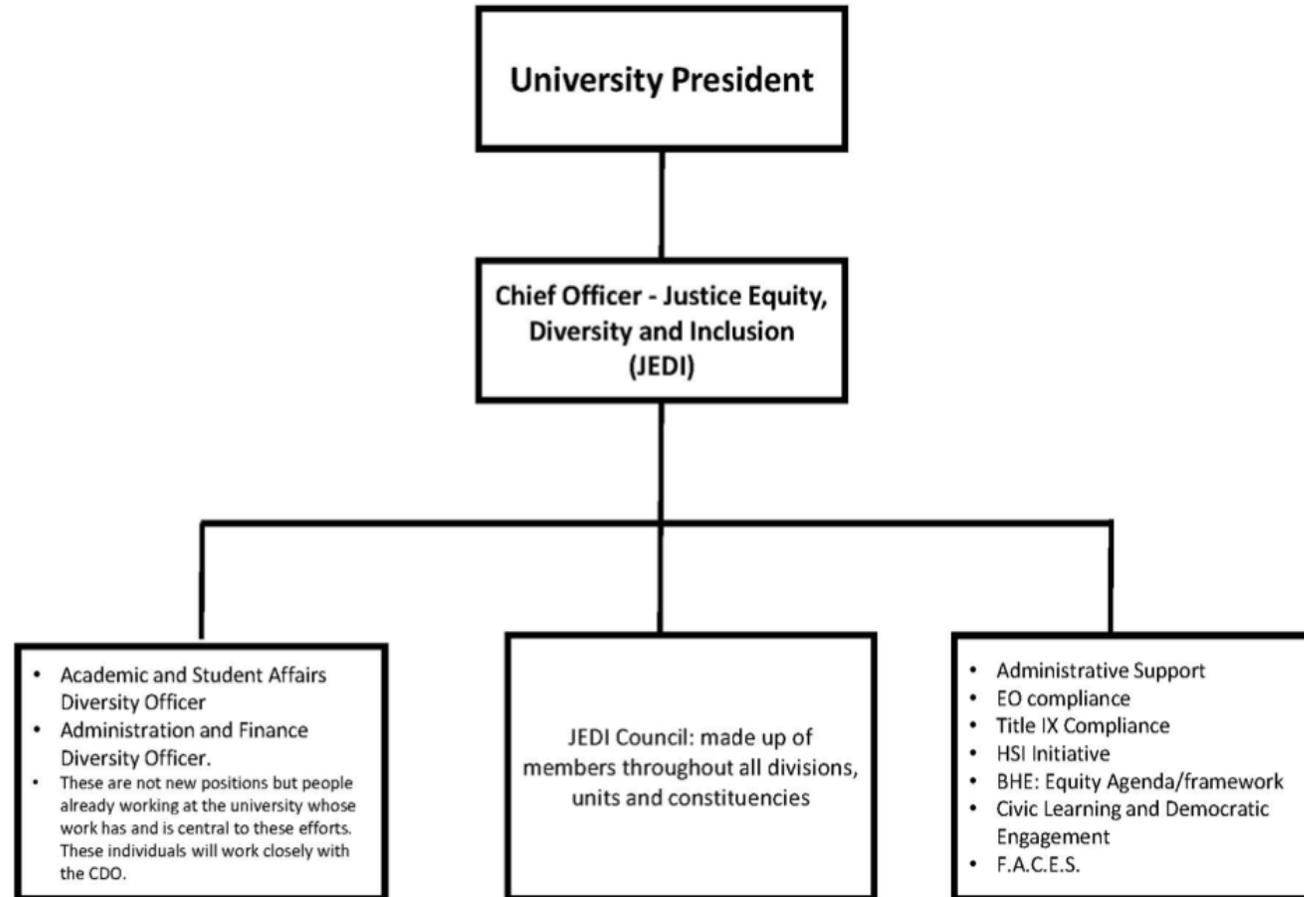
LIVING THE “JEDI”: Justice. Equity. Diversity. Inclusion

- Reorganize all justice, equity, diversity, and inclusion efforts into one central division with multiple linkages throughout the University led by a Chief Diversity Officer (CDO), a cabinet/council level position who reports directly to the President.
- Create the mission of the CDO, a campus-wide CDO council, and institutionalized connections among all divisions.
- Relocate all positions throughout the campus that previously had a focus on JEDI efforts brought in under this new unit.
- Continue the ensuing project for Westfield State University (WSU) to become the first Hispanic Serving Institution (HSI) within the Commonwealth’s nine (9) state universities under this office.
- Oversee the pursuit of grant funding and other resources to further Westfield’s Equity Agenda in conjunction with the Board of Higher Education (BHE).

JEDI REVIEW & STRUCTURE



JEDI REVIEW & STRUCTURE



JEDI Review & Structure

- Search Committee
 - Vice President of Justice, Equity, Diversity and Inclusion
 - Examples of Responsibilities
- Expectations in the first 12-24 months

How Does an Institution Become a Hispanic-Serving Institution (HSI)

- To be federally recognized as an HSI, a university must meet the following criteria:
 - 25% of its full-time students must self-identify as Hispanic/Latino.
 - Half of that student group must be Pell eligible or eligible for financial assistance.
 - Apply to receive the federal designation.
- WSU Fall 2021 full-time undergraduate Hispanic/Latino population is 9.97%.



Minority Serving Institutions

- MSI (Minority Serving Institutions) are federally recognized as institutions that **serve a historically marginalized student population**
- There are 7 types of MSIs.

Type of MSI	% of full-time students	WSU % of full-time students	Enrollment target	Distance to target
Historically Black Colleges and Universities (HBCUs)	N/A	N/A	N/A	N/A
Tribal Colleges and Universities (TCBUs)	N/A	N/A	N/A	N/A
Asian American Native American Pacific Islander-Serving Institutions (ANNAPISIs)	10%	2.27%	315	223
Alaska Native and Native Hawaiian Serving Institution (ANNHSI)	10%	0%	315	315
Hispanic Serving Institution (HSI)	25%	10.48%	790	475
Predominantly Black Institution (PBI)	40%	4.8%	1264	1109
Native American-Serving Non-Tribal Institution (NASNTI)	10%	0.39%	315	296

MSI v. “msi” v. equity-oriented institution

- MSI (Minority Serving Institutions) are federally recognized as institutions that **serve a historically marginalized student population**
- **MSI** is not its own type of federally recognized institution.
- There are 7 types of MSIs
- An MSI is an institution
 - Originally founded to serve a specific historically marginalized group (i.e., HBCUs, TCUs)
 - Federally recognize as an HSI (25%), PBI (40%), ANNAPISI (10%), ANNH (10%), NASNTI (10%)
 - Federal grants available
- MSI v. msi
 - Institutions that serve a significant number of students of color have used the term “minority serving institution”.
 - WSU: “minority serving institution” v. “equity-oriented institution”

AAC&U




Gardner Institute



SEA CHANGE

WSU JEDI Programming – National Level



The Equity Agenda

Achieving Racial Justice in
Massachusetts Public Higher Education

LEADING FOR CHANGE RACIAL EQUITY & JUSTICE INSTITUTE PRACTITIONER HANDBOOK

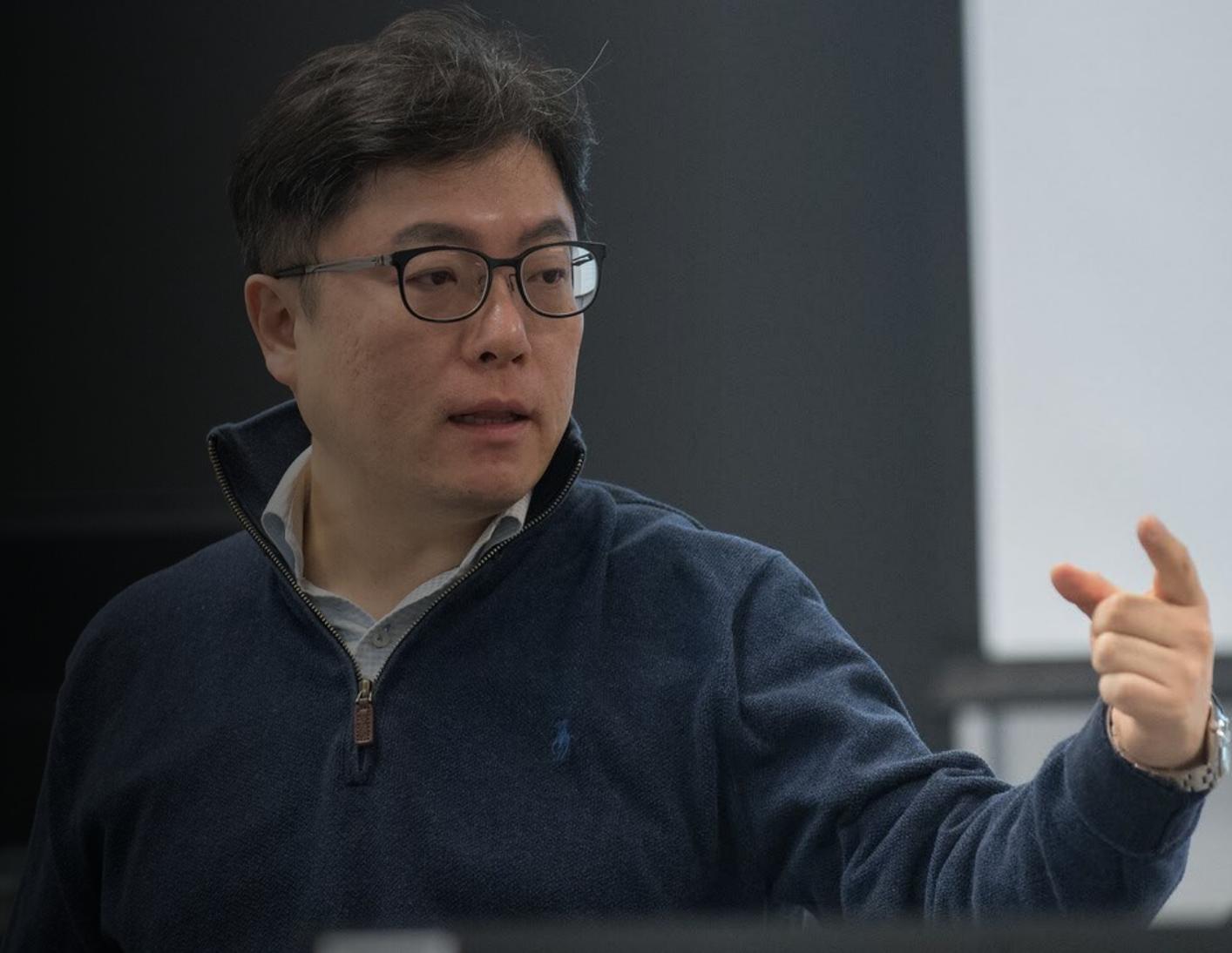
Sabrina Gentlewarrior & Luis Paredes, Editors

JEDI Programming – State Level



JEDI PROGRAMMING – ON CAMPUS

ACADEMIC OFFERINGS





Diversity Course Offering by Attributes

- **Global Diversity**
 - In 2021-2022, 79 courses
- **U.S. Diversity**
 - In 2021-2022, 56 courses
- **Social Understanding**
 - In 2021-2022, 113 courses

JEDI Programming – On Campus



+

**Events and
activities
annually**

JEDI PROGRAMMING – ON CAMPUS

EXAMPLES

- **Educational**

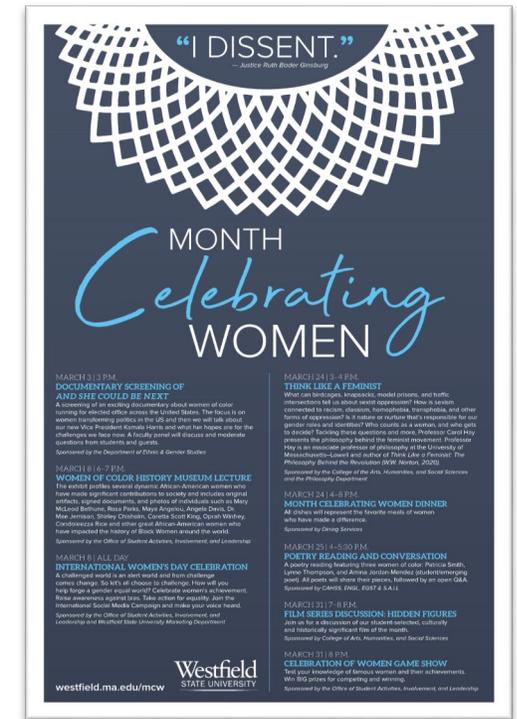
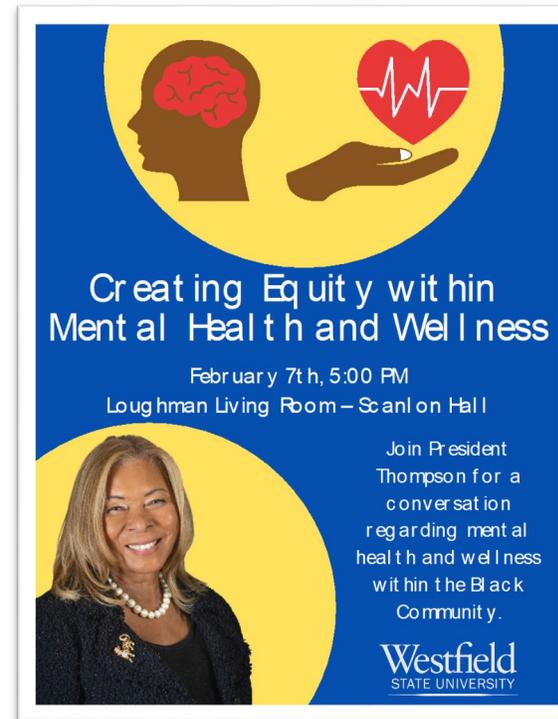
- ✓ Established BEST (Bias Education Support Team)
- ✓ Counseling Center trained in anti-racism education
- ✓ Diversity Equity and Belonging Module

- **Student Support**

- ✓ Intercultural Counselor Hired + does drop-in hours
- ✓ Programming in Residence Halls Each Semester
- ✓ "Voices of Color"—Career Center

- **Cultural Exploration**

Themed month programming (Hispanic Heritage, Women's History, current program is Black History Month)



DIVERSITY MODULE SAMPLE

Types of Oppression

Select a topic to learn more.

^ Ideological Oppression ✓

This type of oppression is based on an idea that one group is somehow better or more deserving than another, and has some right to control the other group. For example, an electrician may earn just as much or more than a tax accountant, but society often considers an accountant as belonging to an "upper class" because of the perceived reputation of their career choice.

∨ Institutional Oppression

∨ Interpersonal Oppression

∨ Internalized Oppression

Next →



DIVERSITY MODULE SAMPLE



Responding to Criticism

We all make mistakes sometimes. It's a part of being human! What's important is learning to be open when someone tells you they're feeling disrespected by what you say or do. Doing so can provide you with the opportunity to grow from an interaction and learn a new perspective.

How would you respond if someone told you that you were labeling them?

Select a response.

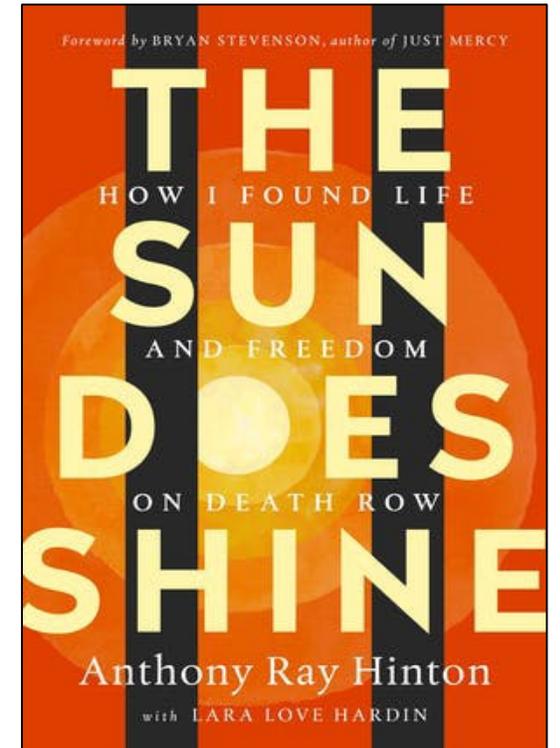
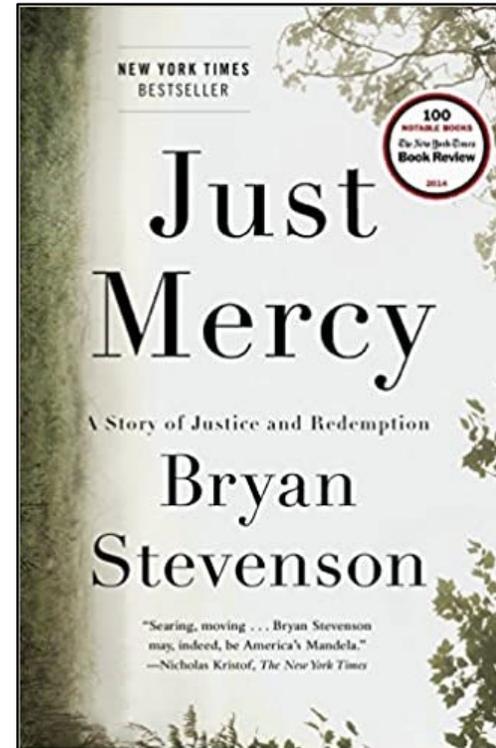
- Allow yourself to express your frustration with being corrected.
- Thank them for bringing the issue up.
- Backpedal and tell them you didn't mean it.

Submit

Next →

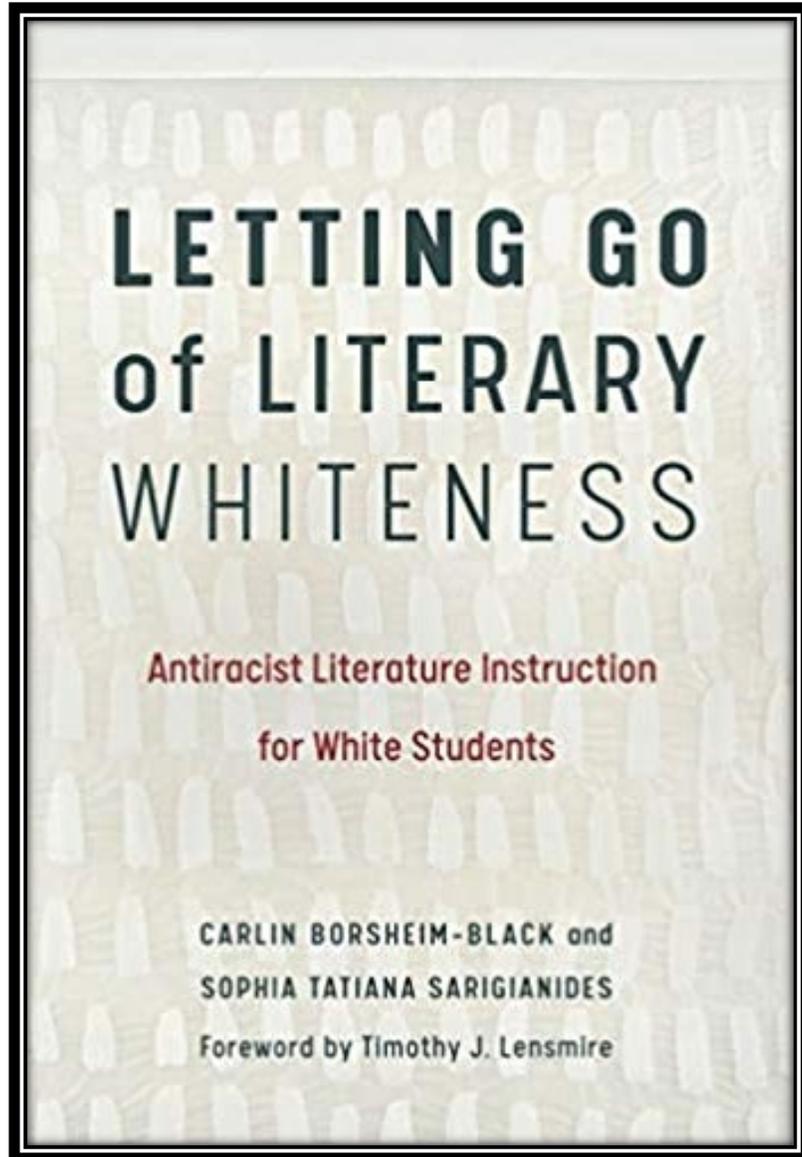
JEDI PROGRAMMING – ON CAMPUS

- **Community Engagement**
 - Latino/a Education Advisory Committee formed
- **Critical Analysis (Academic)**
 - First Year Read Series
 - 2021 Just Mercy (Bryan Stevenson)
 - Dr. Bettina Love: *We Gon' be Alright, but That Ain't Alright: Abolitionist Teaching in the Pursuit of Educational Freedom* with Holyoke Community College



JEDI-Related Faculty Scholarship

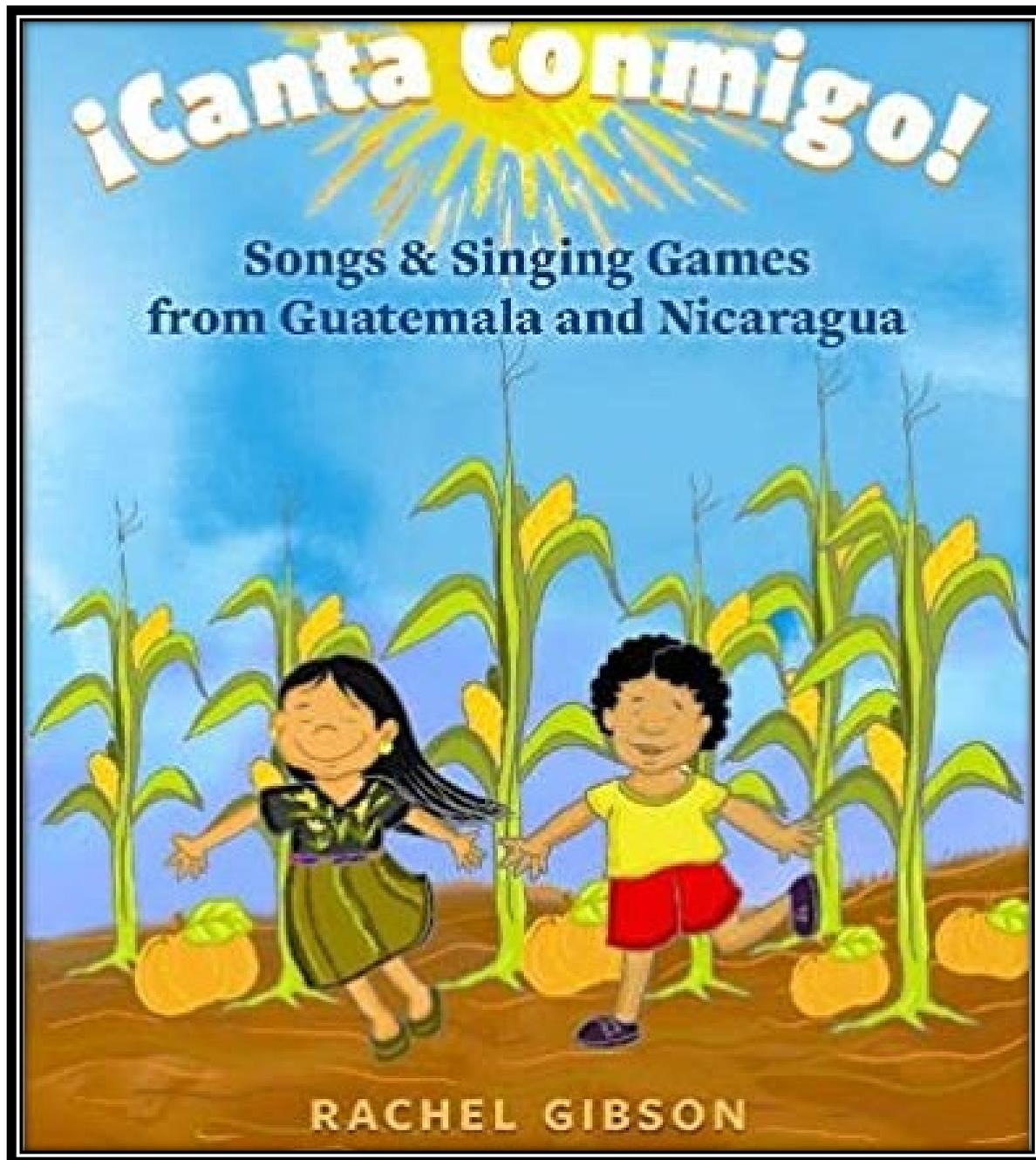
AACTE Outstanding
Book Award 2021



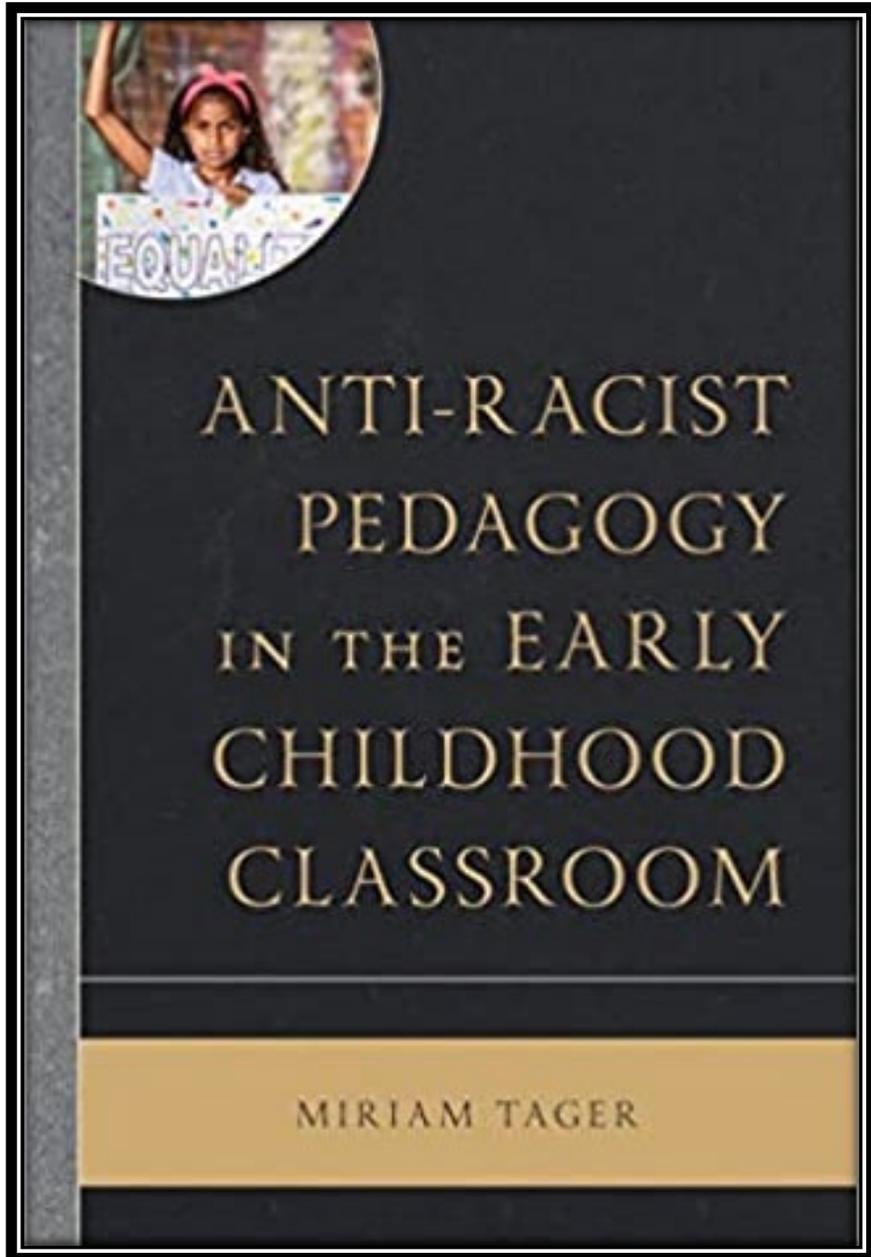


JEDI- Related Faculty Scholarship

Artist: Dr. Imo Imeh, from his exhibition, "and i'll be there with you", most recently on view at PULP Gallery in Holyoke, Massachusetts



JEDI- Related Faculty Scholarship



JEDI-Related Faculty Scholarship



*A New Perspective
for the Use of Dialect in
African American Spirituals*

HISTORY, CONTEXT, AND LINGUISTICS

Felicia Raphael Marie Barber
Foreword by André J. Thomas

JEDI-Related Faculty Scholarship

JEDI FUTURE: NEXT STEPS

- Establish and recognize our current efforts “msi.”
- Align CAMP Process to BHE Equity Agenda and NUE
- Examine resources to determine how best WSU can work to attract more students of color





RACE & ETHNICITY DATA: BY MAJOR: UNDERGRADUATE & CONTINUING EDUCATION REGISTERED & ENROLLED

WITHIN MAJOR COMPARISON

FALL 2021

The data table are provided on the next page.

Take Aways:

Out of the 40 undergraduate majors Hispanic/Latino, Black or African American, and Asian students are averaging higher enrollments in the majors listed below.

- Native American students are primarily enrolled in Social Work (7%).
- The top three majors with the highest percentage of Asian students are Sociology (15%), Computer Science (14%), Art at approximately (6%).
- The top three majors with the highest percentage of Black/African American students are Liberal Studies BA/BS (42%), Ethnic and Gender Studies (40%), Computer and Information Systems (13%)
- The top five majors with the highest percentage of Hispanic/Latino students are Ethnic and Gender Studies (60%), Spanish (40%), Social Work (31%), Theatre Arts (19%), Art at approximately (17%)

Fall 2021 Undergraduate & Continuing Education Count of Registered & Enrolled Students By Major & Race Code

Data as of February 7, 2022

Data does not include Nonmatriculated Students

	American Indian or Alaskan Native	Asian	Black or African American	Cape Verdean	Hispanic or Latino	White	Blank or Multiple Race Codes Selected	Grand Total
Accounting	0.00%	3.33%	0.00%	0.00%	6.67%	73.33%	16.67%	100.00%
Art	0.00%	5.63%	4.23%	1.41%	16.90%	61.97%	9.86%	100.00%
Athletic Training	0.00%	0.00%	2.78%	0.00%	8.33%	80.56%	8.33%	100.00%
Athletic Training-Preliminary	0.00%	0.00%	9.09%	0.00%	9.09%	54.55%	27.27%	100.00%
Biology	0.78%	4.65%	9.30%	0.00%	11.63%	65.12%	8.53%	100.00%
Business Management	0.27%	2.41%	3.49%	0.00%	6.97%	77.75%	9.12%	100.00%
Chemistry	0.00%	0.00%	0.00%	0.00%	11.76%	82.35%	5.88%	100.00%
Communication	0.00%	1.29%	5.16%	0.00%	9.68%	79.35%	4.52%	100.00%
Computer Information Systems	0.00%	2.22%	13.33%	0.00%	6.67%	73.33%	4.44%	100.00%
Computer Science	0.00%	14.08%	7.04%	0.00%	9.86%	56.34%	12.68%	100.00%
Criminal Justice	0.33%	1.48%	4.45%	0.49%	12.03%	75.78%	5.44%	100.00%
Early Childhood Education	0.79%	0.79%	0.79%	0.00%	12.60%	80.31%	4.72%	100.00%
Economics	0.00%	0.00%	3.85%	0.00%	3.85%	80.77%	11.54%	100.00%
Elementary Education	0.00%	0.50%	2.51%	0.00%	3.02%	88.44%	5.53%	100.00%
English	0.00%	2.67%	2.67%	0.00%	9.33%	73.33%	12.00%	100.00%
Environmental Science	0.96%	2.88%	0.96%	0.00%	3.85%	87.50%	3.85%	100.00%
Ethnic and Gender Studies	0.00%	0.00%	40.00%	0.00%	60.00%	0.00%	0.00%	100.00%
Finance	0.00%	2.78%	8.33%	0.00%	11.11%	66.67%	11.11%	100.00%
General Science	0.00%	0.00%	0.00%	0.00%	0.00%	80.00%	20.00%	100.00%
Health Sciences	0.68%	4.05%	8.78%	0.00%	10.81%	69.59%	6.08%	100.00%
History	0.00%	0.00%	0.97%	0.00%	9.71%	80.58%	8.74%	100.00%
Liberal Studies, BA	0.00%	1.61%	14.52%	0.00%	14.52%	58.06%	11.29%	100.00%
Liberal Studies, BS	0.00%	0.00%	27.27%	0.00%	9.09%	45.45%	18.18%	100.00%
Management	0.00%	3.41%	5.68%	0.00%	10.23%	73.86%	6.82%	100.00%
Marketing	0.00%	0.00%	5.71%	0.00%	11.43%	71.43%	11.43%	100.00%
Mathematics	0.00%	1.79%	5.36%	0.00%	7.14%	78.57%	7.14%	100.00%
Sports Medicine and Human Performance	1.33%	0.67%	2.00%	0.00%	12.67%	74.00%	9.33%	100.00%
Music	0.00%	2.50%	2.50%	0.00%	2.50%	80.00%	12.50%	100.00%
Music Therapy	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Nursing	0.00%	4.37%	3.83%	0.00%	8.74%	75.41%	7.65%	100.00%
Political Science	0.00%	0.00%	9.09%	0.00%	15.91%	63.64%	11.36%	100.00%
Psychology	0.30%	1.80%	5.09%	0.00%	16.17%	69.16%	7.49%	100.00%
Regional Planning	0.00%	0.00%	4.55%	0.00%	13.64%	77.27%	4.55%	100.00%
Social Work	2.56%	0.00%	12.82%	0.00%	15.38%	61.54%	7.69%	100.00%
Social Work (Preliminary)	4.62%	3.08%	7.69%	0.00%	15.38%	63.08%	6.15%	100.00%
Sociology	0.00%	15.38%	7.69%	0.00%	15.38%	46.15%	15.38%	100.00%
Spanish	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%	0.00%	100.00%
Special Education	0.00%	1.56%	3.13%	0.00%	3.13%	82.81%	9.38%	100.00%
Theatre Arts	0.00%	0.00%	0.00%	0.00%	18.75%	81.25%	0.00%	100.00%
Vocational Education	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Grand Total	0.39%	2.27%	4.80%	0.11%	10.48%	74.38%	7.57%	100.00%

**RACE & ETHNICITY DATA: BY MAJOR: UNDERGRADUATE & CONTINUING EDUCATION REGISTERED & ENROLLED
FALL 2021**

COMPARISON OF MAJOR BY RACE & ETHNICITY TO OVERALL STUDENT ENROLLMENT

The data table are provided on the next page.

Take Aways:

- From an overall total of 3606 undergraduate students, across all majors, 651 single-race identified students of color enrolled at WSU in Fall 2021.
- Fourteen (0.39%) identify as Native American, 82 (2.27%) identify as Asian, 173 (4.80%) as Black/African American, 4(0.11%) as Cape Verdean, 378 (10.48%) as Hispanic.
- The top ten majors where undergraduate students of color enrolled in Fall 2021 are as follows:
 1. Criminal Justice (114)
 2. Psychology (78)
 3. Business Management (49)
 4. Health Sciences (36)
 5. Biology (34)
 6. Nursing (31)
 7. Sports Medicine and Human Performance (Movement Sciences) (25) (tie)
Communication (25) (tie)
 8. Computer Science (22)
 9. Art (20) (tie)
Social Work (Preliminary) (20) (tie)
 10. Liberal Studies, BA (19) (tie)
Early Childhood Education (19) (tie)

Fall 2021 Undergraduate & Continuing Education Level Count of Registered & Enrolled Students By Major & Race Code

Data as of February 7, 2022

Data does not include Nonmatriculated Students

	American Indian or Alaskan Native		Asian		Black or African American		Cape Verdean		Hispanic or Latino		White		Blank or Multiple Race Codes Selected		Total Number of student in Major
Accounting	0	0.00%	1	0.03%		0.00%		0.00%	2	0.06%	22	0.61%	5	0.14%	30
Art		0.00%	4	0.11%	3	0.08%	1	0.03%	12	0.33%	44	1.22%	7	0.19%	71
Athletic Training		0.00%		0.00%	1	0.03%		0.00%	3	0.08%	29	0.80%	3	0.08%	36
Athletic Training-Preliminary		0.00%		0.00%	1	0.03%		0.00%	1	0.03%	6	0.17%	3	0.08%	11
Biology	1	0.03%	6	0.17%	12	0.33%		0.00%	15	0.42%	84	2.33%	11	0.31%	129
Business Management	1	0.03%	9	0.25%	13	0.36%		0.00%	26	0.72%	290	8.04%	34	0.94%	373
Chemistry		0.00%		0.00%		0.00%		0.00%	2	0.06%	14	0.39%	1	0.03%	17
Communication		0.00%	2	0.06%	8	0.22%		0.00%	15	0.42%	123	3.41%	7	0.19%	155
Computer Information Systems		0.00%	1	0.03%	6	0.17%		0.00%	3	0.08%	33	0.92%	2	0.06%	45
Computer Science		0.00%	10	0.28%	5	0.14%		0.00%	7	0.19%	40	1.11%	9	0.25%	71
Criminal Justice	2	0.06%	9	0.25%	27	0.75%	3	0.08%	73	2.02%	460	12.76%	33	0.92%	607
Early Childhood Education	1	0.03%	1	0.03%	1	0.03%		0.00%	16	0.44%	102	2.83%	6	0.17%	127
Economics		0.00%		0.00%	1	0.03%		0.00%	1	0.03%	21	0.58%	3	0.08%	26
Elementary Education		0.00%	1	0.03%	5	0.14%		0.00%	6	0.17%	176	4.88%	11	0.31%	199
English		0.00%	2	0.06%	2	0.06%		0.00%	7	0.19%	55	1.53%	9	0.25%	75
Environmental Science	1	0.03%	3	0.08%	1	0.03%		0.00%	4	0.11%	91	2.52%	4	0.11%	104
Ethnic and Gender Studies		0.00%		0.00%	2	0.06%		0.00%	3	0.08%		0.00%		0.00%	5
Finance		0.00%	1	0.03%	3	0.08%		0.00%	4	0.11%	24	0.67%	4	0.11%	36
General Science		0.00%		0.00%		0.00%		0.00%		0.00%	4	0.11%	1	0.03%	5
Health Sciences	1	0.03%	6	0.17%	13	0.36%		0.00%	16	0.44%	103	2.86%	9	0.25%	148
History		0.00%		0.00%	1	0.03%		0.00%	10	0.28%	83	2.30%	9	0.25%	103
Liberal Studies, BA		0.00%	1	0.03%	9	0.25%		0.00%	9	0.25%	36	1.00%	7	0.19%	62
Liberal Studies, BS		0.00%		0.00%	3	0.08%		0.00%	1	0.03%	5	0.14%	2	0.06%	11
Management		0.00%	3	0.08%	5	0.14%		0.00%	9	0.25%	65	1.80%	6	0.17%	88
Marketing		0.00%		0.00%	2	0.06%		0.00%	4	0.11%	25	0.69%	4	0.11%	35
Mathematics		0.00%	1	0.03%	3	0.08%		0.00%	4	0.11%	44	1.22%	4	0.11%	56
Movement Science	2	0.06%	1	0.03%	3	0.08%		0.00%	19	0.53%	111	3.08%	14	0.39%	150
Music		0.00%	1	0.03%	1	0.03%		0.00%	1	0.03%	32	0.89%	5	0.14%	40
Music Therapy		0.00%		0.00%		0.00%		0.00%		0.00%	5	0.14%		0.00%	5
Nursing		0.00%	8	0.22%	7	0.19%		0.00%	16	0.44%	138	3.83%	14	0.39%	183
Political Science		0.00%		0.00%	4	0.11%		0.00%	7	0.19%	28	0.78%	5	0.14%	44
Psychology	1	0.03%	6	0.17%	17	0.47%		0.00%	54	1.50%	231	6.41%	25	0.69%	334
Regional Planning		0.00%		0.00%	1	0.03%		0.00%	3	0.08%	17	0.47%	1	0.03%	22
Social Work	1	0.03%		0.00%	5	0.14%		0.00%	6	0.17%	24	0.67%	3	0.08%	39
Social Work (Preliminary)	3	0.08%	2	0.06%	5	0.14%		0.00%	10	0.28%	41	1.14%	4	0.11%	65
Sociology		0.00%	2	0.06%	1	0.03%		0.00%	2	0.06%	6	0.17%	2	0.06%	13
Spanish		0.00%		0.00%		0.00%		0.00%	2	0.06%	3	0.08%		0.00%	5
Special Education		0.00%	1	0.03%	2	0.06%		0.00%	2	0.06%	53	1.47%	6	0.17%	64
Theatre Arts		0.00%		0.00%		0.00%		0.00%	3	0.08%	13	0.36%		0.00%	16
Vocational Education		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.03%		0.00%	1
Grand Total	14	0.39%	82	2.27%	173	4.80%	4	0.11%	378	10.48%	2682	74.38%	273	7.57%	3606

**RACE & ETHNICITY DATA: BY MAJOR: GRADUATE REGISTERED & ENROLLED
FALL 2021**

Fall 2021 Graduate Level Count of Registered & Enrolled Students By Major & Race Code																		
Data as of February 7, 2022																		
Data does not include Nonmatriculated Students																		
	American Indian or Alaskan Native		Asian		Black or African American		Cape Verdean		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White		Blank or Multiple Race Codes Selected		Total Number & Percentage of Students in Graduate Programs	
Accounting	1	0.15%	2	0.31%	2	0.31%		0.00%	1	0.15%		0.00%	13	2.01%		0.00%	19	2.93%
Appl Behav Analys Certificate		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	2	0.31%	3	0.46%	5	0.77%
Applied Behavior Analysis		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	2	0.31%	19	2.93%
Art		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	1	0.15%
Biology		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	5	0.77%	1	0.15%	6	0.93%
Counseling		0.00%		0.00%	3	0.46%		0.00%	6	0.93%		0.00%	72	11.11%	8	1.23%	89	13.73%
Criminal Justice		0.00%	2	0.31%	2	0.31%	1	0.15%	9	1.39%		0.00%	29	4.48%	7	1.08%	50	7.72%
Early Childhood Education		0.00%		0.00%	1	0.15%		0.00%	1	0.15%		0.00%	16	2.47%	1	0.15%	19	2.93%
Elementary Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	1	0.15%	18	2.78%
English		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	2	0.31%	19	2.93%
History		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	16	2.47%	4	0.62%	21	3.24%
Mathematics		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	8	1.23%	1	0.15%	9	1.39%
Moderate Disabilities PreK-8		0.00%	2	0.31%		0.00%		0.00%		0.00%		0.00%	10	1.54%	1	0.15%	13	2.01%
Movement Science		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	16	2.47%	3	0.46%	19	2.93%
Music		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%	1	0.15%
Public Administration		0.00%		0.00%	2	0.31%		0.00%	3	0.46%		0.00%	40	6.17%	1	0.15%	46	7.10%
Reading Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	17	2.62%	1	0.15%	18	2.78%
Social Work	2	0.31%	3	0.46%	28	4.32%		0.00%	36	5.56%	1	0.15%	160	24.69%	27	4.17%	257	39.66%
Spanish Certificate		0.00%		0.00%		0.00%		0.00%	1	0.15%		0.00%		0.00%		0.00%	1	0.15%
Special Needs, 5-12		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	9	1.39%		0.00%	9	1.39%
Vocational Education		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	9	1.39%		0.00%	9	1.39%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Grand Total	3	0.46%	9	1.39%	38	5.86%	1	0.15%	58	8.95%	1	0.15%	475	73.30%	63	9.72%	648	100.00%

Take Aways:

- From an overall total of 648 graduate students, across all majors, 110 single-race identified students of color enrolled at WSU IN Fall 2021.
- Three students (0.46%) identify as Native American, 9(1.39%) identify as Asian, 38(5.86%) as Black/African American, 1(0.15%) as Cape Verdean, 58 (8.95%) as Hispanic, and 1(0.15%) as Native Hawaiian/Pacific Islander.
- The top majors where graduate students of color enrolled in Fall 2021 were: Social Work (70), Criminal Justice (14), Counselling (9) and Accounting (6).

RACE & ETHNICITY DATA: UNDERGRADUATE FULL-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Undergraduate Full-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Full Time: 12 or more credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Percentage									
American Indian or Alaska Native, non-Hispanic	19	0.60%	39	1.18%	46	1.21%	96	2.41%	138	3.38%
Asian, non-Hispanic	73	2.31%	59	1.78%	67	1.76%	60	1.51%	72	1.76%
Black or African American, non-Hispanic	154	4.88%	166	5.01%	186	4.90%	198	4.97%	182	4.46%
Hispanic/Latino	315	9.97%	348	10.50%	375	9.87%	382	9.59%	382	9.35%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0.00%	1	0.03%	2	0.05%	1	0.03%	3	0.07%
International	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.07%
Race and/or Ethnicity Unknown	100	3.17%	89	2.68%	94	2.47%	98	2.46%	90	2.20%
Two or more races, non-Hispanic	103	3.26%	113	3.41%	119	3.13%	163	4.09%	186	4.55%
White, non-Hispanic	2394	75.81%	2500	75.41%	2910	76.60%	2987	74.96%	3027	74.10%
Grand Total	3158	100.00%	3315	100.00%	3799	100.00%	3985	100.00%	4085	100.00%

Take Aways:

- In rounded terms less than 1% of WSU full-time undergraduate students identify as Native American, 2.3% identify as Asian, 5% as Black/African American, and 10% as Hispanic.
- The Native American full-time undergraduate population has declined from a high of 138 students in fall 2017 to 19 students in fall 2021.
- The Asian full-time undergraduate population, after declines in 2018-2020, has returned to fall 2017 numbers with 73 students.
- The Black/African American full-time undergraduate population has declined from a high of 198 students in Fall 2018 to 154 students in Fall 2021. A loss of 44 students.
- The Hispanic full-time undergraduate population has declined from a high of 382 in Fall 2017 and 2018 to 315 students in Fall 2021. A loss of 67 students.
- Overall enrollment of full-time undergraduate students of color at WSU has declined by 1.71% since fall 2017.
- Full-time undergraduate students of color are approximately 24% of the undergraduate population.

RACE & ETHNICITY DATA: UNDERGRADUATE PART-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Undergraduate Part-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Part Time: Less than 12 credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, non-Hispanic	4	0.89%	3	0.62%	4	0.80%	3	0.62%	4	0.76%
Asian, non-Hispanic	9	2.01%	7	1.44%	9	1.80%	6	1.24%	4	0.76%
Black or African American, non-Hispanic	25	5.58%	36	7.42%	34	6.81%	33	6.85%	33	6.31%
Hispanic/Latino	63	14.06%	60	12.37%	55	11.02%	63	13.07%	66	12.62%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.19%
International	0	0.00%	0	0.00%	0	0.00%	1	0.21%	0	0.00%
Race and/or Ethnicity Unknown	44	9.82%	49	10.10%	66	13.23%	63	13.07%	82	15.68%
Two or more races, non-Hispanic	10	2.23%	13	2.68%	13	2.61%	13	2.70%	11	2.10%
White, non-Hispanic	293	65.40%	317	65.36%	318	63.73%	300	62.24%	322	61.57%
Grand Total	448	100.00%	485	100.00%	499	100.00%	482	100.00%	523	100.00%

Take Aways:

- In rounded terms less than 1% of WSU part-time undergraduate students identify as Native American, 2% identify as Asian, 5.5% as Black/African American, and 14% as Hispanic.
- Overall enrollment of part-time undergraduate students of color at WSU has increased by 3.83% since fall 2017.
- Part-time students of color are approximately 35% of the undergraduate population, 10% higher than the full-time undergraduate student population.

RACE & ETHNICITY DATA: GRADUATE FULL-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Graduate Full-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Full Time: 9 or more credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, nonHispanic	4	1%	3	1%	4	1%	3	1%	2	1%
Asian, non-Hispanic	6	2%	4	1%	9	3%	12	4%	6	2%
Black or African American, non-Hispanic	28	9%	26	8%	25	8%	21	7%	16	6%
Hispanic/Latino	35	11%	42	12%	41	14%	38	13%	34	13%
Native Hawaiian or other Pacific Islander, non-Hispanic	1	0%	1	0%	1	0%	1	0%	0	0%
Race and/or Ethnicity Unknown	18	6%	23	7%	16	5%	22	7%	28	10%
Two or more races, non-Hispanic	8	2%	11	3%	11	4%	8	3%	6	2%
White, non-Hispanic	226	69%	233	68%	191	64%	196	65%	178	66%
Grand Total	326	100%	343	100%	298	100%	301	100%	270	100%

Take Aways:

- In rounded terms, 1% of WSU full-time graduate students identify as Native American, 2% identify as Asian, 9% as Black/African American, and 11% as Hispanic.
- Full-time graduate students of color are approximately 31% of the full-time graduate population.
- Overall enrollment of full-time graduate students of color at WSU has increased by 3% since fall 2017.

RACE & ETHNICITY DATA: GRADUATE PART-TIME REGISTERED & ENROLLED

Summary 5-Year of Degree Seeking Graduate Part-time Registered and Enrolled : By Race and Ethnicity										
Notes: Nonmatriculated students are excluded. Part Time: Less than 9 credits										
Data as of February 7, 2022										
	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
American Indian or Alaska Native, nonHispanic	5	2%	6	2%	7	2%	5	2%	4	1%
Asian, non-Hispanic	4	1%	4	1%	5	2%	3	1%	4	1%
Black or African American, non-Hispanic	11	3%	12	4%	10	3%	7	2%	9	3%
Hispanic/Latino	23	7%	29	10%	26	8%	19	6%	25	8%
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
Race and/or Ethnicity Unknown	23	7%	19	6%	17	5%	27	8%	22	7%
Two or more races, non-Hispanic	11	3%	2	1%	10	3%	7	2%	5	2%
White, non-Hispanic	245	76%	224	76%	237	76%	253	79%	243	78%
Grand Total	322	100%	296	100%	312	100%	321	100%	312	100%

Take Aways:

- In rounded terms, 2% of WSU part-time graduate students identify as Native American, 1% identify as Asian, 3% as Black/African American, and 7% as Hispanic.
- Part-time students of color are approximately 24% of the graduate part-time population.
- Overall enrollment of part-time graduate students of color at WSU has decreased by 2% since fall 2017.

RACE & ETHNICITY DATA: FACULTY

Full-Time Faculty: Race and Ethnicity Data

	2020	(%)	2019	(%)	2018	(%)
Asian	21	8.9%	20	8.3%	16	6.7%
Black/African American	18	7.7%	18	7.5%	16	6.7%
Hispanic/Latino	12	5.1%	13	5.4%	13	5.4%
Not Specified	1	0.4%	1	0.4%	2	0.8%
White	182	77.8%	189	78.4%	192	80.3%
Total	234		241		239	

Part-Time (Day) Faculty: Race and Ethnicity Data

	2020	(%)	2019	(%)	2018	(%)
Asian	4	2.3%	4	1.4%	4	1.7%
Black/African American	5	2.9%	10	3.5%	11	4.6%
Hispanic/Latino	2	1.2%	3	1.1%	3	1.2%
Not Specified	40	23.3%	87	30.7%	59	24.5%
White	121	70.3%	179	63.3%	164	68.0%
Total	172		283		241	

Part-Time (DGCE) Faculty: Race and Ethnicity Data

	2020	(%)	2019	(%)	2018	(%)
Asian	6	3.3%	7	2.4%	5	2.6%
Black/African American	11	6.0%	15	5.1%	11	5.7%
Hispanic/Latino	9	4.9%	11	3.7%	4	2.1%
Not Specified	37	20.1%	64	21.7%	37	19.2%
White	121	65.8%	198	67.1%	136	70.5%
Total	184		295		193	

GENDER DATA: FACULTY

Full-Time Faculty: Gender

	2020	(%)	2019	(%)	2018	(%)
Male	112	47.9%	117	48.5%	118	49.4%
Female	122	52.1%	124	51.4%	121	50.6%
Total	234		241		239	

Part-Time (Day) Faculty: Gender

	2020	(%)	2019	(%)	2018	(%)
Male	74	43.0%	118	41.7%	107	44.4%
Female	98	57.0%	165	58.3%	134	55.6%
Total	172		283		241	

Part-Time (DGCE) Faculty: Gender

	2020	(%)	2019	(%)	2018	(%)
Male	80	43.4%	130	44.1%	93	48.2%
Female	104	56.5%	165	55.9%	100	51.8%
Total	184		295		193	

RACE & ETHNICITY DATA: FACULTY & STAFF

Fall 2020						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	1				2	3
Asian	4	5	21		1	31
Black/African American	14	12	18		3	47
Hispanic/Latino	28	11	12		4	55
Not Specified	2		1			3
White	178	137	181	5	28	529
Grand Total	227	165	233	5	38	668

Fall 2019						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	2				2	4
Asian	5	3	20			28
Black/African American	14	10	18		4	46
Hispanic/Latino	27	11	13		5	56
Not Specified	4	1	1			6
White	193	145	188	3	31	560
Grand Total	245	170	240	3	42	700

Fall 2018						Full-Time Total
Ethnicity	AFSCME	APA	MSCA	NUC	NUP	
American Indian/Alaska Native	2				2	4
Asian	7	4	16			27
Black/African American	14	13	16		5	48
Hispanic/Latino	27	10	13		4	54
Not Specified	5	2	2			9
White	200	147	192	4	31	574
Grand Total	255	176	239	4	42	716

Note:

- Unique headcounts for faculty and staff as of 1 Nov 2020 from WSU reporting to the Integrated Postsecondary Education Data System (IPEDS) census date.
- Data does not include part time employees, adjunct faculty, or contracted seasonal employees.