

Diversity in Academe



Transgender on Campus

OUR MONEY IS ON DIVERSITY.

At TIAA-CREF, diversity isn't just an afterthought. It's at the core of who we are. Across every level of our organization you'll find professionals with an array of backgrounds and unique perspectives. After all, the best way to serve a diverse client base is with a diverse workforce.



Find out more at TIAA.org/diversity

BUILT TO PERFORM.

CREATED TO SERVE.

TIAA-CREF Individual & Institutional Services, LLC, and Teachers Personal Investors Services Inc. ©2015 Teachers Insurance and Annuity Association of America-College Retirement Equities Fund (TIAA-CREF), 730 Third Avenue, New York, NY, 10017 C15751

Cover
illustration by
Sam Kalda for
The Chronicle



Diversity in Academe

THE CHRONICLE OF HIGHER EDUCATION

October 23, 2015

TRANSGENDER ON CAMPUS

Dilemmas From Day 1

Applying to college can be the start of a long struggle for students who don't conform to standard gender roles: **B4**

■ Here's how some colleges are becoming more welcoming: **B5**

Peeing in Peace

Many transgender people want access to gender-inclusive restrooms and other facilities, but cost and logistics can create a challenge for colleges: **B6**

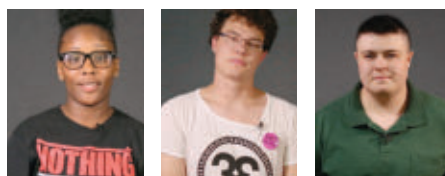
A Pronoun Primer

As transgender people push to use pronouns that reflect their gender identity, more colleges are developing policies to deal with language issues: **B9**

■ A linguist tackles the question of whether "they" can refer to a single person: **B10**

Bringing It All on the Field

Transgender athletes face tough choices, conflicting policies, and intense scrutiny: **B12**



In Their Own Voices

LGBTQ students interviewed in a *Chronicle* video speak out on what their professors need to know: **B16**

BY THE NUMBERS

A table showing the race, ethnicity, and gender of full-time faculty members at more than 2,100 colleges: **B30**

MORE ONLINE AT CHRONICLE.COM

■ A sortable table shows the race, ethnicity, and gender of full-time faculty members at more than 4,000 institutions.

■ The full *Chronicle* video "Ask Me," featuring LGBTQ students talking about their classroom needs, can be seen at chronicle.com/askme.

OPINION

Leaving No Trans College Student Behind

Genny Beemyn wants to make sure those who don't identify as male or female aren't overlooked: **B18**

Counseling the Transgender Student

Faughn Adams discusses how colleges can help gender-nonconforming people to thrive: **B20**

From Donald to Deirdre: So What?

The scholar Deirdre Nansen McCloskey transitioned to a woman years ago, and nobody got hurt: **B22**

LGBTQ in the Heartland

Bill Bragg offers tips for building support at a small-town college: **B24**

History May Prove Them Right

Transgender students are building on earlier feminist struggles by questioning male privilege, says Timothy Stewart-Winter: **B27**

The Role of Trans Faculty

They serve as role models for transgender students, writes Marisa Richmond: **B29**

The Chronicle Crossword will return in next week's issue of The Chronicle Review, dated October 30, 2015.

AS THE TRANSGENDER-RIGHTS movement spreads on college campuses and throughout society more broadly, it seems like the right time to devote a special report to that topic. Transgender people are becoming more visible as politicians debate their status in the military, a transgender actress brings the role to life on television, and, yes, an Olympic gold medalist transitions from male to female. Yet they continue to suffer from discrimination and high rates of depression and suicide.

This issue features the voices of many transgender students and academics. What do they want? They want to be able to freely express their gender identities, to use names and pronouns consistent with those identities, and to have access to gender-inclusive bathrooms, dormitories, locker rooms, and other facilities where

they won't be harassed. And they want to be treated with dignity and respect. Many colleges are expanding their notions of inclusiveness to address those concerns. But barriers remain, as some colleges discover that it can be logistically

EDITOR'S NOTE

challenging (and costly) to make needed infrastructure changes. Still others are struggling to educate people about what it means to be transgender or gender fluid — a term used by those who identify neither as male nor female. After a campus center at a Tennessee university published a blog post on the usage of gender-neutral pronouns, one state lawmaker, according to a local newspaper, complained that students didn't

go to college to "be brainwashed into some gobbledygook."

Last year the U.S. Education Department issued guidance that made clear that transgender students are protected from discrimination under the federal civil-rights law Title IX. Vice President Joseph R. Biden Jr. recently called transgender rights "the civil rights issue of our time." History will tell. But until then, Deirdre Nansen McCloskey, an academic who transitioned 20 years ago ("Oh, professor, you changed gender. Cool. Say, how about them Hawks!" was her students' reaction), advises everyone to keep calm and get back to business.

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

— CAROLYN MOONEY
SENIOR EDITOR, SPECIAL SECTIONS

Dilemmas From Day 1

Transgender students face entrenched attitudes and inflexible systems

By LEE GARDNER

WHEN transgender students fill out college applications, they often run into trouble right out of the box — or, rather, *in* the box that students typically must check to indicate their biological gender.

The gender identities of some people may not conform to a binary of biological male or female, much less align with what's listed on their birth certificates. Colleges also expect potential students to enroll under the legal name that matches their government-issued ID and school records, not the name they may have chosen to represent their gender identity. As more openly transgender students apply to colleges, many of those students and institutions are wrestling with inflexible data systems and entrenched attitudes in an effort to make the admissions and enrollment processes more trans-friendly.

Researchers estimate that people who self-identify as transgender make up less than half a percent of Americans, but trans people are becoming increasingly visible in society, thanks in part to celebrities such as Caitlyn Jenner and the actress Laverne Cox.

In 2011, Elmhurst College became the first institution to ask LGBTQ-identity questions on its admissions application, according to Genny Beemyn, director of the Stonewall Center at the University of Massachusetts at Amherst and an expert on transgender issues.

CATONSVILLE, MD.

A list that Beemyn maintains for Campus Pride, a national college LGBTQ-advocacy group, now cites more than 200 such institutions, including the University of California and State University of New York systems.

But most college-application forms do not allow for gender identities beyond biological male and female. For example, the Common Application, software that is used by more than 500 institutions, asks students to declare themselves male or female, as consistent with their birth certificates.

Daniel Willey, a junior at the University of Maryland-Baltimore County, came out as transgender as a senior in high school, just as he began applying to colleges. “I remember feeling uncomfortable and not really knowing how to interact with it in an honest way,” he says of an application process that insisted on categorizing him by legal name and gender. “It seemed weird and wrong.”

Last year the U.S. Education Department issued guidance that made clear that transgender students are protected from discrimination by the federal civil-rights law Title IX. A growing effort to improve enrollment and retention for all students also provides an incentive for making the college experience better for transgender students. But, Beemyn asks, “How do you address that if you don’t even know who these students are?”

“The little things are what’s really important” in making transgender students feel welcome on campus, says Skylar Pardue, a sophomore at the U. of Maryland-Baltimore County.

ANDRÉ CHUNG FOR THE CHRONICLE



How Colleges Can Be More Welcoming to Transgender Students

Colleges seeking to be more responsive to transgender applicants must work around such issues to smooth the way. Jess Myers, director of the Women's Center at the University of Maryland-Baltimore County and coordinator of the transgender-student support group on campus, says administrators there rely on an informal network of information about prospective students who are openly transgender.

For example, Myers says, someone from the honors college might meet with a student to discuss academic issues. With the student's permission, that administrator might alert Myers that the student could benefit from an online chat with a counselor familiar with LGBTQ issues, or help make sure that the residence-hall roster reflects the student's chosen name.

But in the absence of formal systems, there are snags. Willey enrolled at UMBC in part because of its gender-neutral housing program, one of nearly 200 such programs at colleges nationwide. Because of a software error, however, he was at first assigned to a women's dormitory instead of the gender-neutral housing he requested. He and other transgender students at UMBC still have to email their professors at the beginning of each semester to make sure they use students' chosen names during roll call, rather than the legal names that still populate class rosters.

Given the many databases containing student information at any college, some confusion may be inevitable. But Myers says that until there is database software that can better accommodate the needs of transgender students, supportive administrators will be forced to "find ways to meet students along the way."

The Common App has so far resisted calls from students and advocates to include questions relating to sexual orientation and gender identity in the required information for applicants. However, the software includes a customizable page that institutions can use to ask questions about sexual orientation and gender identity, notes Aba Blankson, director of communications for the organization.

Society's view of transgender people has changed in the past few years, she says, and the issue of gender identity is on the minds of the Common App's leadership. "I think we'll see some changes in the next few years," she says.

But she cautions that Common App membership, like higher education itself, spans a diverse group of institutions, with different levels of comfort about adopting such changes. "We want to be able to hear from everybody and make the best decision for students and our member colleges," she says.

MOST COLLEGES continue to handle the challenges of admitting and accommodating transgender students on an ad hoc basis, but some are finding it necessary to be clearer about their policies. Mount Holyoke College is among a handful of women's colleges that for years have been admitting students who identify as transgender or nonbinary (meaning they did not identify as male or female), according to Lynn Pasquerella, its president. But she was concerned that making such decisions on a case-by-case basis "didn't provide sufficient clarity for those who were wondering whether they'd be welcome into our community." In 2014 the college announced that it would consider all applicants who were born female, regardless of gender identity, as well as those who were born male but identify partially or completely as women.

While not all alumnae agree with the policy, the college has faced no significant challenges to it, she says.

Other institutions take a less-inclusive approach. Some religiously affiliated colleges believe that supporting transgender students conflicts with their missions. In 2014, two Christian colleges, Spring Arbor Uni-

MAKE TRANS-INCLUSIVENESS EXPLICIT.

Many colleges include "gender identity or expression" in their posted nondiscrimination policies. Mount Holyoke College, a women's college, went further, specifying in its admissions policy that any applicant who was born biologically female or who identifies as a woman or non-gender-binary can be admitted.

EXPAND "GENDER" OPTIONS ON APPLICATIONS AND FORMS.

Standard application-software platforms insist that students identify themselves by their biological/legal gender, male or female. The University of California system has expanded the options for sexual orientation and gender on its application to include transgender men, transgender women, "genderqueer/gender nonconforming," and "different identity."

ENABLE STUDENTS TO CHANGE NAME AND GENDER ON RECORDS.

Responding to transgender students tired of being outed repeatedly when their legal gender and name showed up on class rosters each semester, administrators at the University of Vermont redesigned the student-information system to allow students to change their name and gender in class and housing records. Legal names and genders are preserved for government-related uses, such as employment records.

OFFER — AND ADVERTISE — GENDER-NEUTRAL HOUSING AND BATHROOMS.

That not only meets trans students' most basic needs for comfort and safety but also signals that they are welcome. The University of Maryland-Baltimore County includes information about its gender-neutral housing program on its website.

versity and Simpson University, won a Title IX exemption that allowed them to deny admission to transgender students. Neither college responded to requests for comment. But some colleges with Christian affiliations are "seeking ways to pastorally care for these students in a way that is consistent with their theological convictions," says Shapri D. LoMaglio, vice president for government and external relations at the Council for Christian Colleges and Universities, in an email.

Historically black colleges have acquired a reputation over the years for being unwelcoming to LGBTQ students. Morehouse College, which in 2009 introduced a dress code for its all-male student body that deemed inappropriate any clothing "associated with women's garments," did not respond to requests for comment. Only five HBCUs have participated in the Campus Pride Index, a voluntary assessment of LGBTQ-friendliness, but more HBCUs have started to acknowledge the issues facing transgender students. Dillard University, for example, has no explicit nondiscrimination policy for transgender students but would welcome those who meet admissions requirements, says David D. Page, vice president for enrollment management. "Times have changed," he says.

When it comes to making transgender students feel welcome, "the little things are what's really important," says Skylar Pardue, a sophomore at UMBC who identifies as nonbinary. Pardue was not out during the application process but made note of the LGBTQ student organizations and other trans-friendly resources during an orientation visit.

UMBC could be doing more, Pardue and Willey say. Willey found information about gender-neutral housing on the university's website, for example, but little other evidence of LGBTQ activity on the website or in recruiting materials.

They say they want the university to include its Queer Lounge on campus tours. Such inclusion would signal to potential students who are LGBTQ that "someone is thinking about people like me," Willey says.

But perhaps just as important, adding the tucked-away lounge, with its couches and lending library, to the campus tour would signal to everyone that LGBTQ students are part of the campus community, too. ■

Key Transgender Terms

GENDER IDENTITY

An internal sense of one's own gender.

TRANSGENDER

A broad term used to describe people whose gender identity differs from that associated with their assigned sex at birth. "Trans" is a shortened version of the term.

NONBINARY / GENDERQUEER

Identity adopted by people who see themselves as neither entirely male nor entirely female, or who embrace gender fluidity.

GENDER NONCONFORMING

Those whose gender expression does not conform to society's expectations of "male" and "female" gender categories. Gender-nonconforming people are not necessarily transgender.

CISGENDER

People who are not transgender and identify with the gender assigned to them at birth.



KENDRICK BRINSON FOR THE CHRONICLE

Among the most frequent complaints of transgender students is a lack of gender-inclusive restrooms at college. Nancy Jean Tubbs, director of the LGBT Resource Center at the U. of California at Riverside, inventoried their locations on the 1,200-acre campus. “In my role,” she says, “I realized I had to do it.”

A Guide to Gender-Inclusive Facilities Starts With a Survey of Restrooms

By LAWRENCE BIEMILLER

NANCY JEAN TUBBS is the first to admit that she wasn’t eager to update an old inventory of gender-inclusive restrooms at the University of California at Riverside. The project would involve searching building after building on a campus of nearly 1,200 acres for single-occupancy restrooms, as well as checking their signage and mapping and describing their locations. (“Arts Building next to Room 202 — Dance Seminar Room. No room number on the actual restroom.”) It wasn’t a chore you’d expect the director of the university’s LGBT Resource Center to be devoting a lot of time to.

Nevertheless, she says, “in my role, I realized I needed to do it” — in part because the LGBT Resource Center’s website has a page

devoted to restrooms comfortable for those “who are gender non-conforming, have small children, or need an attendant’s assistance.” Since the university had no central restroom database, Tubbs started working off the old inventory, plus “a list that a senior custodian gave me of where they clean single-occupancy toilets.”

Even for colleges committed to welcoming transgender students

and faculty and staff members — Riverside has offered students gender-inclusive housing since 2005 — existing facilities present a multitude of challenges. Some just require new signs, but many need difficult and expensive overhauls. Multistall men’s and women’s restrooms

abound, offering little in the way of privacy for users of any description. Locker rooms and showers in athletics and recreational facilities often offer even less.

Surveys of transgender students suggest that the lack of gender-inclusive restrooms is one of their biggest complaints. In California, the issue has even come up in contract negotiations between the university system and the union representing graduate teaching assistants.

And some easy solutions, like making single-occupancy or even multistall bathrooms gender neutral, may run afoul of cultural norms or of building codes that define how many bathroom fixtures must be supplied for each gender. Meanwhile, universities must also accommodate people whose religions require them to remain separate from those of the opposite sex.

Riverside faces all those challenges, says Tubbs. While the residence hall that offers gender-inclusive housing is an all-suites facility that presents no problems, other buildings are a mixed bag. The science-and-engineering side of the campus is particularly short on gender-neutral restrooms — even in several buildings constructed within the past five years (“It’s frustrating,” she says). On the other hand, a recent overhaul of the Student Recreation Center provided a “universal” changing room. It accommodates one person at a time but has several lockers, leading to an unanticipated problem: After your workout, you might have to wait for someone else to clear out before you can shower and change.

By late summer, Tubbs had visited 63 single-occupancy restrooms on the 21,000-student campus — including one in Hinderaker Hall, which houses the chancellor’s office, that she inventoried as “conve-

Continued on Page B8

“While we embrace diversity, we can’t meet everybody’s definition of diversity at the same time.”



We are more than **higher ed**.
We are a whole **new category**.
We **build**. We **innovate**. We **incubate**.
We expand **access** and develop
an **educated workforce** to make
an **impact**. We **transform lives**.
We **save lives**. We are the
University of Central Florida
and

We're Hiring.

The University of Central Florida has evolved to become the nation's second-largest university. We're adding world-class researchers and scholars — ensuring the success of each faculty member in the classroom, the research lab and beyond.

UCF is an equal opportunity/affirmative action employer.

We're seeking 100 of the best new minds in research and teaching to foster diversity and innovation in our 13 colleges. Visit ucf.edu/faculty.

Continued From Page B6

nient for upper administration and student protesters” and several that earned a “Urinal alert!” She had yet to document some 44 other restrooms that might be appropriate for transgender students and staff members, including two in the Botanic Gardens and one in the Custodial and Grounds office.

But while she was at work on the update, “some amazing things happened” at the UC system headquarters, Tubbs says. Janet Napolitano, the University of California president, issued systemwide “Guidelines for Providing Gender Inclusive Facilities” that took effect July 1. The goal, Napolitano wrote in a cover letter, was “to provide safe facilities for people of all gender identifications.”

Deadlines were attached for audits of existing facilities and for signage revisions, and policies for future renovations and new construction were spelled out clearly. For restrooms: “Provide at least one gender-inclusive restroom on each floor where restrooms are required or provided in a building.” And for locker rooms: “Construct at least one gender-inclusive changing room in each location in the building where locker rooms or changing rooms are provided, located within the locker room/changing room facility, so the user need not leave the area to use the changing room.”

The guidelines also anticipate that, at least for the time being, some buildings won’t have restrooms that meet the new standards. The solution: Provide a gender-inclusive restroom in a nearby building — “nearby” being defined as “within two minutes of pedestrian travel time between building entrances.” (Some graduate students who teach classes at Riverside had complained about the difficulty of getting classroom assignments near inclusive restrooms.)

Tubbs was thrilled. “This felt miraculous because this was the entire system, and every facilities manager was being given very specific guidelines that will help not just transgender people” but also anyone else who needs a little privacy — parents with small children, for instance, or people with medical conditions that require them to have assistance.

A Q&A document attached to the new policy notes, however, that “there is no budget assistance associated with this initiative and these guidelines.” It describes the cost of updating signs on existing single-occupancy restrooms as “a minimal expense,” and says the “cost for adding facilities during renovations or new construction should be included in project budgets to provide safe, inclusive, and nondiscriminatory facilities in UC buildings.”

Even absent a new source of funds, says Robert Gayle, the campus architect at Riverside, “we’re very happy to have some standardization.” Without formal guidelines, providing gender-neutral facilities wasn’t something most architects were thinking about, and fierce competition for space in any project would likely eliminate facilities that didn’t have a particular champion.

“For new construction the cost is inconsequential,” Gayle says of what the guidelines require. “It’s a few extra doors and extra fixtures, a few square feet. The challenge is going to be existing buildings in which we have to decide how we triage our investment.” As a ballpark figure, he guesses that each project that requires demolition and construction, beyond just moving toilet partitions, will cost “in the low tens of thousands.”

DEBORAH WILEY, the California system’s associate vice president of capital programs, headed a working group that looked at possible problems with the new policies. She says another campus in the system spent \$150,000 on a new gender-inclusive, single-occupancy restroom, though she notes that those

are “California construction dollars” and that projects might be less expensive in other parts of the country.

For changing rooms in athletics facilities, she says, the university looked to the NCAA, which has published a guidebook called “Inclusion of Transgender Student-Athletes.” The NCAA’s guidelines are clear: “Transgender student-athletes should be able to use the locker room, shower, and toilet facilities in accordance with the student’s gender identity. Every locker room should have some private, enclosed changing areas, showers, and toilets for use by any athlete who desires them. When requested by a transgender student, schools should provide private, separate changing, showering, and toilet facilities for the student’s use, but transgender students should not be required to use separate facilities.”

A difficulty the university faced, though, was balancing the desires of people who “wanted everything gender-inclusive now” with “some other populations that are equally politically active — conservative religious groups that don’t endorse this much inclusion.”

“While we embrace diversity,” Wiley says, “we can’t meet everybody’s definition of diversity at the same time.” On the other hand, she says, when the Americans With Disabilities Act first became law, “architects groused a lot, but now we don’t think twice about it.” The same is true for sustainability standards, which colleges have been quick to adopt. A current point of contention, she says, is that sustainability advocates want all single-occupancy restrooms to have urinals because they use much less water than toilets.

The university system does have one big advantage, however — as a state agency it acts as its own code-enforce-

ment officer and can work out its own interpretations of code requirements for restroom fixtures. Princeton University, a private institution, is not so fortunate, says Anne St. Mauro, Princeton’s assistant vice president for design and construction. “There’s a fixture count that code says you have to have — so many men’s fixtures and so many women’s,” depending on the size and use of any building. The university has a fair number of single-occupancy restrooms, but if they’re assigned to men or women because they’re included in the count required by code, changing the sign requires getting a variation from the state. “We have to file a variation for every single building — they won’t do it on a campus basis,” she says.

Princeton has “had in our design standards for some time that we include gender-neutral facilities in new buildings and major renovations,” says St. Mauro. For existing buildings, at an institution as old as Princeton and with as many buildings, such a project takes time — and money, she says. A renovation to create an inclusive restroom in a campus center a few years ago was “a \$50,000 undertaking.” Interestingly, buildings constructed between about 1950 and 2000 are least likely to have single-occupancy restrooms, she says. Princeton’s older and smaller buildings, meanwhile, are more likely to have restrooms that can be made gender-inclusive fairly easily.

MANY SMALLER COLLEGES — among them Amherst, Antioch, Connecticut, George Fox, Ithaca, and Pitzer — are also working, sometimes in creative ways, to make sure their facilities accommodate transgender students.

At Ithaca, portable privacy screens are available for changing rooms, says Luca Maurer, program director of the Center for LGBT Education, Outreach, and Services.

“We’ve had a couple of people for whom that’s their preferred accommodation,” he says. And the library responded to complaints that it had no inclusive restrooms by adding hardware that lets users lock the outer doors of two multistall restrooms. Problem solved.

And many institutions have, like Riverside and Ithaca, added web pages to help users locate gender-inclusive facilities. A local group in Ithaca — Out for Health, which is part of Planned Parenthood of the Finger Lakes — even created an iPhone app, Pee in Peace, that helps locate inclusive restrooms throughout the town. After all, says Maurer, “it’s not enough just to have adequate facilities — you have let people know where they are.” ■



KENDRICK BRINSON FOR THE CHRONICLE

The Student Recreation Center at the U. of California at Riverside includes a gender-inclusive locker room, as called for by guidelines adopted this year by the university system.

“Every facilities manager was being given very specific guidelines that will help not just transgender people.”



CHRONICLE PHOTO BY JULIA SCHMALZ

A “Them They Theirs” button worn by Charlèse Joyce, a student at Central Piedmont Community College, indicates third-person alternatives increasingly used to refer to individuals in a gender-neutral way.

Colleges Consider Adopting Inclusive Language in Their Systems

By JENNIFER HOWARD

HE SAID, she said, ze said.

Ze? That’s not a typo, as you already know if you have followed the expanding national conversation about gender identity and expression. Along with “they” — in reference to a single person — “ze” has emerged as an increasingly common gender-neutral or inclusive alternative to binary male-female pronouns.

Ze may not be a household word yet — maybe it never will be — but its existence reflects a rapid cultural shift taking place in how we perceive and talk about gender. Transgender celebrities grace the covers of glossy magazines. Facebook made headlines last year when it unveiled a list of more than 50 terms that users could pick from to describe their gender identity; the social-media platform has since switched to a “Custom” option in addition to “Male” and “Female,” allowing users to create their own descriptors. And at some colleges, students, faculty members, and administrators have begun to adjust and expand campus protocols, including those used for registration and personal-data collection, to include the small but growing number of people who identify as trans or are genderqueer, meaning they have a fluid gender identity or do not want to be classified as either male or female.

Some institutions, like the University of Vermont, have been doing this for years. Others are just getting started. Many have been slowed down by technological hurdles, as software systems need to be updated or reworked to accommodate chosen names and pronouns. And a few have discovered that not everybody agrees there is a need for more options in the first place. The Graduate Center of CUNY and, more recently, the University of Tennessee have found themselves the targets of unexpected media attention and, in Tennessee, of political blowback just for circulating guidance on the issue of inclusive language.

In Tennessee, the director of the campus Pride Center put up a blog post in August describing the use of gender-neutral pronouns. The reaction from some local politicians was swift and negative, and the post was quickly taken down. One state legislator complained that

people didn’t go to the state university to “be brainwashed into some gobbledygook,” *The Knoxville News-Sentinel* reported. Another lawmaker said, “It seems to me the biggest lack of diversity we have at the University of Tennessee is people of common sense.” The legislature’s education committee has said it would hold a hearing on the issue.

A university spokeswoman said the controversial post was simply meant to explain how gender-neutral pronouns could be used by those who want to use them. “We want to make sure all students feel welcome here,” she told *The Chronicle*.

THE TENNESSEE CONTROVERSY is, so far, rare. Many colleges just haven’t tackled the issue yet. “Higher-ed institutions are all over the map on this,” says Dot Brauer, director of the LGBTQA Center at the University of Vermont. The university was an early adopter of gender-inclusive changes; it installed its first gender-neutral bathroom signs in 2003, and in January 2009 added a chosen-name-and-pronoun option, including gender-neutral alternatives, to its information database. “It’s not just trans students who would like to tell you what name to use when calling out their name in a classroom,” Brauer says.

Students and faculty members might prefer not to use their legal names for a variety of reasons. The name might not reflect their gender identity; it might be hard to say or spell (a particular challenge for some international students); or perhaps they just like a nickname better. Changing a name legally takes time and money, however, which can be in short supply. Chosen-name policies like Vermont’s get around that.

Few colleges come anywhere close to being as inclusive as Vermont,

Continued on Following Page

“The hurdle that we had to overcome wasn’t ideological differences, it was technological challenges.”

Continued From Preceding Page

though. College campuses include more and more students with LGBTQ identities, but campus bureaucracies are often slow to catch up. Antidiscrimination clauses are common, chosen name-and-pronoun policies less so.

“It’s one thing to say, ‘We want to use inclusive language for our trans students,’” says Shane Windmeyer, executive director of Campus Pride, which works to build LGBTQ awareness and support. It’s another thing to create a system for inclusion. “Colleges need to look at their processes, making sure that they think about how they collect data on each student as a unique person.” As part of its Campus Pride Index, the group asks colleges whether they have a process in place to let students select the name and pronoun they choose to use. So far about 150 colleges have reported setting up a system to record chosen names. Only a handful have a chosen-pronoun option.

Harvard University is one of them. Michael P. Burke is registrar of Harvard’s Faculty of Arts and Sciences, which comprises about half of the students at the university. Four years ago, at the request of the Harvard Trans Task Force, his office gave students the option to specify a chosen name and gender marker at registration. As of this fall, it added an option for pronouns as well. Federal regulations require colleges to report whether students are male or female, so Harvard asks that at registration, but “you may define your gender marker any way you wish right below that,” Burke says. The name and pronoun information is relayed to faculty members and advisers.

About half of the approximately 10,000 students who registered this fall specified their pronouns, according to Burke. (The other half did not specify any pronoun.) Slightly more than 1 percent answered something other than she/her/hers or he/him/his. “It wasn’t very difficult to collect the information,” he says. “It’s more challenging to provide it on rosters and so forth.” But that’s a technical issue, not a cultural one.

From what Burke has heard from other members of the Association of American Universities, relatively few colleges have confronted the pronoun question yet. “We talk about these things a lot, and there aren’t many schools doing it,” he says.

THIS SUMMER, Ohio University approved a policy that allows students to specify both their chosen name and their gender pronoun. “Every individual has the right to be addressed by a name and pronoun that corresponds to the person’s gender identity,” the policy notes. “A court-ordered name or gender change is not required, and the student need not change their official records. It is expected that faculty, staff, and students will make every

effort to call students by their preferred name and utilize students’ requested pronoun usage.”

Brooke Hastings, a first-year electrical-engineering major who identifies as nonbinary, took advantage of the new policy as soon as it went live. Being able to register a chosen name and pronoun with the university saves Hastings the expense of making a legal name change and the hassle of speaking to each professor individually. And the policy makes life even more comfortable on what Hastings describes as an already inclusive and welcoming campus.

The policy has been in the works since 2013, according to delfin bautista, director of the Lesbian, Gay, Bisexual, Transgender Center, which is part of the university’s Office of Diversity and Inclusion. (The lowercase name is bautista’s choice, along with the pronouns “they,” “them,” and “theirs.”) The working group that created the policy at Ohio included people from several areas of academic administration and, crucially, the IT department.

“The hurdle that we had to overcome wasn’t ideological differences, it was technological challenges,” bautista says. Several software systems, including those used in admissions and financial aid, the registrar’s office, and academic advising, had to be reworked to make the change happen smoothly.

As of September, more than 100 students had listed a chosen pronoun, and more than 400 had listed a chosen name. If there have been objections to the new policy, bautista hasn’t heard them.

The policy was designed with trans and genderqueer students in mind but has expanded to include others. International students, or those from cultural backgrounds whose naming traditions aren’t familiar or mainstream yet, can also benefit from being able to specify a preferred name.

Gabriel C. Javier is assistant dean of students and director of the LGBT Campus Center at the University of Wisconsin at Madison, which also uses a chosen-name system. “I see it as a universal-access issue,” he says. As of June, about 4,300 of the approximately 44,000 students and 20,000 employees on the campus had designated a chosen name.

The center at Madison was an early leader on the issue of expanding the available range of gender pronouns, posting a Gender Pronouns Guide on its website in 2001.

Enabling people on a college campus to declare the names and pronouns they use carries symbolic as well as practical significance, but it’s only one part of a much larger issue.

“It’s not just one thing that’s going to make a campus inclusive or feel safe,” Javier says. “It’s a campus commitment that makes a thing like that come alive.” ■

Lee Gardner contributed to this article.

“It’s not just trans students who would like to tell you what name to use when calling out their name in a classroom.”

A Linguist’s View

TRADITIONALISTS balk at the use of “they” to refer to one person — but is it flat-out wrong? Some people who identify as transgender or nonbinary want to be referred to by the gender-neutral “they.” Via email, *The Chronicle* asked Anne Curzan, a linguist and professor of English at the University of Michigan at Ann Arbor who blogs at *Lingua Franca*, to put the discussion over pronouns into linguistic context.

Q. Is it OK to use “they” in the singular sense?

A. I’m struck by statements such as “English has no generic singular pronoun.” This isn’t true if you look at what real speakers of American En-

glish say in real time. In the spoken language, when we need or want to talk about a person whose gender is unknown or irrelevant, many if not most of us use singular “they,” as in “I was just talking to a friend who sold their house in two days for above the asking price.” Studies show this to be true. Sometimes people try to argue that “they” can’t be singular — but here’s the thing: It is. If you look at how we speak, “they” can clearly be singular. It solves a problem in the language — and it has solved that problem for hundreds of years.

Q. Is the current debate over pronouns a new thing?

A. People have been suggesting and

debating artificial singular generic pronouns such as “thon,” “ir,” and “e” since at least the late 19th century. Clearly most of these pronouns have never gained much, if any, traction. It is difficult to introduce an entirely new pronoun into the system. The pronoun “they” has the advantage of already being in the pronoun system; it is simply expanding its territory to include the singular and plural. (The pronoun “you” did the same thing centuries ago — it used to be only plural.)

Q. What are the chances that one of the newer pronouns, like “ze,” which some people now use as a gender-neutral option, will stick and become common parlance?

A. It is certainly not impossible for a new pronoun to find success, especially if it aligns with a social movement calling for change. For some speakers the pronoun “ze” is working well as a pronoun for transgender individuals or those who identify outside the male-female binary. (Some prefer “they.”) And other speakers are trying “ze” out as a singular generic pronoun, either instead of, or alongside, singular “they.”

I think that fundamentally this is an issue of respect. For all of us, it is respectful of other people to use the pronouns that they prefer. It creates a more inclusive environment, which we should be trying to do on college campuses and far beyond.

—J.H.

Different makes the difference.

Innovation is all about new perspectives, unexpected ways of approaching things. That demands diversity. By bringing together people with different backgrounds, fresh thinking, and unique abilities. UCI is creating the new solutions and innovative ideas that are changing lives. In the classroom and in the world, it's not just about being different or even respecting difference – it's about making a difference.

Learn more at www.uci.edu/diversity

University of California, Irvine

Shine brighter.

UCI students and faculty are leading research initiatives and innovations aimed at solving the world's climate change problems.

UCI.edu

Transgender Athletes Make Their Own Way

By BEN GOSE

SCHUYLER BAILAR had her eye on the Harvard University record book almost as soon as she gained admission; her high-school times in the 100-meter breast stroke were nearly as fast as the women's all-time best at Harvard.

But during a year off after high school to deal with an eating disorder, she decided she should no longer repress feelings she'd had since she was a little girl: She was really a man trapped in a woman's body.

With that realization, Bailar, who went on to have partial surgery and now identifies as male, faced another difficult choice this year: whether to swim as a man or a woman. NCAA rules allowed either option. Harvard's women's coach, Stephanie Morawski, urged Bailar to be true to himself in the pool, too — even if it meant the coach would lose a top recruit.

Bailar, who grew up in McLean, Va., was shattered at having to choose between barely making the men's team or being a star on the women's team. "I had worked my whole life to be on that team," he says.

For any transgender student, the decision to "come out" can be a

stressful one, pitting the desire for an authentic life against the realization that family and friends may be shocked and even respond with hostility. Transgender athletes deal with additional layers of stress, encountering a different level of competition, questions about locker-room protocol, and intense media and public scrutiny.

Transgender athletes aren't a new phenomenon — the transgender pioneer Renée Richards joined the women's tennis professional tour in 1977 after the New York Supreme Court intervened. But the issue is now back in the spotlight, thanks to athletes like Bailar and the Olympic decathlete Bruce Jenner, whose transition to Caitlyn Jenner has been widely followed.

Even so, many colleges simply ignore the issue until they're confronted with a specific case. In a recent *USA Today* poll, only 10 of 50 responding NCAA Division I universities said they had adopted formal policies regarding the inclusion of transgender athletes, as the NCAA had recommended in guidelines sent to all Division I institutions in 2011.

Governing bodies at all levels are developing wildly varying par-

Continued on Page B14

Schuyler Bailar, a transgender man and a swimmer at Harvard U., made the difficult decision to swim for the men's team.

MARVIN JOSEPH, THE WASHINGTON POST VIA GETTY IMAGES



Experience the **SOONER** Way of Life.
soonerway.ou.edu



We're sharing our secret.

The University of Oklahoma offers outstanding academic career opportunities in a vibrant, diverse and inclusive community. We are seeking top faculty for 70 positions in a wide array of disciplines.

Our world-class, comprehensive university is nestled in the heart of Norman, Oklahoma, consistently ranked one of the best places in the country to live.

A college town with the sophistication of a cosmopolitan city where affordability, diversity and culture ensure a high quality of life. The ideal faculty way of life. The Sooner Way of Life. Join us at soonerway.ou.edu.

Excellence. Access. Student success.
FACULTY IMPACT. COMMUNITY IMPACT.



—The—
UNIVERSITY
—of—
OKLAHOMA

Continued From Page B12

ticipation policies. Several youth-sports organizations, 15 state high-school athletic associations, and Nirsa, the national association that oversees collegiate recreational sports, have adopted the most inclusive stance: They allow transgender students to participate on the basis of their expressed gender identities.

Such policies are rarely enacted without controversy. After the South Dakota High School Activities Association passed an inclusive policy, a state legislator proposed instead a “visual inspection” of athletes’ genitals. “This is South Dakota,” he told the *Rapid City Journal* in August. “We haven’t adopted the East Coast culture.” The state association voted to uphold its new rule.

The most restrictive policy is associated with the highest level of sport, the Olympics. The International Olympic Committee allows transgender athletes to compete only if they have had gender-reassignment surgery and at least two years of hormone therapy.

Some sport-specific bodies also have highly restrictive policies: Many college rugby teams fall under college recreation departments — and Nirsa’s inclusive policy — but USA Rugby, which offers a club-team championship, currently defaults to the IOC’s policy.

“It’s a convoluted system,” says Wendy Motch, director of sports equity in recreation at the University of California at Los Angeles, who helped write the Nirsa transgender policy. “That makes it very difficult for a transgender athlete to navigate the sports arena.”

SOME GENDER-EQUITY ADVOCATES say the overall framework makes sense. Policies should become more restrictive as the level of competition rises, particularly for men transitioning to women, says Nancy Hogshead-Makar, a former Olympic swimmer who leads Champion Women, an advocacy organization for girls and women in sports.

In youth sports, “you want to create policies that get as many kids as possible playing,” Hogshead-Makar says. “In the Olympics, where the name of the game is immortality, it makes sense to have a more restrictive view.”

When the NCAA gathered experts to create its first policy, in 2010, many viewed the Olympic committee’s policy, with its surgery requirement, as “draconian,” says Mary Wilfert, associate director of the NCAA’s Sport Science Institute. Even so, the group knew it needed to ensure a level playing field.

The NCAA booklet on transgender inclusion is filled mostly with recommendations for encouraging participation, but it does address eligibility in its official bylaws for all divisions. Men transitioning to women who haven’t undergone sex-reassignment surgery are required to take testosterone suppressants for one year before they can compete on a women’s team. Women transitioning to men, like Bailar, the Harvard swimmer, can choose to continue to

compete on a women’s team if they have not yet started taking testosterone.

“It’s the most inclusive policy in elite sports,” says Helen J. Carroll, sports project director at the National Center for Lesbian Rights, who co-wrote a 2010 report, “On the Team: Equal Opportunity for Transgender Student Athletes,” which heavily influenced the NCAA’s guidelines.

Bailar had undergone “top surgery” to remove his breasts, but hadn’t yet started taking testosterone, when faced last spring with the decision about which Harvard team to join. In the previous decade, at least two prominent athletes continued to compete on women’s teams after transitioning to men — Kye Allums, a George Washington University basketball player, and Keelin Godsey, a hammer thrower at Bates College who came close to qualifying for the Olympics in 2012.

When the Harvard men’s swimming coach, Kevin Tyrrell, gave Bailar a tour of the wide-open men’s locker room, with its group showers, Bailar didn’t flinch — he knew he would feel more comfortable there than in the women’s locker room.

Still, Bailar was conflicted. His success in the pool was a huge part of

his identity. Swimming as a woman, Bailar would have a shot at qualifying for the NCAA championships. As a man, he would be paired with Harvard’s slowest swimmers, the walk-ons.

He decided to join the men’s team, and began practicing this month. Swimming as a woman “would have eaten me up over time,” Bailar says. “But there are days when I still grieve the loss of what I thought I was going to have.”

THE NCAA doesn’t track the number of transgender athletes, says Amy Wilson, the association’s director of inclusion. But she says she’s received more calls about transgender participation than any other topic since taking the job on May 15.

All of the highly publicized examples of transgender athletes at the NCAA level involve transgender men. Wilson declined to comment when asked whether an athlete assigned male gender at birth was currently playing on a women’s team at the Division I level.

At puberty, testosterone leads to greater height and weight and bigger muscles for men — it’s the reason that sports are segregated by sex. In 2012, *Sports Illustrated* described the scenario of a transgender woman playing on a women’s team as “the third rail of the gender-equity debate.” Wilson’s predecessor, Karen Morrison, said at the time that it had not yet occurred in the NCAA.

It has occurred at lower levels, however. In 2012, Corey Cafferata, women’s basketball coach at Mission College, a two-year college in California, got a call from Gabrielle Ludwig, a 51-year-old transgender woman. Back in 1980, as Robert Ludwig, she had thrown down dunks while playing for a year on the men’s team at Nassau Community College, in New York.

Ludwig told Cafferata she had just had sex-reassignment surgery — and that she was 6-foot-5. “I said, ‘Hey, can you be here in 10 minutes?’” Cafferata recalls.

The question of Ludwig’s eligibility landed on the desk of Carlyle Carter, executive director of the California Community College Athletic Association. With no formal transgender policy to consult, he defaulted to one that he thought would hold up in court: Gender would be determined by what was listed on an athlete’s birth certificate. Ludwig grudgingly paid \$600 for a new birth certificate and sat out the first eight games of the 2012-13 season while waiting for it to arrive.

The team rallied around Ludwig from the first day. She started slowly, but during her second and final season averaged 18 points and 20 rebounds per game, and was named first-team all-conference.

Those stats drew the attention of a few NCAA Division I coaches, says Cafferata, but they lost interest when they learned the full story. “Is that the you-know-who?” Cafferata recalls another coach asking. “OK, we’re not interested.”

Discrimination remains a real threat for transgender athletes. “On the Team,” the 2010 report by the lesbian-rights center, emphasizes equal opportunity, the value of diversity, and the benefits that sports provide to students who be may be struggling emotionally during adolescence.

“For a transgender student-athlete, playing sports gives them a real anchor,” says Carroll, the report’s co-author.

But some transgender athletes say the policies and reports focusing on participation don’t tell the full story. For example, the NCAA’s policy encourages teams to provide private changing and showering facilities “when requested by a transgender student-athlete.” But Ludwig, a scientist at a pharmaceutical company, says her teammates felt that any policy should pay just as much attention to their needs.

They told her they were happy to share a locker room with her, since she’d had the full surgery — but that they wouldn’t have felt the same way if she still had a penis. Ludwig, who now serves the team as a volunteer coach, says she understands players’ concerns. “There is no woman alive who wouldn’t feel uncomfortable with that,” Ludwig says.

Transgender athletes also worry that the more-inclusive policies may give an unfair advantage to some athletes. Ludwig says the NCAA should rigorously monitor testosterone suppression for transgender women who haven’t gone through sex-reassignment surgery. The NCAA policy says that “ongoing monitoring” of testosterone suppression is required, but it doesn’t spell out how the monitoring should work.

“Would you quit taking the suppressants to gain an advantage before a big game?” Ludwig says. “Most everybody is on the up and up, but there need to be checks and balances in place.” ■

**“It’s a convoluted system.
That makes it very difficult
for a transgender athlete
to navigate the sports arena.”**

Build a More Inclusive Search

With CUPA-HR's new e-learning course **Building a Successful, More Inclusive Search**, you'll learn to use inclusive searches to develop more diverse faculty and staff candidate pools, and overcome biases along the way.

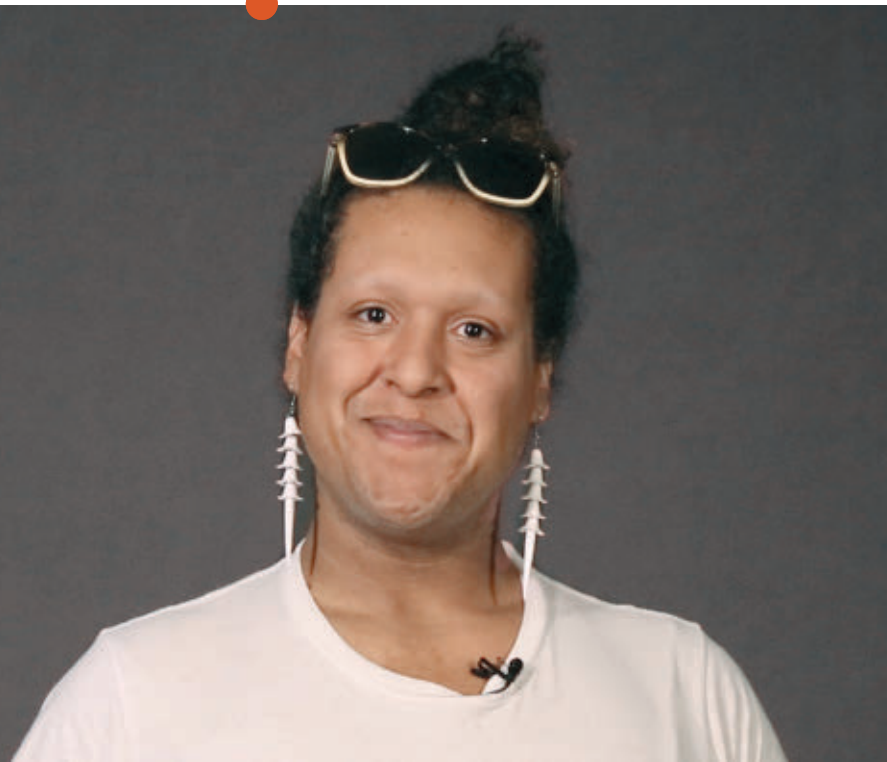
www.cupahr.org/inclusivesearch



Congrats to **Montana State University** for receiving CUPA-HR's Inclusion Cultivates Excellence Award sponsored by The Chronicle of Higher Education. MSU's ADVANCE Project TRACS is building a more diverse faculty by removing hurdles for women faculty in predominately-male departments.

CHARLÈSE JOYCE
Central Piedmont
Community College

During gender studies, they try to get some of us, me included, that are a part of the LGBTQIA community to sometimes even speak out and try to teach the other students. I feel that this is wrong. Why should we ask students to tell their personal experiences?



ALICIA EDWARDS
Lone Star College
at North Harris

You know, once people leave, it's like as if we were never there. Once the advisers leave that actually direct our community, it dies out. Like, nobody's there to pick it up and say, "OK, let me just keep on going with this."



'Ask Me'

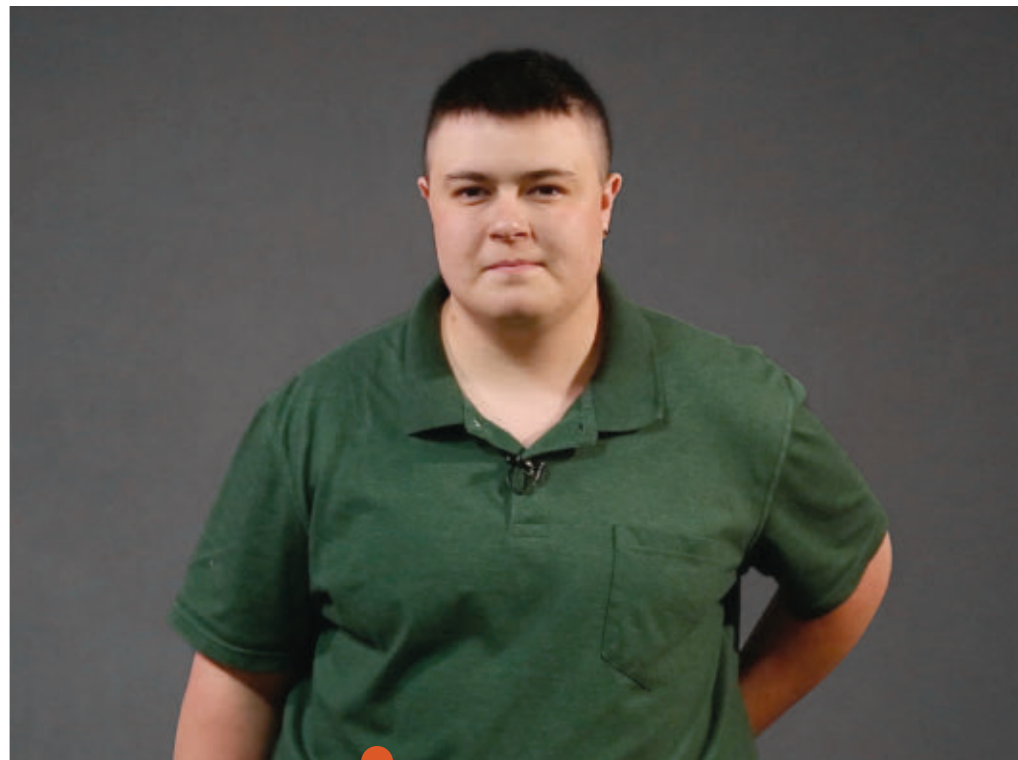
What LGBTQ Students

These pages feature the voices of students interviewed in the video "Ask Me: What LGBTQ Students Want Their Professors to



MATTHEW LONSKI
Northern Illinois
University

If someone who's trans doesn't email the professor beforehand and say, "Hey, I know this is what, it's what it says on your roster, but actually I prefer this," and so you're essentially coming out every semester, and if you don't email them beforehand, you have a really awkward situation on your hands when they call roll.



NATE ALBRECHT
Purdue University

I've lived in all-women's dorms, and being the only guy in a women's dorm is kind of awkward. I live on campus, I'm actually living in the new gender-inclusive learning community at Purdue. It's very small right now, but we're hoping to make it bigger. But I'm really excited about it. It's going to be pretty awesome.

ERICK LAITNER
University of Nebraska
at Omaha

I'm fortunate enough to be able to switch it on and off in a way that I can dress the way I want in safe places and then dress how I need to when I can't.



MARTA AGUILAR
California State
University at Northridge

It's just a simple thing about using the women's bathroom. As soon as I walk in there, I get stares. And it's hard for me to stare off those stares and, you know, counteract anything that they say or that they do.



Want Their Professors to Know

Know,” by *The Chronicle’s* Julia Schmalz. The full video can be seen at <http://chronicle.com/askme>.



PAT CORDOVA-GOFF
Citrus College

So constantly at school I am forced to think about the necessities of my own well-being versus thinking about my classroom and what I should be studying.



ENGLISH FIELDS
Rust College

One particular moment he was like, “Well, you have to wear a dress for speech day.” I don't wear dresses, so we had to compromise and meet in the medium, and I got to wear a bow tie and slacks. And that's where I kind of got my big urge to speak out more vocally versus standing in the background. ■



ILLUSTRATIONS BY SAM KALDA FOR THE CHRONICLE

Leaving No Trans College Student Behind

By GENNY BEEMYN

OPINION

FROM a procedural perspective, trans, or transgender, college students have never been more included. Many campuses have enacted supportive policies for trans students in housing, health care, locker room and bathroom access, administrative records, and other areas. Moreover, Title IX is now being interpreted by the U.S. Department of Education as requiring institutions to prevent discrimination against trans students and to respect their gender identities. But official policies can address only some of the challenges these students face, and some of the policy changes fall short of helping those who do not identify as either female or male — nonbinary trans students.

I helped begin the trans policy movement, albeit inadvertently. In 1996, as a graduate student at the University of Iowa, I worked with a faculty member, Mickey Eliason, to add “gender identity” to the university’s nondiscrimination statement. We did not know it at the time, but Iowa was the first college in the country to have a trans-inclusive nondiscrimination policy, and probably the first college to have any kind of formal policy that covered trans people.

Close to a thousand colleges, as I document for Campus Pride as the group’s Trans Policy Clearinghouse

coordinator, now include “gender identity” in their nondiscrimination policies. In addition, nearly 200 offer gender-inclusive housing (meaning students are able to have a roommate of any gender). A lesser but growing number are enabling students to use their chosen first name (rather than their legal name) and their gender identity on campus records; are covering most of the cost of transitioning, including surgery, under student health insurance; and are asking for “gender identity” on admissions forms.

I have observed that on most campuses, the majority of trans students identify as nonbinary, and these policy changes, while important, are not always the ones such students need most. This year I completed the first national study of nonbinary trans college students, interviewing 111 students from 62 colleges. All but one of the students felt that their colleges were not doing enough to support them, even though some of the institutions are considered to be among the most “trans-friendly” in the country. The students’ most pressing concerns included being regularly misgendered in class, on official documents, and by other students; the absence of safe and comfortable bathrooms; the inadequacy of housing options; the need for gender-identity choices on campus records beyond “male” and “female”;

and a general lack of awareness about their lives.

MOST of the study participants wanted to be referred to by gender-inclusive pronouns, typically “they/them/their.” But faculty and staff members, along with other students, operating on commonly held assumptions about gender identity, deemed them to be female or male. They used the pronouns commonly associated with that gender, rather than asking students how they want to be referred to.

Almost all of the participants said they were not asked about pronoun usage by any of their professors, including those in women’s-studies and gender-studies courses. As a result, the students frequently struggled with whether they should initiate conversations about their pronouns or continue to endure being misgendered. Most did not feel comfortable approaching their professors. Colleges should address this dilemma by including students’ pronouns on course rosters, but only a few institutions do so.

Similarly, few colleges have created a significant number of gender-inclusive bathrooms (meaning they are available to people of all genders), and where such facilities exist, they are not always well marked or convenient. This was the problem most commonly cited by the study participants. Many

students were able to tell me the exact location of all gender-inclusive bathrooms on their campus because those were the only bathrooms they felt safe and comfortable using. Some made sure to use the bathroom before they left for classes, and planned their day so they could return home in time to avoid having to use gendered facilities.

Colleges have to stop placing non-binary trans students in a position of having to choose between possible harassment and violence in gendered bathrooms, or daily anxiety about finding inclusive facilities. Institutions can, and should, immediately create gender-inclusive bathrooms by changing restroom signage and, where needed, installing locks. For the future, they must commit to having gender-inclusive bathrooms whenever buildings are constructed or renovated.

Many of the students surveyed also stated that they wished their colleges made gender-inclusive housing available. While some of their colleges did offer such housing, some students complained that it was not open to incoming students, or that it required them to go through a complicated assignment process, or that it was located in an inappropriate facility. Gender-inclusive housing is rarely available in all residence halls and in all types of housing (doubles, suites, and apartments), so trans students are forced to choose between housing that supports their gender identity and housing that relates to other aspects of their identities and interests, such as a floor for people in their major, a first-year living/learning program, or an honors residence hall.

Colleges must provide safe and comfortable housing for trans students as an ethical imperative. Institutions are also legally required by the Department of Education under Title IX to house trans students in keeping with their gender identities.

ANOTHER CONCERN cited by many study participants was not being able to include their chosen name (which for many differs from their birth name) or their gender identity on campus records. More and more colleges are creating a process for students to have their chosen first name (some institutions refer to this as “preferred” name, but it is not a preference) on course and grade rosters, advisee and campus housing lists, online directories, email addresses, unofficial transcripts, and identification cards and diplomas. But only about 150 colleges currently offer this option. There is no legitimate reason for colleges not to provide a chosen-name option; it is legal to do so in all states, and software systems used by campuses can be modified to accommodate an additional first name.

Only about a third of the colleges that allow students to add a chosen name also enable them to change the gender marker on their campus records, unless they have changed their

gender on legal documents, which in many states requires undergoing gender-affirming surgeries. Having the gender marker on campus records match one’s gender identity and expression is important in instances when gender comes into play at colleges — such as for housing, locker-room, and bathroom purposes.

For those students who do not identify as male or female, the inability to indicate their gender identity on campus records is especially frustrating. And even at colleges that permit a gender-marker change, it is gen-

erally only from M to F or F to M. Colleges must provide more gender options on forms and documents, so that students’ gender identities are institutionally respected and no longer administratively invisible.

If nonbinary trans students are to move from the margins to the center of campus life, colleges must not only do more to address their needs but also educate cisgender (that is, nontransgender) students and faculty and staff members about their experiences. Most of the nonbinary trans students I interviewed suggested that their colleges

present basic information about trans people to all students at an orientation session, and require all faculty and staff members to attend a trans-focused workshop similar to those offered on sexual harassment. Only when institutions and individuals learn to stop thinking about gender identity solely in terms of male and female will no trans college students be left behind. ■

Genny Beemyn is director of the Stonewall Center at the University of Massachusetts at Amherst and is Trans Policy Clearinghouse coordinator for Campus Pride.

UNDERSTANDING MICROAGGRESSIONS — LEADS TO — MACRO SOLUTIONS



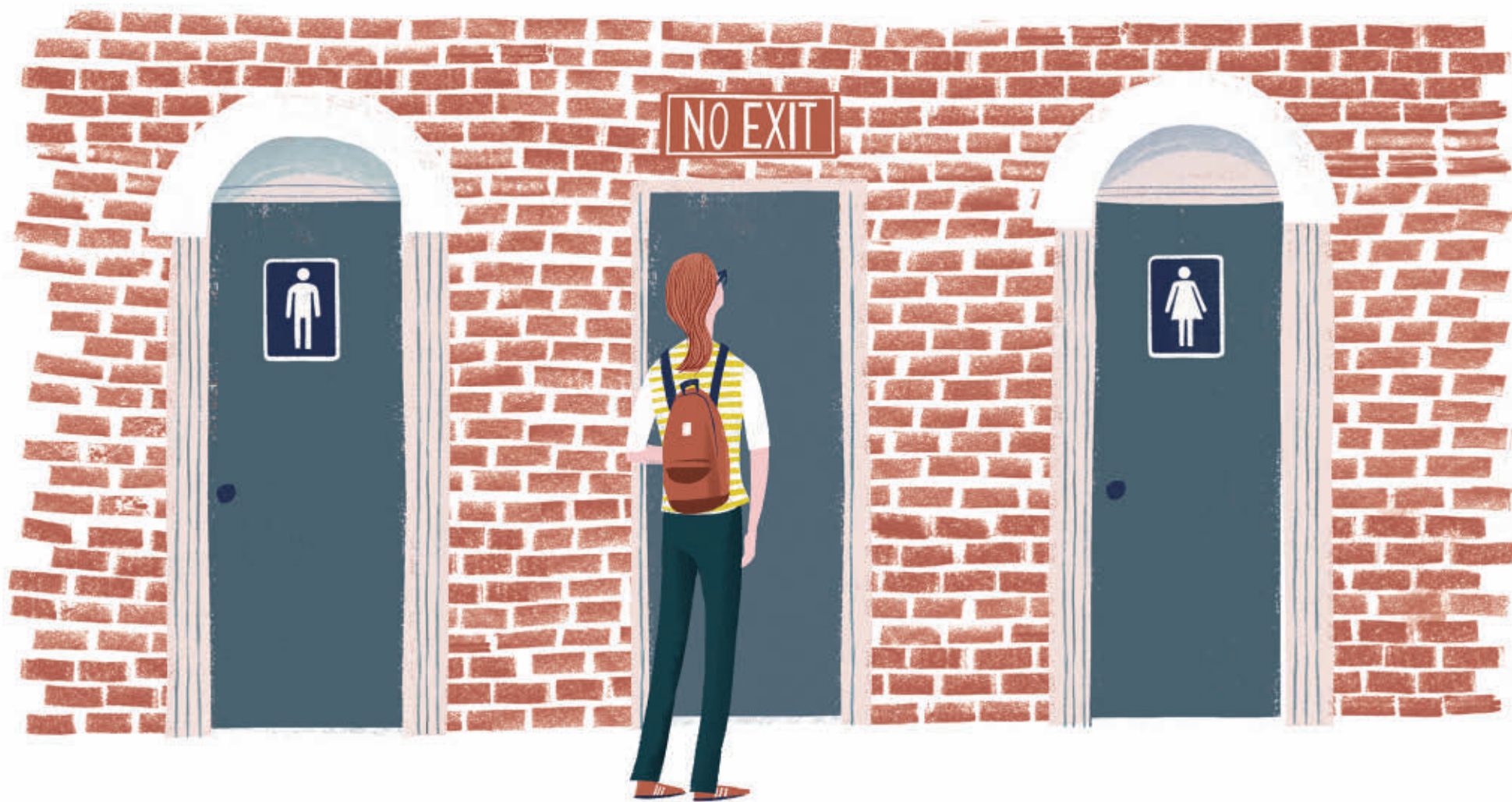
Dr. Virginia Huynh’s groundbreaking research expands the way we think about microaggressions and how these subtle forms of racism affect individuals’ physical and emotional well-being.

At CSUN, racism and its effects aren’t just studied. There is a commitment to tear down barriers and elevate minds. As one of the most diverse universities in the nation, CSUN ranks fifth for its impact on students’ upward social and economic mobility. And by raising the economic prospects of all students, CSUN is a dynamic engine of opportunity.

CSUN – where individuals rise, and through them, we all do.

Learn more at www.csun.edu/rise

CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE



Transgender Students Deserve Equal Access

Colleges must offer counseling, educational support, and understanding

By FAUGHN ADAMS

Colleges have immense power in shaping the lives of transgender students.

ON THE pink and blue continuum, where does yellow fit? Transgender students were probably asking themselves exactly that question as they arrived on campuses this fall.

In the broadest use of the term, transgender students do not feel accurately represented by the gender label they were assigned at birth. They face daily reminders of their own invisibility: If their campus lacks an adequate number of single-stall restrooms, or the student-record system has no space for their preferred name, or all housing options are segregated by sex, the college's message to transgender students is one of exclusion.

As those of us who work in campus counseling offices know so well, developing a sense of belonging, a critical task for all college students, correlates with psychological well-being. Developing a sense of belonging in a system where you are constantly reminded that you don't actually belong becomes a very creative — and stressful — task.

Indeed, most transgender students

experience some level of “minority stress” — chronic stress resulting from interpersonal oppression, prejudice, and discrimination faced by members of stigmatized groups. They have unique stressors not experienced by their cisgender counterparts — those whose gender labels match the sex they were assigned at birth. These stressors are chronic and unavoidable, as well as socially based or institutionalized. When a transgender student is also a person of color, differently abled, poor, and/or gay, lesbian, or bisexual, their minority stress matrix becomes exceedingly complex.

Minority stress affects even those transgender students who have already consolidated and integrated their identities and have good social support and financial resources. For example, I often hear from transgender students who are upset that their professors still address them as “Ms. Rodriguez” or “Mr. Chen.” Imagine being consistently misaddressed in class. Our faces might flush as we are called upon, and, feeling self-conscious, we might offer a mediocre response. Or we might stop raising

our hands in class, and our class-participation grade would suffer. If you are an instructor who prefers some formality in the classroom, “scholar Rodriguez” or “student Chen” or even “learner Jones” would meet your purpose and allow all students to feel respected and supported.

In another example, a student might have three classes in a row in a building with no gender-neutral bathroom. So the student has to seek out a bathroom elsewhere that feels safe, and regularly shows up late to the final class. This can be difficult to explain to the professor when there are bathrooms — one labeled for men, the other for women — just outside the lecture hall.

Such experiences can leave transgender students emotionally exhausted in a way their peers are not.

IN ADDITION to minority stress, transgender students also experience the same psychological and emotional concerns facing their cisgender counterparts, including difficulties adjusting to college, depression, anxiety, ro-

mantic losses, and problems getting along with roommates. Transgender students need equal access to campus counseling services. Because mental-health providers are ethically prohibited from providing services outside their areas of competence, they may need to seek out specific training and supervision before working with transgender clients. In 2010 the American Counseling Association published an article spelling out the kinds of competencies providers need to counsel transgender clients — such as understanding how pressure to be gender-conforming may affect personality.

Along with minority stress and mainstream stresses that can affect all students, some transgender students also must deal with the unique stress of making decisions that involve medically transitioning from the sex assigned at birth to another sex. To be clear, many transgender people do not need or want medical intervention to live fully and authentically in the gender with which they identify. For others, hormone treatments may be the only intervention they seek. But some choose to pursue surgical procedures. Campus mental-health providers who have established competence for working therapeutically with transgender clients can help them in that decision-making process. Competent providers are able to write letters of support to medical professionals when required.

Meanwhile, the World Professional Association for Transgender Health has established standards of care for working with transgender people. College counseling centers frequently use these standards as a guide for their work with transgender students who request medical interventions.

TRANSGENDER college students indeed have a full plate. If you're a college administrator, professor, or campus-life professional who would like to better understand transgender people, I recommend reading *The Lives of Transgender People* by Genny Beemyn and Susan Rankin. But don't stop there: Colleges have immense power in shaping the lives of transgender students, and administrators should be aware of some very concerning statistics.

In 2011 the National Transgender Discrimination Survey asked 6,450 respondents about a variety of factors, one of them being experiences in education. The survey found that 63 percent of respondents said they had experienced a serious act of discrimination because of their identity and or expression, and 15 percent reported harassment so severe they had to leave school or college. Nineteen percent said they had been denied access to appropriate housing, and 5 percent had been denied campus housing alto-

gether. More than a quarter said they had been denied access to essential gender-appropriate bathrooms. Eleven percent either could not obtain or lost financial aid or scholarships because of their gender identity or expression.

The numbers are even higher if we take out white-identified respondents and look only at those who identified as members of racial or ethnic minority groups. The survey also found that mistreatment at school or college

correlated with lower rates of job success, higher rates of homelessness, and other negative outcomes.

The resilience of transgender students gets them to campus. Once they are there, colleges must do a better job providing equal access to the education and support they deserve. ■

Faughn Adams, who identifies as genderqueer, is a clinical psychologist with Emory University's Counseling and Psychological Services.



AMERICAN PSYCHOLOGICAL ASSOCIATION

APA JOURNALS®

Publishing on the Forefront of Psychology

Guiding Institutions of Higher Education Toward Inclusive Excellence



0.829 2014 JCR Impact Factor**
Quarterly, beginning in March
ISSN 1938-8926

**Official Journal of the National Association of
Diversity Officers in Higher Education (NADOHE)**

Journal of Diversity in Higher Education
Editor: Roger L. Worthington, PhD

The American Psychological Association (APA) and the National Association of Diversity Officers in Higher Education (NADOHE) have joined together to publish the *Journal of Diversity in Higher Education*.

Multidisciplinary in perspective and guided by a distinguished group of scholars serving on its editorial board, this quarterly journal offers research findings, theory, and promising practices to help guide the efforts of institutions of higher education in the pursuit of inclusive excellence.

The *Journal of Diversity in Higher Education* publishes empirical research, literature reviews, and evaluations of promising practices and policies that support efforts to transform institutions, inspire colleagues, engage campus, governmental, and private sector leaders, and articulate culturally competent outcomes.

**To learn more about the *Journal of Diversity in Higher Education*
or to subscribe, please visit www.apa.org/pubs/journals/dhe
or call 800.374.2721.**

*© Thomson Reuters, Journal Citation Reports® for 2014



750 First Street, NE | Washington, DC 20002 | www.apa.org/pubs/journals

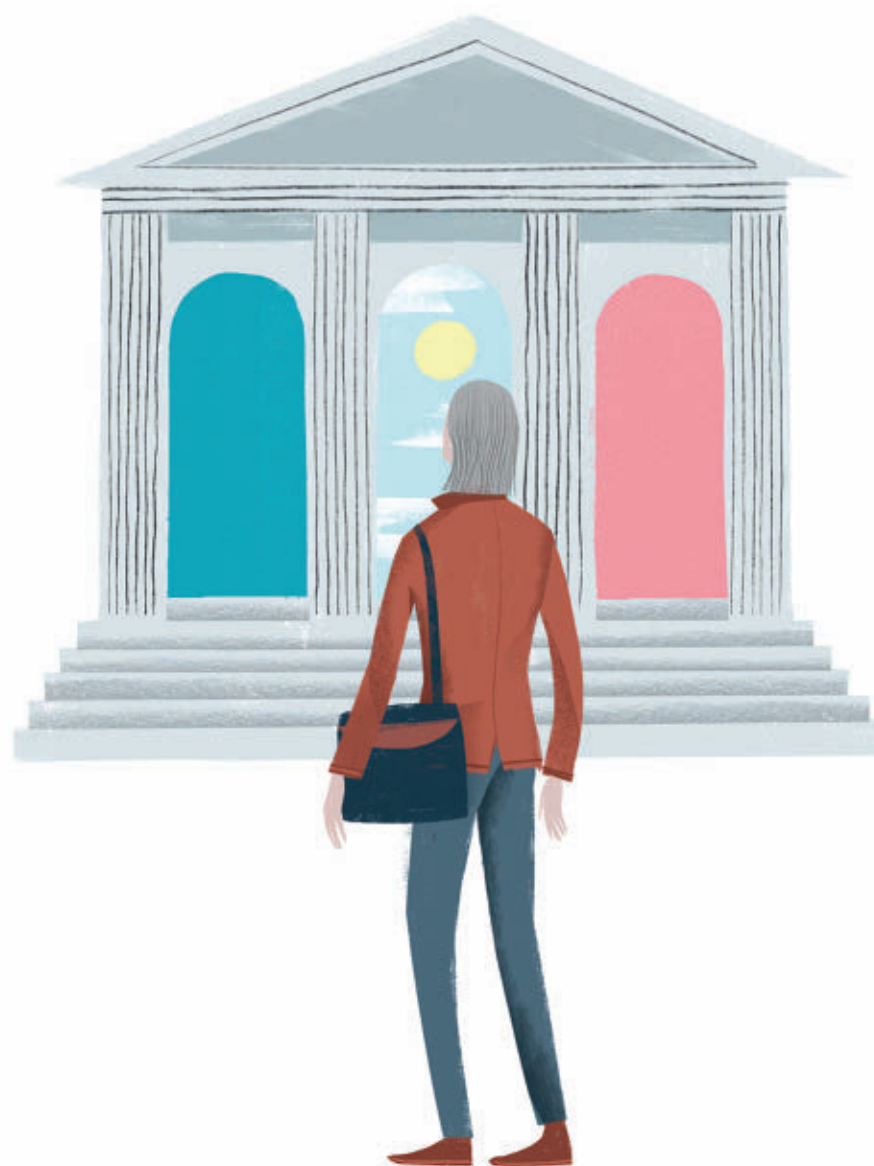
At Pepperdine, we view our community as a mosaic of people united by a deep and abiding respect for our Christian heritage. Our commitment to diversity is informed by this heritage and inspires us to treat every individual with dignity and respect.

The people of Pepperdine live, work, and study amidst many diverse cultures – represented by over 90 countries from around the world. Students are prepared for lives of service, purpose, and leadership within this context.

For the Pepperdine community, diversity encompasses a multitude of dimensions from race, ethnicity, and gender, to religion, cultural background, socio-economic status, and more. We believe that diverse points of view are essential to the academic endeavor, and that each individual is an integral part of the magnificent mosaic that is Pepperdine.

Please visit our website for more information about purpose-filled careers at Pepperdine
<https://jobs.pepperdine.edu>

A Magnificent Mosaic



Been There, Done That

By DEIRDRE NANSEN McCLOSKEY

MY BORN NAME was the gloriously Celtic Donald. It means in Old Irish “world ruler,” and is out of favor now for its association with a duck. One wonders what The Donald’s impact will be.

In 1995, to keep the D and the Irish, while losing the masculinity, I chose Deirdre, which may have meant “wanderer,” and whose ravishingly romantic myth inspired two plays in the Celtic Revival, by Yeats and by Synge. That fact — and that university teachers in Britain are called “dons” — illuminates one of my favorite headlines. Written by some genius at the (London) *Times Higher Education Supplement*, it was affixed to a column I wrote saying that transitioning in academic life is far less traumatic than one might expect, and certainly easier than, say, in the Navy or on a football team: “It Helps to Be a Don if You’re Going to Be a Deirdre.”

Two decades later, that’s even more true, and academe should take a mo-

ment out of its busy day to congratulate itself for setting a good example for the rest of society, which has caught up to a surprising degree.

Even in 1995 I met someone who transitioned while working at an auto factory in Tennessee. She had little trouble, being very open about it, and having acquired through sheer force of will and much practice a suitably feminine voice. And in one way, 1995 was easier than 2015 — the lawyers had not gotten into the game.

When in Iowa City I went to the courthouse to change my name, the judge had seen such efforts before and had no over-lawyered regulations to undermine Iowa common sense. Likewise at the Iowa Motor Vehicle Division. Even the feds took things in stride. A few days before flying to Holland to teach for a year, I pleaded through tears on the telephone for a New Hampshire office to send me a passport with my new name, and the woman did, possibly skirting a regulation or two.



Save the Date

NADOHE

Charting a Roadmap for Diversity in a Changing Landscape

**2016 National Association of Diversity Officers
in Higher Education Annual Conference**

March 14 - 16, 2016
 San Francisco Marriott Marquis
 San Francisco, California

For more information, visit:
www.nadohe.org/annual-conference

Early in 1997, when I came back, terrified, to teach again at the University of Iowa, the students weren't rattled. They had grown up with Boy George and other rock musicians in eye make-up. The swing to toleration — or maybe it was indifference — had begun. "Oh, professor, you changed gender. Cool. Say, how about them Hawks!"

It turned out, actually, that well before 1995, the University of Iowa had adopted a highly liberal policy on gender crossers. It was ahead of the curve. Again, common sense ruled. My business-school dean, Gary Fethke, said, "Thank God. I thought you were going to confess to converting to socialism." And, "This is great for affirmative action: Up one, down another." And then he protected me from the few illiberal doubters.

Around that same time, I heard about how the president of a Southern university, a businessman, had reacted to an assistant's rushing in to breathlessly report a "crisis": The chair of the chemistry department was going to become a woman. "You call that a 'crisis'? When the legislature cuts our budget in half, that's a 'crisis.'" Up one, down another.

When, in 1995, Terry Branstad, then as now the conservative governor of Iowa, was asked about the gender-crossing professor at the university, he replied, in substance, "Can she still teach? Is her CV the same?"

ON MOST CAMPUSES TODAY, transitioning is an even less dramatic scenario. It can verge on boring. People often do it younger — wisely, as adolescents. Understand, changing gender is a distinctly minority desire, experienced by one person out of hundreds, studies suggest. True, it's more common than you think, and vastly more common than psychiatrists, who are mystified by it, had long assumed, the better to "cure" people.

They are still trying coercive cures up at Toronto's Gender Identity Service in the Child, Youth, and Family Program at the Centre for Addiction and Mental Health, on the assumption that a deep-seated, harmless human desire is a pathology. And the Michigan Womyn's Music Festival had its 40th and final event this past August without ever resolving its longtime tensions with the transgendered community. But gender change is no threat to feminism, womanhood, manhood, male-female ratios, sanity, or music, and most constituencies understand that perfectly well.

Acceptance has come mainly, as Lincoln said in 1858, through public opinion, not laws: "He" — or she, might I add — "who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions." Oprah had a show on trans issues every 18 months or so (I was on one), asking the questions your girlfriend would ask. When among my relatives in Norway I was to reappear not as Donald but as Deirdre, an elderly female cousin of mine, who we thought would have a hard time, said, "Oh, I know about that. I saw it

on television." She urged me to try on her traditional costume, or *bunad*. The sweet, accurate, funny 2005 movie *Transamerica*, with an Oscar-nominated performance by Felicity Huffman, did more than any army of lawyers and psychiatrists to make the unusual normal. Caitlyn (another fine Celtic name) is icing on the cake.

Aside from some confused "Christians" — I am an unconfused one myself — who haven't asked themselves how our Lord and Savior would actually

respond to a Deirdre or a Caitlyn (hint: ask Papa Francesco), society has calmed down on this issue. Colleges have led the way, and they should continue to.

Carry on, deans. ■

Deirdre Nansen McCloskey is a distinguished professor emerita of economics and of history, and a professor emerita of English and of communication, at the University of Illinois at Chicago. Her book Crossing: A Memoir was a 1999 New York Times Notable Book.



The Power of Diversity and Collaboration

Innovative approaches to discovery are taking place at Ohio State. As one of the nation's most comprehensive public research universities, we are leveraging our strengths to address technological, social and environmental issues challenging today's world. The Discovery Themes initiative seeks scholars from different backgrounds and with diverse approaches to join our collaborative, interdisciplinary teams.

The Ohio State University seeks more than 80 faculty positions, they include:

Biomedical Informatics
Biomechanics of Brain Injury
Battery electrochemistry and aging
Crop Domestication
Computational Biology

Data Engineering
Digital Humanities
Green Chemistry
Information Visualization
Metabolomics
Precision Agriculture

Nutritional Scientist
Sustainability policy and governance
Systems Biology
Water Security and Food Production

At Ohio State you can make a difference. Visit go.osu.edu/DiscoveryCareer

The Ohio State University is committed to establishing a culturally and intellectually diverse environment, encouraging all members of our learning community to reach their full potential. We are responsive to dual-career families and strongly promote work-life balance to support our community members through a suite of institutionalized policies. We are an NSF Advance Institution and a member of the Ohio/Western Pennsylvania/West Virginia Higher Education Recruitment Consortium (HERC).

The Ohio State University is an equal opportunity employer. To build a diverse and inclusive workforce Ohio State encourages applications from racial/ethnic minorities, women, veterans, LGBT persons and people with disabilities.



THE OHIO STATE UNIVERSITY

How to Cultivate Allies at Your Small-Town College

By BILL BRAGG

Even in the “reddest” states, you will find other fledgling diversity groups and initiatives.

A STUDENT is knocking at your door. She’s seeking your help in starting a new student group. Easy enough, you think to yourself. “What kind?” you ask. “An LGBTQQIA group,” she replies. Your first reaction is to pat yourself on the back for actually knowing what LGBTQQIA stands for — that’s lesbian, gay, bisexual, transgender, queer, questioning, intersex, and ally — but a close second reaction is a feeling of dread.

There has never been an LGBTQQIA group on your small-town campus, and it’s tricky to talk diversity of any kind in your neck of the woods. Your college itself is small, and even though you love your institution, there are definitely some small minds there, too. Still, you count yourself an ally — a person who is willing to stand up, speak out, and act to create positive change for marginalized people and identities. You

tell the brave student you’ll help. But where do you start?

First, know that you are not alone out there. Many small-town colleges are behind the times on diversity issues — especially those relating to sexual orientation or gender identity — but that is changing as more of them realize that such diversity touches rural and urban Americans alike. It’s none too early for this realization, either. The rural United States is becoming significantly more racially and ethnically diverse, and LGBTQQIA visibility in rural places, while tough to quantify, is without a doubt on the rise, according to Mary L. Gray’s book *Out in the Country: Youth, Media, and Queer Visibility in Rural America*, and other sources.

Just look at the websites and social media of other small colleges in your region. Even in the “reddest” states, you will almost certainly find other fledgling diversity groups and initiatives. Reach out to these groups and ask how they got going. Chances are their members

will be more than happy to share their experiences. They will also be eager to share ideas about programming, so you won’t have to invent activities, training, and events from scratch. Another benefit of your networking is that you will then have evidence of what other small colleges like yours are doing to support gay, lesbian, and gender-nonconforming students.

The closet door is opening up slowly in small-town America, so if you do encounter resistance, it’s helpful to have examples of what can be done. Take heart in knowing that there is an energetic and experienced network of allies somewhere near you.

On your own campus and in your own community, you may have visions of a mob with pitchforks and torches waiting to take down anyone talking about diversity, particularly issues relating to sexual orientation and, even more particularly, gender identity. It’s time to retire this stereotype of rural America. Sure, some people assume that anyone who voted twice



At USD, we **ADVANCE** diversity and **AFFIRM** female faculty in STEM.

sandiego.edu/affirm

for George W. Bush or is a gun enthusiast won't "get it" when local community members come forward and ask for dignity and respect. But you may be pleased and heartened to find more support than you thought possible. In fact, rather than fighting overt hatred, your challenge is more than likely going to be handling people's clumsy questions, outdated information, and tired stereotypes.

SO what are you waiting for? Rather than prep for a battle, arm yourselves with facts, patience, and a smile. Probably the first step is to find other potential allies on your campus. It's all right (maybe even preferable) if your core group is a ragtag gathering of faculty, staff, administrators, students, and community members. (It is a diversity group, after all, so don't exclude anyone.)

Once you have a good group lined up, schedule a brainstorming meeting — or, as I like to call it, a dream session. Write down all the amazing programming that you could do; no idea at this point is too ambitious or not right for a campus of your size. For example, you could host an LGBTQQIA 101 educational event or a screening of *Out in the Silence*, a nicely done documentary profiling LGBTQQIA people in a small town in Pennsylvania. Then pare down your ideas to four or five programs that are practical, doable, and fun, keeping in mind that you need to build membership. (Don't misread low early attendance as prejudice; pretty much all such groups are small on small-town campuses.)

One possible activity that I strongly recommend is to get your group to attend a conference together. There are many great diversity-related conferences out there, including some that focus specifically on LGBTQQIA identities. Not only will the conference be fun, educational, and identity-affirming for those who attend, but it will also hook members into the planning process and bolster your group's membership. Attending a conference was crucial in building reliable participation in the bi-weekly LGBTQQIA group that I started at my rural technical institution, Nicolet College, in Rhineland, Wis., a couple of years ago. We call the group the Rainbow Hodags. (The Hodag, in case you were wondering, is a green-and-white mythical monster of northern Wisconsin. Choosing a name with some local significance is a good way to go.)

GROWING UP GAY in northern Wisconsin was hard. I was not out with most people in my community, and I lived in extreme fear and isolation. It took a long time for me to work up the courage to come out to anyone, but as I did — to family, friends, and co-workers — I was warmly received. I started to wonder why things were the way they were in my small town. Why was there an unwritten code of silence about LGBTQQIA people? Being out gave me a sense of peace and the realization that I'm just as normal as any of my straight neighbors.

When I decided to attend my local

college, I knew that I wanted an LGBTQQIA group there. I began to ask faculty and staff members and fellow students about starting a group, and within a few weeks Rainbow Hodags was born. Other LGBTQQIA people were tired of living in fear and isolation, and many straight allies came forward because they, too, had felt silenced and isolated because of their compassion for LGBTQQIA people. Our reception has been pretty good; people on and off campus have sought us out as a resource for support,

and we've participated in educational events like a community-policing panel for future police and corrections officers. There was amazing dialogue during that event, and it was impressive how our LGBTQQIA panel and this group of macho, primarily straight young men were able to discuss stereotypes, rethink assumptions, recognize prejudice in the greater community, and see commonality. Great strides can be made toward diversity and inclusion, even at a small-town college like yours.

So don't fear the student who comes knocking at your door, looking to start a diversity group. And why even wait for a student to knock? We are a diverse nation, yet we've neither celebrated nor even recognized our diversity in small-town America for far too long. As an ally, you can help that to change. ■

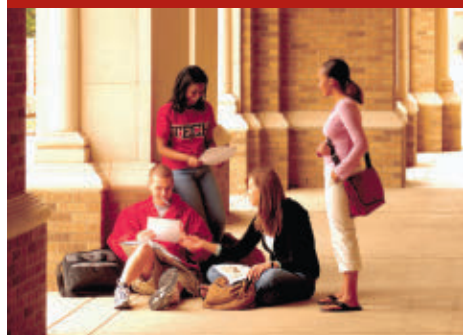
Bill Bragg is a recent graduate of Nicolet College, in Rhineland, Wis., and the first president of Rainbow Hodags, an LGBTQQIA group there.



Hispanic Enrollment Reaches Record High

"Texas Tech University is committed to educating the citizenry of the state and becoming the school of choice for exceptional students of all backgrounds."

Juan Munoz, Senior Vice President for Institutional Diversity Equity, and Community Engagement and Vice Provost for Undergraduate Education & Student Affairs.

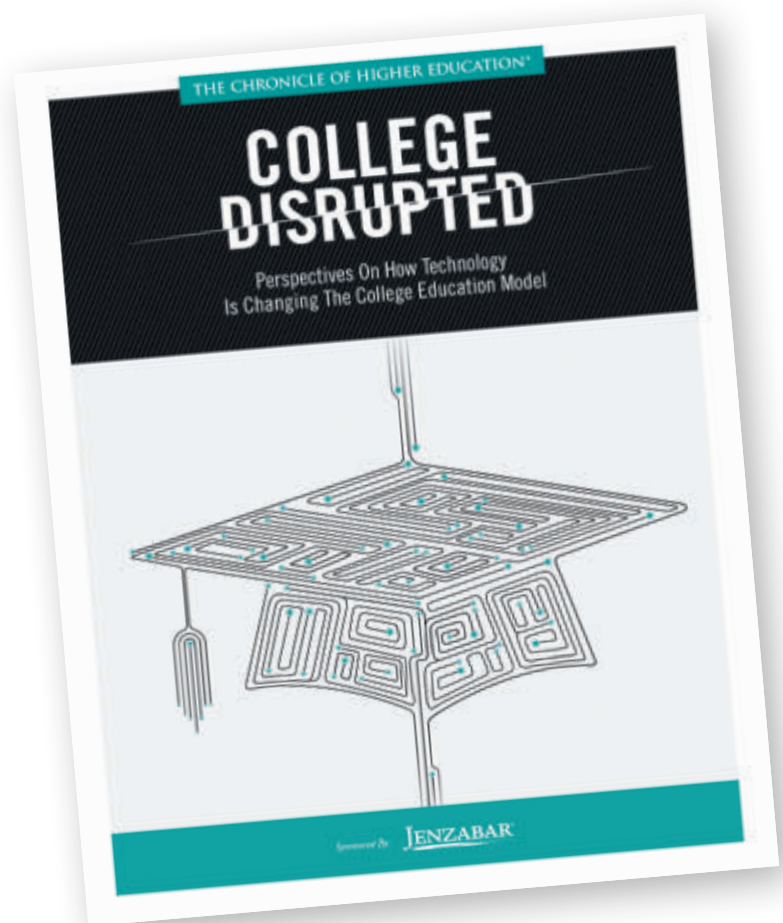


CAMPUS LEADERS PREDICT A MAJOR TECH SHIFT WILL CHANGE STUDENT LEARNING

Higher ed has been mostly immune from the disruptive forces of innovation – but that's about to change. Technology game-changers including cloud computing and digital learning resources are sure to disrupt the model of higher ed as we know it.

For a deeper look into how technology will drive change on campus in the next few years, The Chronicle surveyed CIOs, librarians, and university planners. Get their latest insights including:

- Which tech trends will change the future of college teaching and learning
- How well IT departments understand the tech needs of faculty
- Whether the digitalization of the library will strain relationships with publishers



DOWNLOAD THE
FREE REPORT

Chronicle.com/TechnologyReport2015

College Disrupted: Perspectives on How Technology Is Changing the College Education Model is based on a survey conducted by Huron Consulting Group, Inc., was written by Jeffrey J. Selingo, contributing editor at The Chronicle of Higher Education, Inc. and is sponsored by Jenzabar. The Chronicle is fully responsible for the report's editorial content. Copyright © 2015.

Sponsored by: **JENZABAR®**

Transgender Students Build on Feminism to Question Male Privilege

“IT SEEMED very daring, and we thought of all kinds of complications — appropriate to the attitudes of 20 years ago,” recalled the dean of students at Oberlin College, in a 1970 cover article in *Life* about that institution’s bold experiment in allowing men and women to live together in the same dormitories. Coed dorms, the magazine’s cover announced, represented “an intimate revolution on campus.” At the time, proposals at Princeton, Yale, Wesleyan, and Williams to allow the mere presence of female students were greeted with dire warnings of civilization’s imminent collapse.

Today’s proposals on many campuses to alter bathrooms, dorms, gyms, clinics, and career advising to accommodate transgender students, and related efforts to promote respectful and inclusive language, appear to administrators as wholly new issues — and sometimes, to state legislators, as dangerous threats. But they are only the latest chapter in a much longer history. Colleges and universities have always been powerful shapers of gender and sexual norms.

Ever since Ronald Reagan’s 1966 attack on California’s public universities, singling out Berkeley during his gubernatorial campaign for failing to punish dissidents, conservative politicians and journalists have portrayed campuses as hotbeds of radicalism and bastions of political correctness. But, in fact, just as they have tended to reproduce rather than challenge class and race inequities, they have often been guardians, not disrupters, of the gender order.

Higher education in the United States was largely closed to women until the 1830s. To be sure, many of the public land-grant universities founded in the decades after the Morrill Act of 1862, and some respected private institutions, have been coeducational for a century or longer. In the early 20th century, private women’s colleges — not only the Seven Sisters but also Spelman, Mills, Scripps, and many religious institutions — employed women as faculty members while preparing female students to be pioneering leaders.

Yet within living memory, in the 1950s, the department in which I was trained, the history department at the University of Chicago, had no female faculty members. One of my professors in graduate school described the anguish of male academics when that began to change: The faculty lounge and department meetings, they sincerely felt, would never be the same.

Until relatively recently, several of the most prestigious undergraduate colleges did not admit female students into their classrooms and libraries,

relegating them to “sister” institutions or excluding them altogether. As the economists Claudia Goldin and Lawrence F. Katz have shown, the uptick in the pace of transition to coeducation in the 1960s and 1970s often hinged less on a commitment to equi-

ty than on the changing preferences of male students.

The classroom and the faculty lounge are hardly the only places where higher education has maintained the status quo of gender inequality. According


Continued on Following Page

By TIMOTHY STEWART-WINTER

Health ■ Sustainability ■ Policy ■ Technology

UNIVERSITY OF CALIFORNIA
UCRIVERSIDE

LIVING THE PROMISE



Real World Solutions

Explore more technology impacts
promise.ucr.edu

Revolutionizing Online Learning: UCR computer scientist Frank Vahid’s interactive online textbooks, zyBooks, have been used by more than 50,000 students at 200 universities and colleges since created in 2012.

- Bioengineering
- Superconductivity
- Data Mining
- Charter Member: University Innovation Alliance
www.universityinnovationalliance.org

Continued From Preceding Page

to the historian Nicholas Syrett, white college fraternities have long inculcated class-bound visions of masculinity and ritualized physical and sexual violence toward women. And sexual assault on campus remains endemic today.

More than 40 years ago, Title IX opened up campus athletic fields, pools, and locker rooms to women. Yet for many Americans, top male football and basketball players remain the most visible face of higher education. Even as women have been named presidents at many colleges, a countervailing trend has seen the salaries of top football and basketball coaches — a true boys' club — far outpace those of academic administrators. In addition, the growing emphasis on STEM fields has elevated the status of those departments in which the advancement of women has been slowest.

NOW transgender and gender-fluid students are building on the pioneering efforts of feminists to question male privilege in academe. Athletics is a key area in which these students are challenging simplistic means of classifying male and female participants. Residential life is another.

In the 1960s and 1970s, many institutions abandoned the requirement

that men and women live in separate dorms with sharply divergent parietal rules based on the notion that administrators should serve *in loco parentis*, thus ensuring female sexual virtue, in both image and reality.

More recently, in the past two decades, gay and lesbian students have begun questioning the heterosexist presumptions underlying housing policies that assume roommates must always be of the same sex. As an undergraduate at Swarthmore, I wrote a proposal that led to a trial program allowing men and women to live together in a shared suite, which drew attention from higher-education publications (including *The Chronicle*) and from social conservatives, who called it a risky experiment, almost as dangerous as letting gay people serve in the military.

Two years ago, Calliope Wong, a trans woman, courageously publicized her rejection by Smith College on the basis of a federal financial-aid form that reported her gender as male. The controversy raised the profile of discussions at women's colleges about whether transgender or gender-nonconforming applicants should be eligible for admission.

Since then much has been written on the adoption by women's colleges of policies to open up admissions to

some or all transgender applicants. Some of that coverage seems to recycle the longstanding trope of feminism as dated and irrelevant, casting women's colleges as dinosaurs unable to keep up with the times — or even using the debates over trans inclusion to hint that women's colleges have been a misguided idea all along.

BUT THERE ARE COSTS to the preoccupation with the relatively narrow matter of admissions at women's colleges. Focusing on them lets other institutions off the hook. Most transgender college students in the United States attend public institutions that have always been coeducational.

Some of the changes that today's transgender students need should be easy to make — for example, letting them choose the gender that will be designated on paperwork. Others, such as the construction of gender-neutral public restrooms in every building, and training residential-life staff members, require material investments. Some student-health clinics do not provide hormones, and some registrars refuse to let students use their preferred name without going through a legal name change. Many curricula include little or no coverage of the growing field of transgender studies.

Above all, too many young people lose support from their families of origin or struggle to pay for college because of their decision to transition. Colleges and universities have the ability to intervene. My own institution has hosted daylong conferences for LGBTQ students from Newark, N.J., high schools, building valuable and sometimes lifesaving links to resources and programs that can help trans and genderqueer youth who are struggling to pay for college or find employment.

Colleges that hold job fairs, welcome corporate recruiters, and maintain alumni-networking databases can also use their leverage to ask prospective employers what measures they have in place to ensure the recruitment and retention of qualified transgender employees.

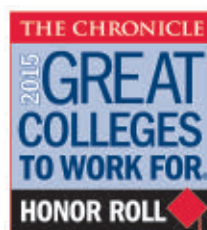
Though transgender students are a small minority on every campus, accommodating them serves everyone by making our institutions more humane, just, and equitable. And if the history of gender in higher education has a lesson, it is that students who questioned the status quo tend to look more reasonable in hindsight than do their detractors who dragged their feet. ■

Timothy Stewart-Winter is an assistant professor of history at Rutgers University at Newark.

Educating Tomorrow's Health Care Leaders

Today's diverse patient population requires health professionals who are culturally competent and able to function effectively across an array of situations. Educating leaders to meet this challenge is part of our mission and our everyday practice.

- Nursing
- Occupational Therapy
- Physical Therapy
- Physician Assistant Studies
- Speech-Language Pathology



MGH INSTITUTE
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital

BOSTON, MASSACHUSETTS

www.mghihp.edu/jobs

Why Colleges Need to Hire More Trans Faculty

They serve as role models for trans and gender-nonconforming students.

By MARISA RICHMOND

TRANSGENDER and gender-nonconforming students need role models. But where are those role models to come from if colleges don't hire more transgender faculty?

Recently, I was an educator in residence at Camp Pride, a leadership academy, on the campuses of the University of North Carolina at Charlotte and Johnson C. Smith University, for LGBTQ+ college students and advisers. And even there, I was one of only two openly transgender academics — because there's not exactly a huge pool to draw from.

Trans people have gotten a lot of media exposure lately and a new level of at least ostensible acceptance. The actress Laverne Cox was on the cover of *Time Magazine* last year. The writer and activist Janet Mock has hosted shows on MSNBC. And, of course, Caitlyn Jenner has become a veritable industry, spurring regional news outlets to seek out local activists to provide story angles close to home. All this has given the impression that the lives of trans people on the whole are comfortable and safe.

Not so.

In 2011, the National Center for Transgender Equality and the National LGBTQ Task Force published the results of the National Transgender Discrimination Survey, the most comprehensive look to date at the lives and challenges of transgender people across the country. The numbers were astonishing — and depressing. Of the approximately 6,450 respondents, 78 percent reported being victims of harassment, 35 percent reported being physically assaulted, and 12 percent reported being sexually assaulted. The hostile climate led 15 percent to drop out of school or college. Survey results showed disproportionately high levels of homelessness, incarceration, job loss, eviction, and denial of medical services, all due to bias.

The simple dignity of being called by one's preferred name eludes many transgender students I've spoken to. In the survey, only 21 percent of those who had transitioned gender reported that they had changed all of their important identification documents, while 33 percent reported that they had changed none. The bureaucracy varies widely from state to state, but costs range from \$100 to more than \$1,000. That creates a serious financial burden on a student who may come from limited means, especially when the student's family is unsupportive and unwilling to pay.

There is no explicit federal law banning discrimination based on gender identity or gender expression, so trans people have to rely on updated interpretations of existing law. In 2014, the U.S. Department of Education made clear

that Title IX of the Education Amendments of 1972 covers trans people. As a result, colleges have been reviewing their policies and practices to ensure that they are in compliance. Currently, 19 states, plus the District of Columbia and Puerto Rico, have banned discrimination based on gender identity or expression. But away from the coasts, in the heartland and the Southeast, legal protections are particularly wanting.

Colleges are trying to take up some of the slack. The University of Tennessee at Knoxville (December 2007), the Tennessee Board of Regents (February 2008), Vanderbilt University (October 2008), Rhodes College (July 2013), Middle Tennessee State (where I teach), and the Louisiana State University system have all updated their nondiscrimination policies. But much more needs to be done.

If discrimination and violence plague the transgender community generally, they are even graver threats to trans women of color, especially African-American or Latina. So far in 2015, some 20 trans people in the United States have been killed, and most of them were trans women of color. Hiring more trans academics and other professionals from communities of color will send a powerful message that we are important, contributing members of society. I'm under no illusion that that will suddenly end the violence and oppression, but greater numbers in positions of privilege and respect will go a long way toward helping overcome stigma, stereotype, and oppression.

WHAT might that greater faculty presence look like? It would — in fact it already does — vary considerably.

I'm middle-aged, and my trans peers and I typically chose to get tenure before coming out of the closet. Many even then adopted stealth identities, downplaying their trans lives. I got tenure at one institution, left, came out, then began at another. I had a pre-transition life and a post-transition life; in truth they were very similar.

In class I don't talk about my personal life. I consider my gender identification and history private and irrelevant to my role as a professor. In contrast, I am very out as an activist, and many of my students are probably aware of that. Still, I keep my political work off campus.

Many of my younger colleagues, like Kai Green, have taken a different approach. Green is a transgender man and teaches at an urban, private university, Northwestern. He wrote in an email to me that "as a black transgender man, in the classroom I usually am given a certain amount of male privilege, at least until my students learn that I am trans.

Because I teach African-American studies and queer studies, these are topics that are up for intellectual engagement, but of course a lot of these topics also become attached to my body because I am black and transgender. Many of my students have never encountered a transgender person, and for a lot of my black students it becomes a big lesson in helping them to understand the diversity within black communities.

"I think it's always important to emphasize the importance of the personal being inextricably linked to the political because many of these students are not going to ... study gender, sexuality, class, and race beyond my classroom. I want them to leave with critical tools to understand the world wherever they land, whether that be in a boardroom or a kitchen."

My students have had exposure to black teachers, and many, at least in my trans-studies class, come from feminist or gay backgrounds and have some experience with trans people too. Being significantly older than my students, I also have a certain gravitas that puts at more ease those who might otherwise be uncomfortable. My younger colleagues will someday have that same experience if given time and opportunity.

Increasingly, students are out of the closet, pushing their departments to recognize both their talents and their gender identification and sexual orientation. Colleges support diversity in their missions; now they must support it in their hiring, promotion, and admissions. Yes, acceptance can be reflected in a warm greeting. But academics don't live on greetings. They live on fair salaries, and benefits packages providing full health-care coverage, with all trans exclusions removed.

Many feminist and ethnic-studies programs exist today because students longed for and demanded them. They wanted to see professors whose life experiences reflected their own. Trans students, especially trans students of color, are no different.

You want a better, bolder, richer campus contributing to a fairer, stronger society? Then put your policies and your resources where your rhetoric is. ■

Marisa Richmond teaches history and women's and gender studies at Middle Tennessee State University. In 2008 she became the first African-American transgender person from any state to serve as a delegate to the Democratic National Convention. She is also a lobbyist for the Tennessee Transgender Political Coalition.

Colleges support diversity in their missions; now they must support it in their hiring, promotion, and admissions.

Faculty Diversity at More Than 2,100 Institutions

THIS TABLE shows the race, ethnicity, and gender of more than 640,000 full-time faculty members at 2,166 colleges and universities in the fall of 2013, the latest year for which data are available from the Education Department. The figures cover degree-granting two- and four-year institutions in the 50 states and the District of Columbia that are eligible for federal aid and have at least 50 full-time faculty members, or that were classified in 2010 as “baccalaureate” by the Carnegie Foundation for the Advancement of Teaching.

Among the colleges listed below, 44 percent of full-time faculty members were women, and 22 percent were minority-group members. Public four-year colleges had

a slightly lower proportion of women (42 percent) and slightly higher proportion of minorities (24 percent). Two-year colleges had a higher proportion of female faculty than did their four-year counterparts.

The survey’s gender categories included only “male” or “female.”

The full racial and ethnic categories used by the Education Department are American Indian or Alaska Native, Asian, black or African-American, Hispanic, Native Hawaiian or Pacific Islander, white, two or more races, and race/ethnicity unknown. Those categories include both U.S. citizens and permanent residents. “Nonresident” covers people described by the Education Department as “Nonresident aliens”: those of all

racial and ethnic groups who are in the United States on a visa or temporary basis. A person can be counted in only one category, and Hispanics may be of any race. All percentages are rounded.

“Total minority” is the share of faculty who are non-white and whose race is known. It includes those who are of two or more races but does not include nonresidents.

An expanded and sortable version of this table appears online at chronicle.com and provides data on nearly 2,000 additional institutions, including those with fewer than 50 faculty members and those in the U.S. outlying territories.

ALABAMA												
Alabama A&M U.	263	42.2%	0.0%	7.2%	77.2%	0.0%	0.0%	10.7%	0.0%	1.5%	3.4%	87.8%
Alabama State U.	263	52.1%	0.8%	9.9%	54.4%	1.5%	0.4%	25.5%	0.0%	7.6%	0.0%	66.2%
Amridge U.	41	14.6%	0.0%	0.0%	7.3%	0.0%	0.0%	87.8%	0.0%	4.9%	0.0%	7.3%
Athens State U.	84	57.1%	3.6%	1.2%	11.9%	1.2%	0.0%	82.1%	0.0%	0.0%	0.0%	14.3%
Auburn U.	1,184	36.2%	0.4%	10.8%	4.1%	2.7%	0.0%	78.9%	0.0%	0.8%	2.4%	19.9%
Auburn U. at Montgomery	203	44.8%	0.0%	6.9%	6.9%	3.0%	0.0%	80.3%	0.0%	0.5%	2.5%	19.2%
Bevill State Community College	111	52.3%	0.0%	0.0%	7.2%	0.0%	0.0%	91.9%	0.9%	0.0%	0.0%	7.2%
Birmingham-Southern College	86	37.2%	0.0%	3.5%	0.0%	1.2%	0.0%	95.4%	0.0%	0.0%	0.0%	4.7%
Bishop State CC	85	57.7%	1.2%	0.0%	55.3%	0.0%	0.0%	28.2%	0.0%	15.3%	0.0%	55.3%
Calhoun Community College	143	57.3%	2.1%	2.8%	14.7%	0.7%	0.0%	73.4%	4.9%	1.4%	0.0%	18.2%
Columbia Southern U.	90	41.1%	0.0%	1.1%	5.6%	1.1%	0.0%	77.8%	2.2%	12.2%	0.0%	7.8%
Concordia College	21	47.6%	4.8%	4.8%	61.9%	4.8%	0.0%	23.8%	0.0%	0.0%	0.0%	71.4%
Faulkner U.	111	35.1%	0.0%	4.5%	4.5%	0.9%	0.0%	89.2%	0.0%	0.0%	0.9%	10.8%
Gadsden State CC	150	58.0%	1.3%	0.7%	4.0%	0.0%	0.0%	92.7%	1.3%	0.0%	0.0%	4.7%
Herzing U. at Birmingham	8	62.5%	0.0%	0.0%	25.0%	0.0%	12.5%	62.5%	0.0%	0.0%	0.0%	37.5%
Huntingdon College	41	48.8%	0.0%	0.0%	2.4%	0.0%	0.0%	85.4%	0.0%	12.2%	0.0%	2.4%
Jacksonville State U.	318	47.8%	0.9%	4.4%	6.6%	0.9%	0.0%	87.1%	0.0%	0.0%	0.0%	12.0%
James H. Faulkner State Community College	82	59.8%	0.0%	1.2%	11.0%	2.4%	0.0%	85.4%	0.0%	0.0%	0.0%	14.6%
Jefferson State CC	144	62.5%	0.0%	1.4%	16.0%	0.7%	0.0%	77.8%	4.2%	0.0%	0.0%	18.1%
Judson College	27	51.9%	0.0%	0.0%	18.5%	0.0%	0.0%	81.5%	0.0%	0.0%	0.0%	18.5%
Lawson State CC	82	50.0%	2.4%	0.0%	57.3%	0.0%	0.0%	36.6%	3.7%	0.0%	0.0%	57.3%
Miles College	101	64.4%	0.0%	9.9%	71.3%	1.0%	0.0%	16.8%	0.0%	1.0%	0.0%	82.2%
Oakwood U.	110	52.7%	0.9%	4.6%	81.8%	2.7%	0.0%	6.4%	0.0%	0.0%	3.6%	92.7%
Samford U.	300	47.3%	0.7%	2.7%	5.3%	1.7%	0.0%	87.7%	0.3%	0.3%	1.3%	11.0%
Shelton State CC	92	54.4%	0.0%	1.1%	19.6%	0.0%	0.0%	76.1%	1.1%	2.2%	0.0%	20.7%
South U. at Montgomery	12	75.0%	0.0%	0.0%	16.7%	0.0%	0.0%	75.0%	0.0%	8.3%	0.0%	16.7%
Southern Union State Community College	88	60.2%	0.0%	0.0%	9.1%	0.0%	0.0%	85.2%	0.0%	5.7%	0.0%	9.1%
Stillman College	58	55.2%	0.0%	5.2%	60.3%	0.0%	0.0%	34.5%	0.0%	0.0%	0.0%	65.5%
Talladega College	43	39.5%	0.0%	9.3%	67.4%	0.0%	0.0%	23.3%	0.0%	0.0%	0.0%	76.7%
Troy U.	491	47.3%	0.2%	7.1%	8.6%	0.0%	0.2%	83.9%	0.0%	0.0%	0.0%	15.9%
Tuskegee U.	270	39.3%	0.0%	27.8%	51.1%	1.1%	0.0%	17.0%	0.0%	1.9%	1.1%	81.1%
U. of Alabama at Birmingham	2,244	39.5%	0.1%	14.0%	6.0%	3.0%	0.0%	73.9%	0.2%	0.0%	2.7%	25.7%
U. of Alabama at Huntsville	312	38.8%	0.3%	14.7%	4.5%	2.2%	0.0%	75.3%	0.0%	0.0%	2.9%	24.4%
U. of Alabama at Tuscaloosa	1,252	43.9%	0.0%	7.3%	6.0%	2.3%	0.0%	81.3%	0.3%	0.0%	2.8%	18.4%
U. of Mobile	85	50.6%	0.0%	0.0%	1.2%	0.0%	0.0%	98.8%	0.0%	0.0%	0.0%	1.2%
U. of Montevallo	136	50.7%	0.0%	2.2%	2.9%	2.2%	0.0%	91.2%	0.0%	0.0%	1.5%	8.8%
U. of North Alabama	220	50.0%	0.9%	4.1%	5.0%	3.2%	0.0%	80.5%	0.9%	1.8%	3.6%	15.9%
U. of South Alabama	755	43.1%	0.5%	9.0%	5.0%	1.3%	0.0%	83.8%	0.1%	0.1%	0.0%	15.4%
U. of West Alabama	116	50.9%	0.0%	2.6%	12.9%	1.7%	0.0%	78.5%	0.0%	0.0%	4.3%	21.6%
Virginia College at Huntsville	18	77.8%	0.0%	0.0%	22.2%	5.6%	0.0%	66.7%	0.0%	5.6%	0.0%	27.8%
Wallace Community College at Dothan (Ala.)	131	65.7%	0.0%	0.8%	10.7%	1.5%	0.0%	85.5%	0.0%	1.5%	0.0%	13.0%
Wallace State Community College at Hanceville	124	66.1%	0.0%	0.0%	3.2%	0.0%	0.0%	96.8%	0.0%	0.0%	0.0%	3.2%
ALASKA												
Charter College at Anchorage	44	65.9%	0.0%	0.0%	4.6%	9.1%	2.3%	81.8%	2.3%	0.0%	0.0%	15.9%
U. of Alaska at Anchorage	543	48.6%	2.4%	5.5%	1.1%	3.1%	0.0%	81.0%	1.8%	3.0%	2.0%	11.8%
U. of Alaska at Fairbanks	415	44.6%	5.1%	7.2%	0.7%	2.7%	0.2%	77.4%	1.5%	3.9%	1.5%	12.3%
U. of Alaska-Southeast	99	46.5%	2.0%	1.0%	1.0%	1.0%	0.0%	89.9%	0.0%	5.1%	0.0%	3.0%
ARIZONA												
American Indian College of the Assemblies of God	5	60.0%	0.0%	0.0%	40.0%	0.0%	0.0%	60.0%	0.0%	0.0%	0.0%	40.0%
Argosy U. Online Programs	87	60.9%	0.0%	3.5%	16.1%	2.3%	0.0%	73.6%	0.0%	4.6%	0.0%	21.8%
Arizona Christian U.	16	31.3%	0.0%	0.0%	0.0%	6.3%	0.0%	87.5%	6.3%	0.0%	0.0%	6.3%
Arizona State U.	1,798	40.8%	1.2%	10.0%	2.1%	7.1%	0.1%	73.4%	0.9%	1.0%	4.2%	23.5%
Arizona State U.-Downtown Phoenix	345	62.6%	0.3%	4.1%	3.8%	7.5%	0.0%	77.4%	1.2%	2.0%	3.8%	19.1%

		Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
ARIZONA, cont.													
Arizona State U.-Polytechnic	181	42.0%	0.0%	8.3%	3.3%	5.5%	0.0%	75.7%	1.1%	0.6%	5.5%	22.7%	
Arizona State U.-Skysong	221	61.5%	1.4%	4.1%	3.2%	6.8%	0.5%	80.5%	1.4%	0.5%	1.8%	16.3%	
Arizona State U.-West	207	56.0%	0.0%	5.8%	2.4%	11.6%	0.0%	76.3%	1.0%	0.5%	2.4%	22.2%	
Arizona Western College	116	47.4%	0.9%	5.2%	4.3%	12.1%	0.9%	76.7%	0.0%	0.0%	0.0%	22.4%	
Brookline College at Phoenix	8	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	
Brown Mackie College at Tucson	5	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	20.0%	0.0%	0.0%	
Central Arizona College	92	57.6%	1.1%	2.2%	7.6%	5.4%	0.0%	76.1%	2.2%	5.4%	0.0%	15.2%	
Chandler-Gilbert Community College	132	59.1%	0.0%	4.6%	6.8%	12.9%	0.0%	75.8%	0.0%	0.0%	0.0%	24.2%	
Cochise College	83	50.6%	1.2%	4.8%	3.6%	8.4%	1.2%	77.1%	0.0%	3.6%	0.0%	18.1%	
Eastern Arizona College	93	38.7%	0.0%	2.2%	1.1%	9.7%	0.0%	87.1%	0.0%	0.0%	0.0%	12.9%	
Embry-Riddle Aeronautical U. at Prescott	80	20.0%	0.0%	7.5%	0.0%	2.5%	0.0%	75.0%	1.3%	13.8%	0.0%	10.0%	
Estrella Mountain Community College	86	61.6%	1.2%	3.5%	8.1%	17.4%	2.3%	65.1%	0.0%	2.3%	0.0%	31.4%	
Gateway Community College	108	64.8%	1.9%	2.8%	9.3%	5.6%	0.0%	80.6%	0.0%	0.0%	0.0%	17.6%	
Glendale Community College	315	51.1%	1.3%	3.5%	3.5%	9.2%	0.0%	82.5%	0.0%	0.0%	0.0%	16.2%	
Grand Canyon U.	290	57.6%	0.0%	2.4%	6.6%	5.5%	0.7%	57.2%	1.4%	26.2%	0.0%	15.2%	
Mesa Community College	346	56.1%	1.2%	3.8%	4.6%	6.9%	0.0%	83.5%	0.0%	0.0%	0.0%	15.3%	
Midwestern U.	223	44.4%	0.5%	6.7%	2.7%	1.8%	0.0%	88.3%	0.0%	0.0%	0.0%	11.2%	
Mohave Community College	80	53.8%	0.0%	1.3%	1.3%	5.0%	1.3%	86.3%	1.3%	3.8%	0.0%	8.8%	
Northcentral U.	86	65.1%	0.0%	3.5%	4.7%	1.2%	0.0%	86.1%	4.7%	0.0%	0.0%	9.3%	
Northern Arizona U.	958	49.4%	2.4%	3.1%	1.4%	6.1%	0.3%	80.0%	0.5%	3.8%	2.5%	13.4%	
Paradise Valley Community College	110	56.4%	1.8%	3.6%	3.6%	13.6%	0.0%	77.3%	0.0%	0.0%	0.0%	20.9%	
Phoenix College	161	59.6%	2.5%	4.4%	4.4%	18.6%	0.0%	70.2%	0.0%	0.0%	0.0%	27.3%	
Pima Community College	363	60.1%	1.7%	2.2%	2.2%	16.8%	0.0%	71.1%	2.2%	3.9%	0.0%	21.2%	
Scottsdale Community College	171	48.5%	2.3%	4.1%	2.3%	5.9%	0.0%	84.8%	0.0%	0.6%	0.0%	12.3%	
U. of Advancing Technology	23	30.4%	0.0%	0.0%	0.0%	8.7%	0.0%	91.3%	0.0%	0.0%	0.0%	8.7%	
U. of Arizona	1,790	36.6%	0.7%	9.1%	1.4%	7.2%	0.0%	72.0%	0.4%	6.7%	2.6%	20.2%	
U. of Phoenix-Online	311	75.6%	0.3%	2.3%	6.8%	2.9%	0.0%	87.1%	0.0%	0.0%	0.6%	12.5%	
Yavapai College	113	45.1%	0.0%	0.0%	0.0%	2.7%	0.0%	77.9%	0.0%	19.5%	0.0%	2.7%	
ARKANSAS													
Arkansas Baptist College	35	51.4%	0.0%	0.0%	91.4%	0.0%	0.0%	8.6%	0.0%	0.0%	0.0%	91.4%	
Arkansas State U. at Beebe	123	50.4%	0.8%	0.8%	4.1%	0.8%	0.0%	92.7%	0.8%	0.0%	0.0%	5.7%	
Arkansas State U. at Jonesboro	505	51.5%	0.4%	7.1%	6.5%	1.0%	0.0%	79.0%	3.2%	0.6%	2.2%	16.8%	
Arkansas Tech U.	335	49.0%	0.6%	3.3%	1.5%	1.2%	0.0%	92.2%	0.0%	0.0%	1.2%	7.2%	
Central Baptist College	29	41.4%	0.0%	3.5%	3.5%	3.5%	0.0%	89.7%	0.0%	0.0%	0.0%	10.3%	
Harding U.	289	35.3%	0.7%	0.4%	1.4%	0.7%	0.0%	95.2%	1.0%	0.4%	0.4%	2.8%	
Henderson State U.	173	43.4%	1.2%	4.1%	5.8%	1.2%	0.0%	83.2%	3.5%	0.0%	1.2%	12.1%	
Hendrix College	116	44.8%	0.0%	0.0%	3.5%	4.3%	0.0%	90.5%	0.9%	0.0%	0.9%	8.6%	
John Brown U.	82	24.4%	1.2%	1.2%	2.4%	3.7%	0.0%	85.4%	1.2%	2.4%	2.4%	9.8%	
Lyon College	41	26.8%	0.0%	4.9%	0.0%	4.9%	0.0%	90.2%	0.0%	0.0%	0.0%	9.8%	
National Park CC	101	64.4%	0.0%	1.0%	3.0%	2.0%	0.0%	94.1%	0.0%	0.0%	0.0%	5.9%	
NorthWest Arkansas Community College	147	60.5%	1.4%	0.0%	2.7%	2.0%	0.0%	90.5%	0.0%	1.4%	2.0%	6.8%	
Ouachita Baptist U.	100	33.0%	0.0%	1.0%	0.0%	1.0%	1.0%	96.0%	0.0%	0.0%	1.0%	4.0%	
Philander Smith College	48	50.0%	0.0%	10.4%	66.7%	0.0%	0.0%	22.9%	0.0%	0.0%	0.0%	77.1%	
Pulaski Technical College	176	55.7%	0.0%	0.0%	8.5%	1.7%	0.0%	89.8%	0.0%	0.0%	0.0%	10.2%	
Southern Arkansas U.	159	49.1%	0.0%	5.7%	6.9%	0.6%	0.0%	85.5%	0.0%	0.0%	1.3%	14.5%	
U of Arkansas at Fort Smith	239	49.8%	2.9%	4.6%	3.8%	2.5%	0.0%	82.4%	2.5%	0.0%	1.3%	12.1%	
U. of Arkansas at Fayetteville	1,088	36.9%	0.6%	7.1%	3.3%	2.8%	0.0%	79.7%	1.2%	1.7%	3.7%	16.8%	
U. of Arkansas at Little Rock	471	41.2%	0.2%	7.6%	4.5%	2.8%	0.0%	69.0%	3.2%	7.4%	5.3%	20.2%	
U. of Arkansas at Monticello	157	53.5%	0.6%	3.2%	3.8%	1.3%	0.0%	89.8%	0.0%	1.3%	0.0%	8.3%	
U. of Arkansas at Pine Bluff	159	43.4%	0.0%	15.7%	61.6%	0.0%	0.0%	22.6%	0.0%	0.0%	0.0%	77.4%	
U. of Arkansas for Medical Sciences	221	48.9%	0.0%	8.6%	3.2%	2.3%	0.9%	83.3%	0.0%	0.5%	1.4%	16.3%	
U. of Central Arkansas	533	50.7%	0.2%	3.4%	4.5%	1.5%	0.0%	84.8%	1.5%	0.4%	3.8%	13.1%	
U. of the Ozarks	47	42.6%	2.1%	2.1%	0.0%	2.1%	0.0%	93.6%	0.0%	0.0%	0.0%	4.3%	
Williams Baptist College	29	37.9%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	

CALIFORNIA													CALIFORNIA, cont.														
	Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority		Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority		
Academy of Art U.	274	38.7%	0.0%	5.5%	1.1%	6.2%	1.5%	65.7%	2.9%	17.2%	0.0%	14.2%	Chaffey College	206	58.7%	1.0%	5.8%	6.3%	15.5%	0.0%	68.5%	0.5%	1.9%	0.5%	28.2%		
Allan Hancock College	145	53.8%	2.1%	5.5%	1.4%	13.1%	0.0%	72.4%	0.0%	0.7%	4.8%	24.8%	Chapman U.	392	42.1%	0.3%	6.6%	2.6%	3.6%	0.0%	72.7%	0.5%	11.2%	2.6%	15.3%		
Alliant International U. at San Diego	180	53.9%	0.0%	10.6%	6.1%	5.0%	0.0%	48.9%	1.1%	27.2%	1.1%	22.8%	Citrus College	160	50.0%	1.9%	8.1%	5.6%	22.5%	1.9%	60.0%	0.0%	0.0%	0.0%	38.1%		
American Jewish U.	15	40.0%	0.0%	0.0%	6.7%	0.0%	0.0%	93.3%	0.0%	0.0%	0.0%	6.7%	City College of San Francisco	665	60.9%	0.6%	18.5%	6.9%	10.4%	0.2%	55.9%	0.5%	2.6%	4.5%	40.5%		
American River College	388	55.7%	1.3%	8.3%	5.2%	11.9%	0.5%	62.1%	2.6%	6.7%	1.6%	27.3%	Claremont Graduate U.	96	36.5%	0.0%	14.6%	5.2%	3.1%	0.0%	74.0%	1.0%	0.0%	2.1%	25.0%		
Antelope Valley College	183	48.6%	0.6%	5.5%	7.7%	8.2%	1.1%	73.2%	0.0%	3.8%	0.0%	22.4%	Claremont McKenna College	160	31.9%	0.6%	8.8%	1.3%	5.0%	0.0%	76.9%	0.6%	1.3%	5.6%	20.6%		
Art Center College of Design	100	28.0%	0.0%	6.0%	1.0%	8.0%	0.0%	78.0%	2.0%	2.0%	3.0%	18.0%	Cogswell Polytechnical College	19	15.8%	0.0%	21.1%	5.3%	0.0%	0.0%	52.6%	10.5%	10.5%	0.0%	26.3%		
Azusa Pacific U.	433	52.9%	0.7%	13.9%	6.0%	6.0%	0.5%	67.4%	0.2%	4.2%	1.2%	27.5%	Coleman U.	26	19.2%	0.0%	15.4%	11.5%	11.5%	0.0%	53.9%	0.0%	3.9%	3.9%	42.3%		
Bakersfield College	249	48.6%	0.8%	4.4%	4.0%	10.0%	0.4%	75.1%	0.0%	5.2%	0.0%	18.9%	College of Marin	107	62.6%	0.0%	5.6%	6.5%	9.4%	0.0%	73.8%	1.9%	2.8%	0.0%	21.5%		
Biola U.	254	35.0%	0.4%	9.1%	2.4%	5.5%	0.0%	82.3%	0.0%	0.0%	0.4%	17.3%	College of San Mateo	132	55.3%	0.8%	12.1%	9.1%	5.3%	0.0%	66.7%	0.0%	6.1%	0.0%	26.5%		
Butte College	179	53.6%	1.1%	3.9%	0.6%	4.5%	0.0%	89.9%	0.0%	0.0%	0.0%	8.9%	College of the Canyons	178	55.1%	1.1%	7.9%	3.4%	10.7%	0.0%	77.0%	0.0%	0.0%	0.0%	21.9%		
Cabrillo College	207	53.1%	0.0%	2.9%	1.5%	12.1%	0.0%	76.3%	0.5%	1.9%	4.8%	21.3%	College of the Desert	103	46.6%	0.0%	2.9%	5.8%	12.6%	0.0%	71.8%	3.9%	0.0%	2.9%	24.3%		
Cal State Maritime Academy	59	18.6%	0.0%	8.5%	1.7%	6.8%	0.0%	81.4%	0.0%	1.7%	0.0%	17.0%	College of the Redwoods	81	40.7%	0.0%	4.9%	0.0%	4.9%	0.0%	80.3%	0.0%	9.9%	0.0%	9.9%		
California Baptist U.	254	46.1%	0.0%	9.5%	2.8%	6.7%	0.4%	73.2%	2.0%	5.5%	0.0%	19.3%	College of the Sequoias	158	52.5%	0.6%	3.8%	3.2%	17.1%	0.6%	65.8%	0.0%	8.9%	0.0%	24.7%		
California College of the Arts	91	47.3%	0.0%	7.7%	4.4%	6.6%	0.0%	76.9%	2.2%	0.0%	2.2%	20.9%	Concordia U. (Calif.)	88	46.6%	0.0%	2.3%	2.3%	6.8%	0.0%	85.2%	2.3%	0.0%	1.1%	12.5%		
California Institute of Technology	312	20.5%	0.0%	11.2%	1.9%	3.5%	0.0%	77.9%	0.0%	0.0%	5.5%	22.1%	Contra Costa College	88	62.5%	0.0%	6.8%	17.1%	13.6%	3.4%	47.7%	2.3%	9.1%	0.0%	40.9%		
California Institute of the Arts	151	41.1%	0.0%	7.3%	7.3%	4.0%	0.0%	80.1%	0.0%	0.0%	1.3%	19.9%	Cosumnes River College	178	55.1%	1.1%	12.4%	6.7%	14.6%	0.0%	51.1%	6.2%	5.6%	2.3%	36.0%		
California Lutheran U.	167	45.5%	0.0%	7.8%	3.0%	7.8%	0.0%	77.3%	1.2%	0.0%	3.0%	21.6%	Crafton Hills College	94	51.1%	0.0%	7.5%	10.6%	13.8%	0.0%	68.1%	0.0%	0.0%	0.0%	31.9%		
California Polytechnic State U. at San Luis Obispo	751	34.0%	0.3%	8.4%	1.5%	5.5%	0.1%	76.3%	1.2%	4.8%	2.0%	17.4%	Cuesta College	153	56.2%	1.3%	2.0%	0.0%	10.5%	0.0%	81.1%	0.7%	3.9%	0.7%	13.1%		
California State Polytechnic U. at Pomona	517	40.2%	0.4%	22.2%	2.3%	8.5%	0.4%	56.1%	0.4%	4.5%	5.2%	38.7%	Cuyamaca College	83	51.8%	1.2%	3.6%	2.4%	9.6%	0.0%	78.3%	0.0%	0.0%	4.8%	20.5%		
California State U-Stanislaus	277	44.8%	0.7%	12.3%	2.5%	8.7%	0.0%	67.5%	0.4%	5.4%	2.5%	26.0%	Cypress College	197	57.4%	0.5%	9.6%	2.0%	14.2%	0.5%	55.8%	4.1%	11.7%	1.5%	27.9%		
California State U. at Bakersfield	252	51.2%	0.0%	11.1%	4.0%	12.3%	0.8%	64.7%	1.2%	2.8%	3.2%	31.4%	De Anza College	274	51.5%	0.7%	17.5%	7.7%	12.4%	0.0%	55.5%	0.4%	5.1%	0.7%	38.3%		
California State U. at Chico	480	41.0%	0.4%	7.9%	1.3%	3.5%	0.0%	81.5%	0.6%	3.8%	1.0%	13.8%	DeVry U. of California	94	14.9%	2.1%	25.5%	3.2%	1.1%	0.0%	57.5%	3.2%	7.5%	0.0%	29.8%		
California State U. at Fresno	657	43.1%	0.2%	13.1%	4.1%	10.7%	0.0%	65.8%	1.1%	2.3%	2.9%	30.8%	Diablo Valley College	254	52.8%	0.4%	7.1%	5.1%	7.9%	0.0%	62.2%	0.8%	16.5%	0.0%	20.1%		
California State U. at Fullerton	893	49.3%	0.0%	17.0%	3.3%	7.7%	0.3%	67.3%	0.0%	0.2%	4.1%	32.5%	Dominican U. of California	98	62.2%	0.0%	10.2%	4.1%	3.1%	0.0%	78.6%	1.0%	3.1%	0.0%	17.4%		
California State U. at Long Beach	954	47.1%	0.4%	17.6%	3.1%	8.3%	0.0%	64.7%	0.7%	3.3%	1.9%	30.9%	East Los Angeles College	279	51.6%	0.0%	16.5%	3.6%	29.8%	0.0%	38.7%	0.4%	10.8%	0.4%	50.2%		
California State U. at Los Angeles	563	49.7%	0.5%	21.9%	4.6%	16.0%	0.2%	49.9%	0.7%	4.1%	2.1%	44.8%	El Camino College	329	54.7%	0.3%	11.9%	6.1%	12.2%	0.0%	66.3%	0.0%	3.0%	0.3%	30.4%		
California State U. at Northridge	896	49.2%	0.7%	14.1%	5.1%	11.8%	0.0%	63.3%	1.0%	1.8%	2.2%	33.3%	El Camino College at Compton	90	51.1%	0.0%	4.4%	42.2%	22.2%	4.4%	26.7%	0.0%	0.0%	0.0%	73.3%		
California State U. at Sacramento	667	46.6%	0.9%	13.6%	4.1%	7.4%	0.2%	68.1%	0.8%	2.9%	2.3%	27.4%	Everest College-Ontario Metro (Calif.)	11	54.6%	0.0%	0.0%	0.0%	9.1%	0.0%	45.5%	27.3%	18.2%	0.0%	9.1%		
California State U. at San Bernardino	436	46.6%	0.5%	14.7%	4.8%	9.6%	0.2%	64.9%	0.2%	3.7%	1.4%	30.7%	Evergreen Valley College	119	58.8%	0.8%	22.7%	8.4%	25.2%	0.0%	41.2%	0.8%	0.8%	0.0%	56.3%		
California State U. at San Marcos	296	58.1%	1.0%	11.2%	2.4%	15.2%	0.3%	62.8%	1.0%	3.7%	2.4%	31.4%	Folsom Lake College	105	52.4%	2.9%	4.8%	2.9%	13.3%	1.9%	59.1%	5.7%	7.6%	1.9%	24.8%		
California State U.-Channel Islands	165	49.7%	0.0%	6.7%	1.8%	15.8%	0.0%	69.1%	2.4%	3.0%	1.2%	25.5%	Foothill College	186	60.2%	0.0%	13.4%	5.9%	13.4%	0.0%	62.9%	0.5%	3.8%	0.0%	32.8%		
California State U.-Dominguez Hills	290	54.1%	1.0%	13.5%	8.6%	10.7%	0.0%	59.3%	1.0%	5.2%	0.7%	33.5%	Fresno City College	340	51.5%	1.8%	6.8%	3.2%	18.8%	0.3%	60.3%	0.0%	8.2%	0.6%	29.7%		
California State U.-East Bay	311	49.5%	1.0%	16.4%	6.4%	10.0%	1.0%	55.3%	0.0%	5.5%	4.5%	38.3%	Fresno Pacific U.	100	44.0%	0.0%	4.0%	2.0%	2.0%	0.0%	87.0%	3.0%	2.0%	0.0%	8.0%		
California State U.-Monterey Bay	170	56.5%	1.2%	15.3%	4.1%	17.1%	0.6%	54.7%	0.0%	5.9%	1.2%	38.2%	Fullerton College	287	50.2%	1.4%	7.7%	2.1%	9.8%	0.0%	63.1%	3.1%	10.5%	2.4%	22.0%		
Cerritos College	270	56.3%	1.1%	10.0%	3.7%	21.1%	0.0%	63.7%	0.0%	0.0%	0.4%	35.2%	Glendale Community College	239	55.7%	0.8%	10.0%	2.1%	8.8%	1.7%	75.7%	0.4%	0.4%	0.0%	22.6%		
Chabot College	184	54.9%	0.0%	12.0%	5.4%	10.9%	0.0%	57.6%	2.2%	7.1%	4.9%	33.2%	Golden Gate U.	82	41.5%	0.0%	8.5%	6.1%	2.4%	1.2%	81.7%	0.0%	0.0%	0.0%	18.3%		
													Golden West College	127	60.6%	0.8%	12.6%	3.9%	13.4%	0.8%	63.8%	0.0%	3.9%	0.8%	31.5%		
													Grossmont College	200	55.0%	1.0%	7.5%	3.5%	14.5%	0.5%	67.5%	0.0%	0.5%	5.0%	31.0%		
Continued on Following Page																											

Continued on Following Page

PRINCETON UNIVERSITY
proudly supports
diversity in the
workplace

To achieve the excellence to
which we aspire, we must
welcome talented people from all
backgrounds to Princeton, and we
must enable them to flourish.

President Christopher L. Eisgruber

To learn more about career opportunities at
Princeton, visit jobs.princeton.edu.



Many voices,
one future

An inclusive Princeton

Office of Institutional Equity and Diversity
inclusive.princeton.edu

Office of Human Resources
www.princeton.edu/hr



RACE, ETHNICITY, AND GENDER OF FULL-TIME FACULTY MEMBERS

Continued From Preceding Page

	Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
CALIFORNIA, cont.												
Hartnell College	98	55.1%	3.1%	11.2%	4.1%	22.5%	0.0%	57.1%	0.0%	2.0%	0.0%	37.8%
Harvey Mudd College	95	37.9%	0.0%	15.8%	4.2%	4.2%	1.1%	71.6%	0.0%	2.1%	1.1%	26.3%
Hope International U.	42	40.5%	0.0%	4.8%	2.4%	2.4%	0.0%	90.5%	0.0%	0.0%	0.0%	9.5%
Humboldt State U.	281	44.1%	2.5%	5.3%	2.1%	3.6%	0.4%	79.7%	0.0%	5.3%	1.1%	12.5%
Humphreys College	25	56.0%	0.0%	4.0%	4.0%	4.0%	0.0%	84.0%	0.0%	4.0%	0.0%	12.0%
Imperial Valley College	156	51.9%	0.6%	2.6%	1.9%	21.8%	0.0%	37.8%	1.3%	34.0%	0.0%	26.3%
Institute of Technology (Clovis)	92	40.2%	1.1%	0.0%	4.4%	10.9%	0.0%	60.9%	0.0%	22.8%	0.0%	15.2%
Irvine Valley College	124	46.8%	0.8%	12.1%	1.6%	13.7%	0.0%	57.3%	0.0%	11.3%	3.2%	30.7%
ITT Technical Institute at Oxnard	3	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%	33.3%
ITT Technical Institute at San Bernardino	6	50.0%	0.0%	16.7%	0.0%	16.7%	0.0%	66.7%	0.0%	0.0%	0.0%	33.3%
ITT Technical Institute at Sylmar	6	33.3%	0.0%	33.3%	0.0%	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%
La Sierra U.	102	43.1%	0.0%	13.7%	5.9%	8.8%	0.0%	67.7%	3.9%	0.0%	0.0%	28.4%
Laney College	133	53.4%	0.8%	14.3%	18.8%	11.3%	0.0%	49.6%	1.5%	3.8%	0.0%	44.4%
Las Positas College	112	52.7%	1.8%	6.3%	1.8%	5.4%	0.0%	65.2%	0.0%	4.5%	15.2%	28.6%
Loma Linda U.	407	56.0%	0.3%	17.0%	7.1%	7.4%	0.0%	64.9%	0.7%	0.0%	2.7%	34.2%
Long Beach City College	281	55.5%	0.7%	9.6%	8.9%	12.1%	0.0%	64.1%	0.0%	0.0%	4.6%	35.2%
Los Angeles City College	212	48.1%	0.5%	9.9%	10.9%	12.7%	0.5%	57.6%	0.9%	7.1%	0.0%	34.0%
Los Angeles Film School	97	14.4%	0.0%	3.1%	2.1%	7.2%	0.0%	83.5%	2.1%	2.1%	0.0%	12.4%
Los Angeles Harbor College	104	55.8%	0.0%	13.5%	12.5%	15.4%	0.0%	45.2%	1.0%	12.5%	0.0%	41.4%
Los Angeles Mission College	91	57.1%	1.1%	7.7%	8.8%	20.9%	0.0%	56.0%	0.0%	4.4%	1.1%	38.5%
Los Angeles Pierce College	189	59.3%	0.5%	6.4%	5.3%	7.9%	0.5%	73.5%	1.1%	4.8%	0.0%	20.1%
Los Angeles Trade-Technical College	183	47.5%	1.6%	12.0%	18.6%	19.7%	0.6%	36.1%	0.0%	11.5%	0.0%	50.8%
Los Angeles Valley College	180	55.0%	1.1%	11.7%	8.9%	14.4%	0.0%	58.9%	1.1%	3.9%	0.0%	35.0%
Los Medanos College	125	52.0%	0.0%	6.4%	9.6%	16.8%	0.0%	57.6%	0.8%	8.8%	0.0%	32.8%
Loyola Marymount U.	552	44.2%	0.2%	10.5%	6.0%	10.3%	0.0%	65.6%	1.6%	4.4%	1.5%	28.3%
Master's College and Seminary	55	21.8%	0.0%	7.3%	0.0%	0.0%	0.0%	92.7%	0.0%	0.0%	0.0%	7.3%
Menlo College	30	40.0%	0.0%	13.3%	6.7%	0.0%	0.0%	80.0%	0.0%	0.0%	0.0%	20.0%
Merced College	168	51.8%	1.8%	6.6%	4.8%	14.9%	0.0%	69.6%	0.0%	1.2%	1.2%	27.4%
Mills College	103	70.9%	0.0%	13.6%	7.8%	6.8%	0.0%	67.0%	3.9%	1.0%	0.0%	28.2%
MiraCosta Community College District	178	52.8%	0.0%	5.6%	4.5%	19.7%	0.0%	66.9%	2.3%	0.6%	0.6%	30.3%
Mission College	150	64.7%	0.0%	16.0%	4.7%	10.7%	0.0%	61.3%	1.3%	0.0%	6.0%	37.3%
Modesto Junior College	219	53.4%	0.9%	3.7%	4.1%	8.7%	0.0%	73.1%	0.0%	9.1%	0.5%	16.9%
Monterey Peninsula College	107	50.5%	0.9%	10.3%	3.7%	10.3%	0.0%	72.9%	0.0%	0.0%	1.9%	26.2%
Moorpark College	159	57.9%	0.0%	7.6%	1.3%	13.8%	0.6%	69.8%	3.8%	3.1%	0.0%	23.3%
Mount Saint Mary's U.	117	76.1%	0.0%	7.7%	7.7%	2.6%	0.0%	72.7%	9.4%	0.0%	0.0%	18.0%
Mt. San Antonio College	404	51.7%	0.3%	12.1%	5.0%	14.1%	1.2%	63.1%	2.0%	0.5%	1.7%	34.2%
Mt. San Jacinto College	118	50.9%	2.5%	4.2%	5.9%	11.0%	0.0%	74.6%	0.0%	1.7%	0.0%	21.2%
Musicians Institute	104	10.6%	0.0%	5.8%	4.8%	9.6%	0.0%	64.4%	1.9%	13.5%	0.0%	20.2%
Napa Valley College	97	57.7%	2.1%	4.1%	3.1%	18.6%	0.0%	72.2%	0.0%	0.0%	0.0%	25.8%
National Hispanic U.	13	46.2%	0.0%	7.7%	0.0%	15.4%	0.0%	38.5%	7.7%	30.8%	0.0%	23.1%
National U.	269	50.9%	0.7%	7.4%	4.5%	5.2%	0.0%	66.2%	0.7%	15.2%	0.0%	17.1%
Occidental College	176	47.7%	0.0%	11.4%	5.7%	9.1%	0.0%	70.5%	1.1%	2.3%	0.0%	26.1%
Ohlone College	114	60.5%	1.8%	17.5%	3.5%	10.5%	0.0%	65.8%	0.0%	0.9%	0.0%	31.6%
Orange Coast College	243	50.6%	0.0%	6.6%	4.1%	11.5%	0.4%	71.6%	0.8%	1.7%	3.3%	25.9%
Oxnard College	87	54.0%	1.2%	6.9%	5.8%	33.3%	1.2%	49.4%	2.3%	0.0%	0.0%	47.1%
Pacific Union College	91	49.5%	0.0%	6.6%	4.4%	4.4%	0.0%	82.4%	0.0%	0.0%	2.2%	17.6%
Palomar College	266	50.0%	1.5%	6.4%	1.9%	12.4%	0.0%	76.7%	0.4%	0.8%	0.0%	20.7%
Pasadena City College	373	59.5%	1.1%	1.6%	8.9%	13.4%	14.2%	60.6%	0.3%	0.0%	0.0%	38.1%
Pepperdine U.	383	37.6%	0.0%	5.5%	4.2%	6.0%	0.3%	82.3%	1.8%	0.0%	0.0%	15.9%
Pitzer College	83	51.8%	0.0%	10.8%	6.0%	13.3%	1.2%	55.4%	0.0%	12.1%	1.2%	32.5%
Platt College at Alhambra	20	70.0%	0.0%	0.0%	10.0%	25.0%	0.0%	65.0%	0.0%	0.0%	0.0%	35.0%
Platt College at Ontario	20	45.0%	0.0%	10.0%	10.0%	10.0%	0.0%	70.0%	0.0%	0.0%	0.0%	30.0%
Point Loma Nazarene U.	137	40.2%	0.0%	5.1%	2.9%	4.4%	0.0%	87.6%	0.0%	0.0%	0.0%	12.4%
Pomona College	210	45.7%	0.0%	12.9%	1.9%	11.4%	0.0%	54.8%	2.9%	15.7%	0.5%	26.7%
Reedley College	196	48.5%	2.0%	3.1%	3.1%	19.4%	1.0%	60.7%	0.0%	10.7%	0.0%	26.5%
Rio Hondo College	180	50.0%	1.1%	8.9%	3.3%	31.7%	0.0%	52.2%	1.7%	0.6%	0.6%	44.4%
Riverside Community College District	216	50.9%	1.4%	5.1%	2.8%	13.9%	0.0%	69.9%	2.8%	0.0%	4.2%	25.9%
Sacramento City College	304	57.9%	1.3%	6.6%	8.2%	12.2%	0.3%	60.2%	3.3%	7.6%	0.3%	27.6%
Saddleback College	246	56.9%	0.8%	8.1%	2.0%	8.1%	0.0%	68.3%	0.0%	9.4%	3.3%	21.5%
Saint Mary's College of California	203	51.7%	0.5%	12.8%	1.5%	6.4%	0.0%	67.0%	0.5%	7.4%	3.9%	24.6%
Samuel Merritt U.	109	75.2%	0.0%	11.0%	2.8%	0.9%	0.0%	83.5%	1.8%	0.0%	0.0%	14.7%
San Bernardino Valley College	193	60.6%	0.5%	8.8%	19.2%	20.2%	0.0%	51.3%	0.0%	0.0%	0.0%	48.2%
San Diego Christian College	19	52.6%	0.0%	0.0%	5.3%	0.0%	5.3%	89.5%	0.0%	0.0%	0.0%	10.5%
San Diego City College	157	60.5%	0.0%	7.0%	12.1%	15.3%	0.0%	54.1%	0.0%	11.5%	0.0%	34.4%
San Diego Mesa College	239	51.1%	0.8%	9.2%	8.0%	12.1%	0.0%	58.6%	0.0%	10.9%	0.4%	29.7%
San Diego Miramar College	108	40.7%	0.9%	10.2%	3.7%	11.1%	0.0%	61.1%	0.0%	13.0%	0.0%	25.0%
San Diego State U.	806	44.8%	0.6%	10.2%	2.7%	8.2%	0.3%	71.3%	0.1%	2.2%	4.3%	25.7%
San Francisco State U.	790	49.1%	1.4%	20.8%	4.7%	7.0%	0.0%	57.2%	1.4%	6.7%	0.9%	33.3%
San Joaquin Delta College	198	49.5%	1.5%	7.6%	4.6%	13.6%	1.5%	56.6%	0.0%	14.7%	0.0%	27.3%
San Jose City College	99	56.6%	1.0%	20.2%	10.1%	21.2%	0.0%	47.5%	0.0%	0.0%	0.0%	51.5%
San Jose State U.	696	48.0%	0.7%	20.6%	2.9%	5.8%	0.1%	60.8%	0.9%	6.6%	1.7%	31.0%
Santa Ana College	217	53.9%	1.8%	10.6%	2.3%	21.2%	0.0%	61.3%	0.0%	1.4%	1.4%	35.5%
Santa Barbara City College	362	55.8%	1.1%	1.4%	2.5%	14.9%	0.0%	76.2%	0.0%	1.4%	2.5%	21.3%
Santa Clara U.	508	42.7%	0.0%	11.6%	2.8%	7.7%	0.8%	72.1%	1.2%	1.4%	2.6%	25.4%
Santa Monica College	308	57.1%	0.0%	10.7%	11.4%	13.6%	0.7%	56.5%	0.3%	0.3%	6.5%	42.9%
Santa Rosa Junior College	288	56.6%	2.1%	6.9%	1.0%	6.9%	0.0%	79.9%	0.4%	2.8%	0.0%	14.9%
Santiago Canyon College	101	64.4%	2.0%	7.9%	1.0%	15.8%	0.0%	69.3%	0.0%	3.0%	1.0%	25.7%
Scripps College	88	56.8%	0.0%	10.2%	2.3%	9.1%	0.0%	69.3%	2.3%	3.4%	3.4%	25.0%
Shasta College	122	46.7%	1.6%	1.6%	2.5%	5.7%	0.8%	83.6%	0.0%	3.3%	0.8%	11.5%
Sierra College	215	58.6%	0.0%	3.7%	2.8%	5.6%	0.0%	78.6%	0.9%	7.9%	0.5%	12.6%
Simpson U.	50	38.0%	2.0%	0.0%	0.0%	2.0%	0.0%	88.0%	8.0%	0.0%	0.0%	2.0%
Skyline College	131	47.3%	0.0%	17.6%	6.1%	17.6%	0.0%	51.2%	0.0%	6.9%	0.8%	42.0%
Soka U. of America	47	44.7%	0.0%	23.4%	2.1%	6.4%	0.0%	63.8%	0.0%	0.0%	4.3%	36.2%
Solano Community College	149	56.4%	0.0%	4.0%	7.4%	10.1%	0.0%	78.5%	0.0%	0.0%	0.0%	21.5%
Sonoma State U.	246	48.4%	0.4%	8.5%	1.6%	5.7%	0.4%	77.6%	1.6%	3.7%	0.4%	16.7%
Southern California Institute of Technology	8	0.0%	0.0%	12.5%	0.0%	37.5%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%
Southwestern College	183	55.2%	1.1%	5.5%	4.4%	22.4%	2.7%	57.4%	0.0%	6.6%	0.0%	35.0%
Stanford U.	1,872	26.2%	0.2%	14.6%	2.6%	3.2%	0.0%	67.7%	0.9%	2.5%	8.4%	28.8%
Thomas Aquinas College	31	12.9%	0.0%	0.0%	0.0%	3.2%	0.0%	83.9%	6.5%	3.2%	3.2%	6.5%
Touro U. California	102	59.8%	0.0%	16.7%	3.9%	3.9%	0.0%	74.5%	1.0%	0.0%	0.0%	24.5%
U. of California at Berkeley	1,647	35.0%	0.1%	13.7%	2.9%	5.2%	0.1%	66.1%	0.4%	7.0%	4.4%	26.4%
U. of California at Davis	2,094	34.4%	0.5%	18.1%	1.9%	4.7%	0.0%	68.6%	0.1%	3.1%	3.0%	27.7%
U. of California at Irvine	1,566	36.6%	0.6%	21.5%	2.4%	4.9%	0.3%	65.3%	0.3%	1.0%	3.7%	32.8%
U. of California at Los Angeles	3,090	35.1%	0.3%	22.1%	2.6%	5.1%	0.1%	64.5%	0.1%	1.7%	3.4%	33.4%

		Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
CALIFORNIA, cont.													
U. of California at Merced	269	43.1%	1.1%	16.0%	1.9%	11.5%	0.0%	63.2%	0.7%	1.1%	4.5%	33.8%	
U. of California at Riverside	721	33.3%	0.7%	18.7%	3.5%	6.4%	0.0%	64.5%	0.3%	1.1%	4.9%	33.4%	
U. of California at San Diego	2,012	31.4%	0.3%	16.8%	1.9%	5.4%	0.1%	69.0%	0.1%	0.5%	6.1%	30.3%	
U. of California at San Francisco	1,924	44.3%	0.3%	22.0%	2.2%	3.6%	0.0%	63.4%	0.4%	2.5%	5.5%	33.4%	
U. of California at Santa Barbara	899	35.8%	0.6%	9.8%	2.2%	6.6%	0.0%	73.5%	0.2%	1.0%	6.1%	24.7%	
U. of California at Santa Cruz	548	39.4%	1.6%	13.3%	2.2%	8.8%	0.0%	71.4%	0.2%	0.9%	1.6%	25.9%	
U. of La Verne	228	51.8%	0.0%	11.0%	4.8%	7.9%	0.0%	68.4%	0.0%	7.9%	0.0%	23.7%	
U. of Redlands	198	47.5%	0.5%	11.1%	4.0%	3.0%	0.0%	78.8%	0.0%	1.5%	1.0%	19.2%	
U. of San Diego	405	46.4%	0.5%	7.9%	2.2%	8.4%	0.0%	77.5%	1.0%	0.3%	2.2%	20.7%	
U. of San Francisco	459	48.6%	0.7%	10.5%	5.2%	8.1%	0.2%	59.9%	3.1%	7.8%	4.6%	28.5%	
U. of Southern California	2,146	34.4%	0.1%	13.8%	2.8%	4.7%	0.0%	69.7%	1.6%	4.1%	3.2%	24.5%	
U. of the Pacific	421	41.3%	0.0%	13.3%	2.1%	3.6%	0.0%	71.0%	0.0%	5.9%	4.0%	23.0%	
U. of the West	16	18.8%	0.0%	37.5%	6.3%	6.3%	0.0%	31.3%	6.3%	0.0%	12.5%	62.5%	
United States U.	4	75.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%	
Vanguard U. of Southern California	67	46.3%	0.0%	9.0%	1.5%	3.0%	0.0%	85.1%	1.5%	0.0%	0.0%	13.4%	
Ventura College	142	45.8%	0.0%	7.8%	2.8%	15.5%	0.0%	70.4%	1.4%	2.1%	0.0%	26.1%	
Victor Valley College	123	42.3%	4.1%	4.9%	5.7%	11.4%	0.0%	74.0%	0.0%	0.0%	0.0%	22.0%	
West Los Angeles College	95	55.8%	0.0%	12.6%	21.1%	12.6%	0.0%	43.2%	0.0%	10.5%	0.0%	46.3%	
West Valley College	168	64.3%	0.6%	9.5%	3.6%	13.1%	0.6%	67.9%	0.0%	0.0%	4.8%	31.6%	
Western U. of Health Sciences	273	50.9%	0.0%	20.9%	2.2%	5.1%	0.0%	46.5%	3.7%	10.3%	11.4%	39.6%	
Westmont College	96	38.5%	1.0%	7.3%	1.0%	4.2%	0.0%	86.5%	0.0%	0.0%	0.0%	12.5%	
Westwood College at Anaheim	15	40.0%	0.0%	6.7%	6.7%	0.0%	0.0%	86.7%	0.0%	0.0%	0.0%	13.3%	
Westwood College at Los Angeles	17	41.2%	5.9%	17.7%	23.5%	11.8%	0.0%	41.2%	0.0%	0.0%	0.0%	52.9%	
Westwood College-Inland Empire	13	46.2%	7.7%	0.0%	23.1%	15.4%	0.0%	38.5%	0.0%	15.4%	0.0%	38.5%	
Westwood College-South Bay	8	75.0%	0.0%	0.0%	25.0%	25.0%	0.0%	37.5%	0.0%	12.5%	0.0%	50.0%	
Whittier College	147	53.7%	0.0%	6.1%	4.8%	13.6%	0.0%	72.1%	0.0%	2.0%	1.4%	25.9%	
Yuba College	82	46.3%	1.2%	7.3%	3.7%	8.5%	0.0%	75.6%	1.2%	2.4%	0.0%	19.5%	
COLORADO													
Adams State U.	111	46.9%	0.0%	2.7%	0.0%	14.4%	1.8%	77.5%	0.9%	2.7%	0.0%	18.9%	
Aims Community College	96	57.3%	0.0%	0.0%	0.0%	6.3%	0.0%	89.6%	2.1%	2.1%	0.0%	6.3%	
Arapahoe Community College	105	62.9%	0.0%	3.8%	0.0%	2.9%	0.0%	88.6%	0.0%	4.8%	0.0%	6.7%	
Argosy U. at Denver	3	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	
CollegeAmerica at Colorado Springs	11	18.2%	0.0%	0.0%	0.0%	9.1%	0.0%	90.9%	0.0%	0.0%	0.0%	9.1%	
CollegeAmerica at Denver	18	61.1%	0.0%	0.0%	0.0%	0.0%	0.0%	94.4%	5.6%	0.0%	0.0%	0.0%	
Colorado College	177	42.9%	0.6%	6.8%	2.8%	9.6%	0.0%	75.1%	0.6%	0.0%	4.5%	23.7%	
Colorado Mesa U.	250	45.6%	0.0%	1.2%	0.4%	2.8%	0.0%	78.4%	0.4%	11.6%	5.2%	9.6%	
Colorado Mountain College	110	47.3%	0.0%	3.6%	0.0%	3.6%	0.0%	87.3%	1.8%	3.6%	0.0%	7.3%	
Colorado School of Mines	253	25.3%	0.4%	13.0%	0.8%	2.4%	0.0%	79.8%	0.4%	0.0%	3.2%	19.4%	
Colorado State U. at Fort Collins	1,267	41.8%	0.2%	7.0%	1.0%	5.1%	0.0%	79.5%	0.6%	4.1%	2.5%	15.6%	
Colorado State U. at Pueblo	191	42.9%	0.0%	7.3%	1.6%	11.5%	0.0%	70.2%	0.5%	8.4%	0.5%	20.9%	
Community College of Denver	123	57.7%	1.6%	4.9%	6.5%	3.3%	0.0%	82.1%	0.8%	0.8%	0.0%	14.6%	
Fort Lewis College	161	50.9%	2.5%	0.6%	1.2%	4.4%	0.0%	85.7%	1.2%	4.4%	0.0%	6.2%	
Front Range Community College	260	59.2%	0.4%	2.3%	1.2%	3.5%	0.0%	92.3%	0.0%	0.4%	0.0%	6.9%	
Johnson & Wales U. at Denver	52	38.5%	0.0%	0.0%	0.0%	3.9%	0.0%	96.2%	0.0%	0.0%	0.0%	3.9%	
Metropolitan State College of Denver	547	48.8%	0.9%	7.0%	4.4%	8.6%	0.0%	76.6%	1.1%	1.3%	0.2%	20.1%	
National American U. at Colorado Springs	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	
National American U. at Denver	11	90.9%	0.0%	0.0%	0.0%	9.1%	0.0%	81.8%	9.1%	0.0%	0.0%	9.1%	
Pikes Peak Community College	168	63.1%	0.0%	3.0%	2.4%	2.4%	0.0%	77.4%	0.0%	14.9%	0.0%	7.7%	
Platt College	9	77.8%	0.0%	0.0%	0.0%	22.2%	0.0%	77.8%	0.0%	0.0%	0.0%	22.2%	
Pueblo Community College	103	61.2%	1.0%	0.0%	0.0%	16.5%	0.0%	78.6%	0.0%	3.9%	0.0%	16.5%	
Red Rocks Community College	92	60.9%	2.2%	0.0%	0.0%	2.2%	0.0%	90.2%	3.3%	2.2%	0.0%	2.2%	
Regis U.	263	59.7%	0.0%	1.9%	3.0%	4.9%	0.0%	89.0%	0.8%	0.4%	0.0%	9.9%	
U. of Colorado at Boulder	1,411	36.6%	0.5%	10.1%	1.9%	5.9%	0.0%	79.5%	0.3%	0.0%	1.8%	19.7%	
U. of Colorado at Colorado Springs	398	52.8%	0.8%	5.5%	1.8%	5.3%	0.0%	82.2%	0.3%	4.3%	0.0%	12.6%	
U. of Colorado at Denver	3,121	52.4%	0.6%	7.5%	1.2%	4.3%	0.2%	75.4%	0.3%	9.3%	1.2%	14.4%	
U. of Denver	682	43.1%	0.3%	5.7%	2.8%	5.9%	0.0%	69.8%	1.2%	11.6%	2.8%	17.2%	
U. of Northern Colorado	504	49.6%	0.8%	4.2%	1.8%	6.2%	0.0%	84.3%	1.8%	0.0%	1.0%	13.1%	
U.S. Air Force Academy	168	29.2%	0.0%	2.4%	0.0%	3.0%	0.0%	92.3%	0.0%	2.4%	0.0%	5.4%	
Western State Colorado U.	111	40.5%	0.0%	3.6%	0.0%	0.9%	0.0%	90.1%	0.0%	3.6%	1.8%	6.3%	
Westwood College-Denver North	4	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	75.0%	0.0%	0.0%	0.0%	25.0%	
Westwood College-Denver South	3	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	
CONNECTICUT													
Central Connecticut State U.	434	43.6%	0.5%	6.9%	5.5%	5.3%	0.0%	76.0%	0.7%	0.0%	5.1%	22.8%	
Connecticut College	204	47.6%	0.5%	10.8%	5.9%	4.4%	0.0%	77.5%	0.0%	1.0%	0.0%	21.1%	
Eastern Connecticut State U.	201	46.8%	0.5%	9.5%	6.0%	5.0%	0.0%	73.1%	1.5%	0.5%	4.0%	24.4%	
Fairfield U.	262	53.4%	0.0%	6.1%	2.3%	1.9%	0.0%	84.7%	0.8%	4.2%	0.0%	10.3%	
Gateway Community College	109	56.0%	0.9%	5.5%	8.3%	4.6%	0.9%	78.0%	1.8%	0.0%	0.0%	19.3%	
Goodwin College	82	68.3%	0.0%	2.4%	12.2%	3.7%	0.0%	69.5%	12.2%	0.0%	0.0%	18.3%	
Lincoln College of New England at Southington	41	58.5%	0.0%	0.0%	9.8%	4.9%	0.0%	85.4%	0.0%	0.0%	0.0%	14.6%	
Manchester Community College	105	60.0%	0.0%	1.9%	7.6%	1.9%	0.0%	46.7%	0.0%	41.9%	0.0%	11.4%	
Mitchell College	23	52.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	
Naugatuck Valley Community College	105	62.9%	0.0%	1.9%	8.6%	4.8%	0.0%	84.8%	0.0%	0.0%	0.0%	15.2%	
Norwalk Community College	103	57.3%	0.0%	1.9%	1.9%	3.9%	0.0%	92.2%	0.0%	0.0%	0.0%	7.8%	
Post U.	62	58.1%	0.0%	3.2%	6.5%	0.0%	0.0%	88.7%	1.6%	0.0%	0.0%	9.7%	
Quinnipiac U.	419	52.0%	1.4%	5.0%	5.0%	2.4%	0.2%	82.6%	0.0%	1.4%	1.9%	14.6%	
Sacred Heart U.	249	52.2%	0.0%	7.2%	3.2%	0.8%	0.0%	87.2%	0.4%	1.2%	0.0%	11.2%	
Southern Connecticut State U.	421	49.9%	0.0%	7.6%	6.4%	4.0%	0.0%	79.3%	1.0%	1.7%	0.0%	18.1%	
Three Rivers Community College	82	54.9%	3.7%	0.0%	6.1%	1.2%	0.0%	87.8%	0.0%	1.2%	0.0%	7.3%	
Trinity College	215	43.7%	0.5%	10.2%	5.1%	6.5%	0.0%	69.8%	7.9%	0.0%	0.0%	21.9%	
U. of Bridgeport	121	38.8%	0.0%	14.9%	2.5%	0.8%	0.0%	81.8%	0.0%	0.0%	0.0%	18.2%	
U. of Connecticut	1,896	37.8%	0.3%	13.1%	3.0%	3.5%	0.1%	73.2%	0.8%	1.1%	5.1%	24.7%	
U. of Hartford	347	40.4%	0.0%	8.1%	2.6%	2.3%	0.0%	85.9%	0.9%	0.3%	0.0%	13.0%	
U. of New Haven	241	31.1%	0.4%	10.4%	3.7%	4.6%	0.0%	80.5%	0.4%	0.0%	0.0%	18.7%	
U. of Saint Joseph	120	63.3%	0.0%	8.3%	6.7%	7.5%	0.0%	76.7%	0.8%	0.0%	0.0%	22.5%	
U.S. Coast Guard Academy	157	28.7%	0.0%	1.3%	4.5%	5.7%	0.0%	81.5%	1.3%	5.7%	0.0%	11.5%	
Wesleyan U.	338	47.3%	0.0%	6.2%	3.9%	4.1%	0.0%	71.0%	1.5%	5.6%	7.7%	21.9%	
Western Connecticut State U.	213	51.6%	0.5%	8.0%	3.8%	4.7%	0.0%	76.1%	0.0%	7.0%	0.0%	16.4%	
Yale U.	2,513	37.0%	0.1%	12.3%	3.3%	3.1%	0.2%	66.7%	0.2%	9.6%	4.7%	23.4%	
DELAWARE													
Delaware State U.	215	40.5%	0.9%	21.9%	36.3%	2.8%	0.0%	35.8%	0.9%	0.9%	0.5%	61.4%	

		Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
DELAWARE, cont.													
Delaware Technical and Community College Owens Campus	123	69.1%	0.0%	1.6%	2.4%	0.0%	0.0%	95.9%	0.0%	0.0%	0.0%	4.1%	
Delaware Technical and Community College Stanton-Wilmington Campus	184	60.3%	1.1%	4.9%	6.5%	2.7%	0.0%	84.8%	0.0%	0.0%	0.0%	14.1%	
Delaware Technical and Community College-Terry	86	57.0%	2.3%	1.2%	8.1%	2.3%	0.0%	86.1%	0.0%	0.0%	0.0%	11.6%	
U. of Delaware	1,112	40.3%	0.3%	11.7%	4.1%	3.2%	0.0%	79.0%	0.3%	0.2%	1.3%	20.3%	
Wesley College	72	54.2%	0.0%	5.6%	4.2%	2.8%	0.0%	87.5%	0.0%	0.0%	0.0%	12.5%	
Wilmington U.	99	55.6%	0.0%	1.0%	13.1%	0.0%	0.0%	85.9%	0.0%	0.0%	0.0%	14.1%	
DISTRICT OF COLUMBIA													
American U.	767	45.0%	0.1%	8.0%	5.1%	4.8%	0.0%	76.9%	0.0%	0.0%	5.1%	23.0%	
Catholic U. of America	400	38.5%	0.0%	5.3%	2.3%	3.8%	0.0%	68.0%	0.3%	15.0%	5.5%	16.8%	
Gallaudet U.	182	65.9%	0.6%	8.2%	6.0%	2.2%	0.0%	78.0%	5.0%	0.0%	0.0%	16.5%	
George Washington U.	1,180	43.1%	0.3%	12.6%	6.1%	3.3%	0.0%	75.9%	0.0%	1.7%	0.2%	22.2%	
Georgetown U.	1,173	44.3%	0.3%	6.0%	4.5%	2.0%	0.0%	64.9%	0.6%	7.8%	14.1%	26.5%	
Howard U.	931	42.3%	0.6%	10.1%	62.0%	2.2%	0.1%	14.7%	0.0%	10.3%	0.0%	74.3%	
U. of the District of Columbia	275	57.1%	0.7%	1.5%	40.7%	0.0%	5.8%	15.3%	0.0%	36.0%	0.0%	48.0%	
FLORIDA													
American InterContinental U. at Weston	8	25.0%	0.0%	25.0%	37.5%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	62.5%	
Ave Maria U.	57	22.8%	0.0%	5.3%	0.0%	10.5%	0.0%	80.7%	0.0%	0.0%	3.5%	19.3%	
Barry U.	358	54.5%	0.6%	5.3%	8.1%	17.3%	0.0%	61.7%	1.4%	3.9%	1.7%	32.4%	
Beacon College	46	54.4%	0.0%	2.2%	2.2%	0.0%	4.4%	91.3%	0.0%	0.0%	0.0%	8.7%	
Bethune-Cookman U.	184	48.9%	0.0%	13.0%	46.7%	3.3%	0.0%	33.7%	3.3%	0.0%	0.0%	63.0%	
Brevard Community College	239	58.2%	0.0%	4.6%	8.0%	2.5%	0.0%	82.0%	2.5%	0.4%	0.0%	15.1%	
Broward College	406	51.7%	1.5%	4.2%	17.2%	17.5%	0.0%	54.4%	0.0%	4.9%	0.3%	39.2%	
City College at Fort Lauderdale	13	61.5%	0.0%	0.0%	0.0%	15.4%	0.0%	30.8%	0.0%	53.9%	0.0%	15.4%	
City College at Gainesville	2	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	
City College at Miami	8	50.0%	0.0%	0.0%	0.0%	25.0%	0.0%	12.5%	0.0%	62.5%	0.0%	25.0%	
Clearwater Christian College	26	38.5%	0.0%	0.0%	0.0%	3.9%	0.0%	92.3%	0.0%	0.0%	3.9%	7.7%	
College of Central Florida	114	52.6%	0.9%	1.8%	6.1%	2.6%	0.0%	88.6%	0.0%	0.0%	0.0%	10.5%	
Daytona State College	297	49.5%	0.3%	3.0%	8.1%	3.4%	0.0%	82.5%	0.0%	1.7%	1.0%	15.5%	
Digital Media Arts College	9	0.0%	0.0%	11.1%	0.0%	44.4%	0.0%	44.4%	0.0%	0.0%	0.0%	55.6%	
Eckerd College	126	41.3%	0.0%	4.8%	2.4%	3.2%	0.0%	83.3%	2.4%	0.8%	3.2%	13.5%	
Edison State College	170	54.7%	1.2%	0.6%	4.7%	2.9%	0.0%	83.5%	0.0%	1.8%	5.3%	13.5%	

		Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
FLORIDA, cont.													
Edward Waters College	45	51.1%	0.0%	13.3%	68.9%	2.2%	0.0%	13.3%	0.0%	2.2%	0.0%	84.4%	
Embry-Riddle Aeronautical U. at Daytona Beach	283	24.0%	0.7%	7.1%	1.8%	2.8%	0.4%	72.8%	0.0%	9.2%	5.3%	17.3%	
Embry-Riddle Aeronautical U. -Extended Campus	112	24.1%	0.9%	0.9%	3.6%	1.8%	0.9%	83.9%	0.9%	6.3%	0.9%	8.0%	
Everest U.-Lakeland Campus	10	80.0%	0.0%	0.0%	20.0%	10.0%	10.0%	50.0%	0.0%	10.0%	0.0%	40.0%	
Everest U.-Largo	7	71.4%	0.0%	0.0%	14.3%	0.0%	0.0%	85.7%	0.0%	0.0%	0.0%	14.3%	
Everest U.-Melbourne Campus	11	81.8%	0.0%	0.0%	9.1%	0.0%	0.0%	63.6%	9.1%	18.2%	0.0%	9.1%	
Everest U.-North Orlando Campus (Fla.)	12	50.0%	8.3%	0.0%	8.3%	8.3%	0.0%	75.0%	0.0%	0.0%	0.0%	16.7%	
Everest U.-Orange Park	13	23.1%	0.0%	0.0%	30.8%	0.0%	0.0%	61.5%	0.0%	7.7%	0.0%	30.8%	
Everest U.-South Orlando Campus	28	64.3%	0.0%	7.1%	0.0%	28.6%	0.0%	57.1%	7.1%	0.0%	0.0%	35.7%	
Everest U.-Tampa Campus	22	45.5%	0.0%	0.0%	13.6%	22.7%	0.0%	50.0%	0.0%	13.6%	0.0%	36.4%	
Everglades U. at Boca Raton	85	36.5%	0.0%	4.7%	7.1%	9.4%	1.2%	75.3%	2.4%	0.0%	0.0%	22.4%	
Flagler College at St. Augustine	106	48.1%	0.0%	1.9%	1.9%	0.9%	0.0%	93.4%	0.0%	1.9%	0.0%	4.7%	
Flagler College at Tallahassee	11	45.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	
Florida A&M U.	550	46.0%	0.0%	4.6%	68.9%	2.2%	0.0%	17.1%	1.8%	0.0%	5.5%	81.1%	
Florida Atlantic U.	760	42.4%	0.1%	12.8%	5.7%	8.8%	0.0%	70.0%	0.1%	0.0%	2.5%	29.7%	
Florida Career College at Miami	135	59.3%	0.0%	3.0%	30.4%	31.1%	0.0%	34.8%	0.7%	0.0%	0.0%	64.4%	
Florida College	36	27.8%	0.0%	0.0%	0.0%	5.6%	0.0%	77.8%	0.0%	16.7%	0.0%	5.6%	
Florida Gulf Coast U.	429	45.0%	0.5%	5.8%	3.5%	5.8%	0.0%	80.7%	0.5%	0.0%	3.3%	18.4%	
Florida Institute of Technology	264	22.7%	0.4%	9.5%	1.9%	4.2%	0.0%	66.3%	0.4%	5.3%	12.1%	27.7%	
Florida International U.	1,178	41.9%	0.3%	13.3%	6.6%	16.4%	0.0%	55.0%	0.3%	0.0%	8.1%	44.4%	
Florida Memorial U.	84	34.5%	0.0%	10.7%	58.3%	9.5%	0.0%	21.4%	0.0%	0.0%	0.0%	78.6%	
Florida National College	80	41.3%	0.0%	0.0%	2.5%	87.5%	0.0%	10.0%	0.0%	0.0%	0.0%	90.0%	
Florida Southern College	120	43.3%	0.0%	1.7%	3.3%	6.7%	0.0%	82.5%	4.2%	1.7%	0.0%	11.7%	
Florida State College at Jacksonville	389	55.0%	0.3%	2.8%	13.4%	4.4%	0.0%	75.3%	2.6%	0.5%	0.8%	21.3%	
Florida State U.	1,359	37.9%	0.2%	10.0%	4.6%	4.6%	0.0%	77.6%	0.6%	0.0%	2.5%	21.6%	
Florida Technical College at Orlando	130	53.9%	0.0%	1.5%	11.5%	34.6%	0.8%	42.3%	1.5%	7.7%	0.0%	48.5%	
Full Sail U.	967	27.2%	0.0%	2.2%	5.1%	9.2%	0.4%	80.8%	1.0%	1.3%	0.0%	16.9%	
Gulf Coast State College	103	62.1%	1.0%	1.0%	7.8%	2.9%	0.0%	86.4%	0.0%	1.0%	0.0%	11.7%	
Herzing U. at Winter Park	22	86.4%	0.0%	0.0%	22.7%	4.6%	0.0%	72.7%	0.0%	0.0%	0.0%	27.3%	
Hillsborough Community College	308	55.5%	1.0%	3.9%	8.4%	9.1%	0.0%	77.6%	0.0%	0.0%	0.0%	21.4%	
Hodges U.	86	45.4%	0.0%	0.0%	2.3%	7.0%	0.0%	88.4%	1.2%	0.0%	1.2%	10.5%	
Indian River State College	206	55.3%	1.0%	3.9%	11.2%	4.4%	0.5%	77.2%	1.5%	0.0%	0.5%	20.4%	

Continued on Following Page

Creating Thought Leaders

Northern Illinois University Associate Professor of Management Dr. Mahesh Subramony keeps a former student's note in his office: "Dr. Subramony pushed us to think differently."

"Perspective, along with content knowledge, helps students develop into capable professionals and enlightened citizens. I encourage students to work through problems, as opposed to yielding to canned solutions," said Dr. Subramony.

To that end, students in Dr. Subramony's management consulting course worked on a project with Caterpillar to develop an on-boarding program for their newly hired executives. Students collected data and provided recommendations to Caterpillar's senior executives, and then mocked up an internal website for the company.

Through an adroit combination of experiential learning and facilitating vibrant class discussions, Dr. Subramony prepares his students for real-world success. "I'm trying to get a student to not just be the smartest person in the room, but to actually be a thought leader."



Northern Illinois University

your future, our focus
niu.edu



RACE, ETHNICITY, AND GENDER OF FULL-TIME FACULTY MEMBERS

Continued From Preceding Page


	Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
FLORIDA, cont.												
Jacksonville U.	180	49.4%	0.0%	3.3%	3.9%	3.9%	0.6%	88.3%	0.0%	0.0%	0.0%	11.7%
Johnson & Wales U.	61	32.8%	3.3%	6.6%	14.8%	8.2%	0.0%	63.9%	3.3%	0.0%	0.0%	29.5%
Jones College	2	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Keiser U. at Ft. Lauderdale	982	60.6%	0.5%	4.3%	13.4%	12.6%	0.1%	67.7%	1.3%	0.0%	0.0%	30.5%
Lynn U.	90	37.8%	3.3%	0.0%	1.1%	2.2%	0.0%	81.1%	0.0%	11.1%	1.1%	4.4%
Miami Dade College	733	53.1%	0.4%	4.5%	16.2%	43.1%	0.0%	34.7%	1.0%	0.1%	0.0%	63.9%
Miami International U. of Art and Design	98	44.9%	0.0%	3.1%	4.1%	24.5%	0.0%	63.3%	1.0%	4.1%	0.0%	31.6%
New College of Florida	75	50.7%	0.0%	4.0%	5.3%	5.3%	0.0%	82.7%	0.0%	0.0%	2.7%	17.3%
Northwest Florida State College	100	56.0%	0.0%	4.0%	4.0%	1.0%	0.0%	86.0%	4.0%	0.0%	1.0%	10.0%
Nova Southeastern U.	864	47.3%	0.2%	6.1%	7.5%	10.5%	0.0%	68.5%	0.0%	4.2%	2.9%	27.1%
Palm Beach Atlantic U.	162	48.8%	0.0%	4.3%	4.3%	1.9%	0.0%	82.1%	0.0%	3.1%	4.3%	14.8%
Palm Beach State College	282	56.7%	0.4%	3.2%	12.8%	9.6%	0.0%	68.4%	0.4%	5.0%	0.4%	25.9%
Pasco-Hernando CC	132	68.2%	0.0%	0.8%	5.3%	5.3%	0.8%	86.4%	0.0%	1.5%	0.0%	12.1%
Pensacola State College	183	60.1%	1.6%	3.8%	8.7%	2.2%	0.6%	77.6%	4.4%	0.6%	0.6%	15.9%
Polk State College	160	60.6%	0.6%	1.3%	6.3%	5.0%	0.0%	85.6%	0.6%	0.0%	0.6%	13.1%
Rasmussen College at Ocala	87	75.9%	1.2%	1.2%	6.9%	4.6%	0.0%	85.1%	1.2%	0.0%	0.0%	12.6%
Remington College-Tampa Campus	11	81.8%	0.0%	9.1%	27.3%	27.3%	0.0%	36.4%	0.0%	0.0%	0.0%	63.6%
Ringling College of Art and Design	95	29.5%	0.0%	1.1%	1.1%	2.1%	0.0%	90.5%	0.0%	4.2%	1.1%	5.3%
Rollins College	211	45.0%	0.0%	3.3%	2.8%	6.2%	0.0%	79.6%	0.0%	6.2%	1.9%	14.2%
Saint Leo U.	164	42.1%	0.0%	3.1%	9.8%	4.9%	0.0%	81.1%	0.0%	1.2%	0.0%	17.7%
Santa Fe College	239	54.8%	0.0%	2.1%	6.7%	5.4%	0.4%	84.1%	0.0%	1.3%	0.0%	14.6%
Seminole State College of Florida	196	60.7%	0.0%	3.1%	5.1%	7.7%	0.5%	82.7%	1.0%	0.0%	0.0%	16.3%
South U. at Tampa	22	72.7%	0.0%	4.6%	9.1%	4.6%	0.0%	68.2%	0.0%	9.1%	0.0%	22.7%
South U. at West Palm Beach	23	69.6%	0.0%	0.0%	17.4%	8.7%	0.0%	69.6%	4.4%	0.0%	0.0%	26.1%
Southeastern College at Greenacres	113	73.5%	1.8%	0.9%	24.8%	15.9%	0.0%	54.9%	1.8%	0.0%	0.0%	41.6%
Southeastern U.	101	33.7%	0.0%	4.0%	9.9%	2.0%	1.0%	82.2%	1.0%	0.0%	0.0%	16.8%
Southwest Florida College	31	74.2%	0.0%	0.0%	12.9%	3.2%	0.0%	64.5%	0.0%	19.4%	0.0%	16.1%
St. Johns River State College	139	50.4%	0.7%	2.2%	8.6%	2.9%	0.0%	81.3%	0.0%	4.3%	0.0%	13.7%
St. Petersburg College	372	55.7%	0.0%	2.4%	9.1%	4.6%	0.0%	81.5%	2.4%	0.0%	0.0%	16.1%
St. Thomas U.	106	43.4%	0.0%	4.7%	9.4%	18.9%	0.0%	66.0%	0.0%	0.0%	0.9%	34.0%
State College of Florida, Manatee-Sarasota	131	62.6%	0.0%	2.3%	4.6%	4.6%	0.0%	86.3%	0.0%	1.5%	0.8%	12.2%
Stetson U.	256	41.8%	0.0%	2.3%	4.7%	3.5%	0.0%	85.6%	0.0%	2.0%	2.0%	12.5%
Tallahassee Community College	194	59.8%	0.5%	1.6%	19.1%	8.3%	0.0%	69.1%	0.0%	1.6%	0.0%	28.9%
Trinity International U., Florida Regional Center	2	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
U. of Central Florida	1,174	39.9%	0.3%	11.4%	3.9%	7.2%	0.0%	73.5%	0.3%	0.1%	3.2%	25.7%
U. of Florida	2,502	32.9%	0.1%	12.7%	3.5%	5.5%	0.0%	76.1%	1.0%	0.2%	1.0%	22.7%
U. of Miami	1,569	34.3%	0.3%	11.2%	3.2%	14.3%	0.1%	66.4%	1.0%	0.4%	3.4%	32.1%
U. of North Florida	472	46.2%	0.6%	5.7%	3.6%	3.8%	0.0%	77.3%	1.9%	0.0%	7.0%	20.1%
U. of South Florida	1,850	43.8%	0.3%	11.7%	5.8%	6.4%	0.0%	70.6%	0.2%	0.0%	5.0%	28.9%
U. of South Florida at St. Petersburg	127	46.5%	0.0%	9.5%	3.9%	7.1%	0.0%	72.4%	0.8%	0.0%	6.3%	26.8%
U. of Tampa	279	40.5%	0.4%	5.7%	2.9%	5.0%	0.0%	86.0%	0.0%	0.0%	0.0%	13.6%
U. of West Florida	312	45.8%	1.0%	6.7%	4.5%	2.6%	0.0%	84.3%	0.3%	0.6%	0.0%	13.8%
Ultimate Medical Academy at Tampa	294	80.3%	0.0%	0.7%	34.0%	5.4%	0.0%	43.2%	3.4%	13.3%	0.0%	40.1%
Valencia College	475	57.5%	0.6%	4.2%	8.4%	8.8%	0.0%	75.6%	0.0%	2.3%	0.0%	21.5%
Webber International U.	27	40.7%	0.0%	3.7%	0.0%	0.0%	0.0%	81.5%	0.0%	0.0%	14.8%	18.5%
GEORGIA												
Abraham Baldwin Agricultural College	86	52.3%	0.0%	4.7%	7.0%	0.0%	0.0%	87.2%	0.0%	0.0%	1.2%	12.8%
Agnes Scott College	75	65.3%	0.0%	5.3%	5.3%	5.3%	0.0%	77.3%	2.7%	0.0%	4.0%	20.0%
Albany State U.	147	42.9%	0.7%	11.6%	58.5%	2.7%	0.0%	20.4%	0.0%	0.0%	6.1%	78.9%
Armstrong Atlantic State U.	263	58.6%	0.0%	1.9%	8.8%	1.9%	0.0%	81.8%	0.0%	2.3%	3.4%	16.0%
Athens Technical College	106	57.6%	0.9%	1.9%	12.3%	0.0%	0.0%	84.0%	0.9%	0.0%	0.0%	14.2%
Atlanta Technical College	116	49.1%	0.0%	1.7%	75.9%	0.0%	0.0%	21.6%	0.9%	0.0%	0.0%	77.6%
Augusta Technical College	132	53.0%	1.5%	0.8%	31.8%	0.8%	0.0%	64.4%	0.8%	0.0%	0.0%	33.3%
Augusta U.	853	36.2%	0.0%	15.6%	5.7%	4.1%	0.1%	68.8%	1.1%	1.4%	3.2%	28.7%
Bauder College	25	72.0%	0.0%	0.0%	56.0%	0.0%	0.0%	24.0%	0.0%	20.0%	0.0%	56.0%
Berry College	166	42.8%	0.0%	3.0%	1.8%	1.2%	0.0%	90.4%	0.0%	1.8%	1.8%	7.8%
Brenau U.	108	73.2%	0.0%	1.9%	8.3%	2.8%	0.0%	87.0%	0.0%	0.0%	0.0%	13.0%
Brewton-Parker College	25	44.0%	0.0%	4.0%	4.0%	0.0%	0.0%	92.0%	0.0%	0.0%	0.0%	8.0%
Central Georgia Technical College	198	58.6%	0.5%	1.0%	26.8%	1.0%	0.0%	70.2%	0.5%	0.0%	0.0%	28.8%
Chattahoochee Technical College	173	59.5%	0.0%	2.9%	19.1%	0.6%	0.0%	76.9%	0.6%	0.0%	0.0%	22.5%
Clark Atlanta U.	173	40.5%	0.0%	14.5%	75.1%	1.2%	0.0%	8.7%	0.0%	0.6%	0.0%	90.8%
Clayton State U.	216	51.9%	0.0%	6.9%	17.1%	1.9%	0.0%	62.5%	0.9%	10.2%	0.5%	26.4%
College of Coastal Georgia	90	55.6%	0.0%	0.0%	6.7%	3.3%	0.0%	86.7%	0.0%	1.1%	2.2%	12.2%
Columbus State U.	296	42.2%	0.0%	8.1%	11.8%	2.4%	0.0%	75.0%	1.0%	1.0%	0.7%	23.0%
Covenant College	68	22.1%	0.0%	2.9%	4.4%	1.5%	0.0%	88.2%	0.0%	0.0%	2.9%	11.8%
Dalton State College	147	50.3%	0.0%	4.1%	3.4%	2.0%	0.0%	87.1%	0.7%	1.4%	1.4%	10.9%
Darton State College	130	63.9%	0.8%	3.9%	10.0%	2.3%	0.0%	82.3%	0.0%	0.0%	0.8%	16.9%
Emmanuel College	51	41.2%	0.0%	2.0%	5.9%	0.0%	0.0%	92.2%	0.0%	0.0%	0.0%	7.8%
Emory U.	1,797	38.6%	0.2%	14.1%	6.5%	2.8%	0.0%	72.5%	0.4%	0.0%	3.6%	26.9%
Fort Valley State U.	135	43.0%	0.7%	16.3%	60.0%	0.0%	0.0%	22.2%	0.0%	0.0%	0.7%	77.0%
Georgia College and State U.	310	55.5%	0.0%	5.5%	6.1%	3.2%	0.0%	79.0%	0.7%	0.3%	5.2%	20.0%
Georgia Gwinnett College	344	49.7%	0.6%	10.5%	11.1%	4.1%	0.0%	64.0%	0.0%	4.9%	4.9%	30.5%
Georgia Highlands College	129	57.4%	0.0%	3.1%	5.4%	1.6%	0.0%	89.2%	0.0%	0.8%	0.0%	10.1%
Georgia Institute of Technology	998	25.2%	0.0%	21.5%	2.4%	3.4%	0.0%	71.0%	0.2%	0.5%	0.9%	28.3%
Georgia Military College-Distance Learning Campuses	88	54.6%	0.0%	2.3%	12.5%	1.1%	0.0%	84.1%	0.0%	0.0%	0.0%	15.9%
Georgia Perimeter College	462	58.9%	0.2%	3.5%	22.3%	2.4%	0.2%	71.0%	0.4%	0.0%	0.0%	28.4%
Georgia Southern U.	776	47.0%	0.0%	7.6%	5.0%	2.7%	0.0%	77.7%	0.3%	0.0%	6.7%	22.0%
Georgia Southwestern State U.	108	47.2%	0.0%	6.5%	3.7%	1.9%	0.0%	85.2%	0.0%	0.0%	2.8%	14.8%
Georgia State U.	1,180	47.9%	0.1%	10.5%	9.6%	3.1%	0.2%	71.0%	0.3%	0.8%	4.5%	27.8%
Gordon College	117	51.3%	0.0%	5.1%	9.4%	0.0%	0.9%	82.9%	0.0%	0.9%	0.9%	16.2%
Herzing U. at Atlanta	9	66.7%	0.0%	11.1%	55.6%	11.1%	0.0%	22.2%	0.0%	0.0%	0.0%	77.8%
Kennesaw State U.	706	54.0%	0.1%	8.1%	7.8%	2.7%	0.4%	77.3%	0.4%	0.6%	2.6%	21.5%
LaGrange College	70	47.1%	0.0%	2.9%	2.9%	0.0%	0.0%	92.9%	0.0%	1.4%	0.0%	5.7%
LANIER Technical College	92	57.6%	0.0%	2.2%	13.0%	0.0%	0.0%	84.8%	0.0%	0.0%	0.0%	15.2%
Life U.	124	44.4%	0.0%	0.0%	12.9%	2.4%	9.7%	75.0%	0.0%	0.0%	0.0%	25.0%
Mercer U.	453	46.1%	0.2%	4.6%	9.9%	2.4%	0.0%	80.4%	0.9%	0.0%	1.6%	18.5%
Middle Georgia State College	255	50.2%	0.0%	3.9%	9.8%	2.8%	0.0%	80.8%	0.0%	0.0%	2.8%	19.2%
Morehouse College	156	34.6%	0.6%	5.8%	68.0%	3.9%	0.0%	19.9%	0.6%	0.6%	0.6%	78.2%
Morehouse School of Medicine	221	49.8%	0.5%	14.9%	69.2%	1.4%	0.5%	13.6%	0.0%	0.0%	0.0%	86.0%
Oglethorpe U.	61	37.7%	0.0%	6.6%	3.3%	1.6%	0.0%	82.0%	1.6%	4.9%	0.0%	11.5%
Paine College	52	36.5%	0.0%	15.4%	51.9%	1.9%	9.6%	15.4%	1.9%	0.0%	3.9%	82.7%

		Total full-time faculty	Female	American Indian	Asian	Black	Hispanic	Pacific Islander	White	2 or more races	Race unknown	Nonresident foreign	Total minority
GEORGIA, cont.													
Piedmont College	130	55.4%	0.0%	0.0%	3.1%	0.0%	0.0%	96.9%	0.0%	0.0%	0.0%	3.1%	
Point U.	35	57.1%	0.0%	0.0%	20.0%	0.0%	0.0%	80.0%	0.0%	0.0%	0.0%	20.0%	
Reinhardt U.	75	52.0%	0.0%	0.0%	6.7%	5.3%	0.0%	86.7%	0.0%	0.0%	1.3%	13.3%	
Savannah College of Art and Design	496	40.7%	0.6%	6.5%	2.4%	1.8%	0.0%	82.5%	0.2%	1.0%	5.0%	15.7%	
Savannah State U.	172	45.9%	0.0%	15.1%	39.0%	2.9%	0.0%	26.2%	0.6%	3.5%	12.8%	69.8%	
Savannah Technical College	87	50.6%	0.0%	2.3%	28.7%	3.5%	0.0%	63.2%	2.3%	0.0%	0.0%	34.5%	
Shorter U.	102	49.0%	0.0%	2.9%	7.8%	2.0%	0.0%	87.3%	0.0%	0.0%	0.0%	12.8%	
Southern Polytechnic State U.	226	31.9%	0.0%	20.4%	8.0%	0.4%	0.0%	60.2%	0.0%	3.1%	8.0%	36.7%	
Spelman College	176	69.3%	1.7%	7.4%	67.6%	5.7%	0.0%	14.8%	2.8%	0.0%	0.0%	80.7%	
Thomas U.	54	74.1%	0.0%	1.9%	1.9%	1.9%	0.0%	92.6%	0.0%	1.9%	0.0%	5.6%	
Toccoa Falls College	41	26.8%	0.0%	4.9%	0.0%	2.4%	0.0%	92.7%	0.0%	0.0%	0.0%	7.3%	
Truett McConnell College	38	39.5%	0.0%	0.0%	7.9%	0.0%	0.0%	92.1%	0.0%	0.0%	0.0%	7.9%	
U. of Georgia	1,894	37.6%	0.3%	9.6%	5.8%	3.8%	0.0%	77.4%	0.5%	1.9%	0.9%	20.0%	
U. of North Georgia	446	50.0%	0.5%	4.7%	2.9%	2.7%	0.5%	79.6%	0.9%	3.6%	4.7%	15.5%	
U. of Phoenix at Columbus	10	40.0%	0.0%	10.0%	50.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	60.0%	
U. of West Georgia	510	57.1%	0.4%	8.8%	6.3%	2.6%	0.2%	78.4%	0.0%	0.2%	3.1%	21.0%	
Valdosta State U.	474	48.5%	0.6%	4.6%	5.3%	2.3%	0.0%	81.2%	0.2%	0.4%	5.3%	17.5%	
Wesleyan College	50	58.0%	0.0%	4.0%	6.0%	2.0%	0.0%	88.0%	0.0%	0.0%	0.0%	12.0%	
West Georgia Technical College-Murphy Campus	136	64.0%	0.7%	0.0%	25.7%	1.5%	0.7%	69.9%	1.5%	0.0%	0.0%	27.9%	
Westwood College-Atlanta Midtown	10	40.0%	0.0%	0.0%	60.0%	0.0%	0.0%	30.0%	10.0%	0.0%	0.0%	60.0%	
Westwood College-Atlanta Northlake	10	60.0%	0.0%	0.0%	60.0%	0.0%	0.0%	20.0%	0.0%	20.0%	0.0%	60.0%	
Wiregrass Georgia Technical College	112	58.9%	0.0%	0.0%	18.8%	0.0%	0.0%	81.3%	0.0%	0.0%	0.0%	18.8%	
HAWAII													
Brigham Young U. Hawaii	130	15.4%	0.8%	5.4%	0.8%	1.5%	10.8%	80.8%	0.0%	0.0%	0.0%	18.5%	
Chaminade U. of Honolulu	89	43.8%	0.0%	19.1%	2.3%	0.0%	6.7%	67.4%	4.5%	0.0%	0.0%	28.1%	
Hawaii Pacific U.	229	47.6%	0.9%	21.0%	0.4%	2.2%	1.8%	67.3%	6.6%	0.0%	0.0%	25.3%	
Kapiolani Community College	187	52.4%	0.5%	41.7%	1.6%	1.6%	9.1%	42.8%	2.1%	0.0%	0.5%	54.6%	
Remington College at Honolulu	13	46.2%	0.0%	53.9%	0.0%	0.0%	7.7%	38.5%	0.0%	0.0%	0.0%	61.5%	
U. of Hawaii at Hilo	221	46.6%	0.9%	23.5%	0.5%	1.8%	6.8%	62.0%	0.5%	0.0%	4.1%	36.7%	
U. of Hawaii Hawaii CC	98	59.2%	2.0%	30.6%	1.0%	3.1%	15.3%	42.9%	5.1%	0.0%	0.0%	50.0%	
U. of Hawaii Honolulu CC	131	32.1%	2.3%	46.6%	0.0%	0.0%	9.9%	38.2%	1.5%	0.0%	1.5%	58.0%	
U. of Hawaii Leeward CC	157	53.5%	0.0%	44.6%	0.0%	3.2%	8.9%	41.4%	1.3%	0.0%	0.6%	57.3%	
U. of Hawaii Maui College	93	60.2%	0.0%	18.3%	2.2%	1.1%	16.1%	58.1%	1.1%	0.0%	3.2%	40.9%	
U. of Hawaii-Manoa	1,281	45.0%	0.2%	25.9%	1.3%	2.3%	6.3%	56.1%	1.6%	0.0%	6.4%	42.2%	
U. of Hawaii-West Oahu	54	42.6%	0.0%	27.8%	7.4%	3.7%	3.7%	48.2%	3.7%	0.0%	5.6%	48.2%	
IDAHO													
Boise State U.	650	47.1%	0.6%	4.6%	0.3%	2.8%	0.0%	86.5%	0.6%	0.0%	4.6%	12.3%	
Brigham Young U.-Idaho	541	11.7%	0.2%	0.2%	0.0%	1.1%	0.4%	97.6%	0.0%	0.2%	0.4%	2.0%	
College of Idaho	83	42.2%	0.0%	2.4%	0.0%	0.0%	1.2%	92.8%	1.2%	0.0%	2.4%	6.0%	
College of Southern Idaho	158	54.4%	0.6%	0.6%	0.0%	2.5%	0.0%	95.6%	0.6%	0.0%	0.0%	3.2%	
College of Western Idaho	140	47.1%	0.0%	2.1%	0.7%	2.1%	0.7%	92.9%	0.0%	1.4%	0.0%	5.7%	
Idaho State U.	553	45.4%	0.9%	4.3%	0.7%	1.3%	0.0%	86.8%	0.0%	4.2%	1.8%	8.1%	
Lewis-Clark State College	159	55.4%	0.6%	1.9%	0.6%	0.6%	0.0%	96.2%	0.0%	0.0%	0.0%	3.1%	
North Idaho College	160	48.1%	0.6%	0.0%	0.0%	2.5%	0.0%	80.6%	0.0%	16.3%	0.0%	2.5%	
Northwest Nazarene U.	102	46.1%	0.0%	1.0%	1.0%	0.0%	0.0%	85.3%	2.0%	9.8%	1.0%	2.9%	
U. of Idaho	544	36.0%	0.6%	7.0%	0.7%	2.0%	0.0%	81.3%	2.2%	3.3%	2.9%	12.7%	
ILLINOIS													
Augustana College	188	44.2%	0.0%	5.9%	1.6%	1.1%	0.0%	87.2%	0.0%	0.0%	4.3%	12.8%	
Aurora U.	124	56.5%	0.8%	4.0%	0.8%	5.7%	0.0%	87.1%	0.0%	0.8%	0.8%	11.3%	
Benedictine U.	165	52.1%	0.6%	7.9%	3.0%	2.4%	0.0%	83.6%	0.0%	1.8%	0.6%	13.9%	
Black Hawk College	133	54.9%	0.0%	1.5%	4.5%	3.8%	0.0%	88.0%	0.8%	1.5%	0.0%	9.8%	
Blackburn College	37	40.5%	2.7%	0.0%	2.7%	2.7%	0.0%	89.2%	0.0%	2.7%	0.0%	5.4%	
Bradley U.	345	39.4%	0.3%	7.5%	3.2%	2.3%	0.0%	82.6%	0.3%	0.9%	2.9%	15.9%	
Chamberlain College of Nursing at Addison	89	92.1%	0.0%	9.0%	10.1%	0.0%	0.0%	69.7%	0.0%	11.2%	0.0%	19.1%	
Chicago School of Professional Psychology at Chicago	89	56.2%	1.1%	3.4%	10.1%	6.7%	0.0%	75.3%	0.0%	3.4%	0.0%	20.2%	
Chicago State U.	299	53.5%	0.0%	10.7%	46.2%	4.7%	0.0%	34.5%	0.0%	3.7%	0.3%	61.9%	
City Colleges of Chicago, Harold Washington College	113	58.4%	0.0%	8.9%	23.0%	18.6%	0.0%	47.8%	1.8%	0.0%	0.0%	50.4%	
City Colleges of Chicago, Harry S. Truman College	91	55.0%	0.0%	17.6%	19.8%	13.2%	0.0%	48.4%	0.0%	1.1%	0.0%	50.6%	
City Colleges of Chicago, Wilbur Wright College	103	55.3%	0.0%	7.8%	6.8%	18.5%	1.0%	59.2%	5.8%	1.0%	0.0%	34.0%	
College of DuPage	275	50.6%	0.4%	7.3%	4.0%	2.6%	0.0%	85.8%	0.0%	0.0%	0.0%	13.8%	
College of Lake County	208	55.8%	0.0%	9.1%	9.1%	3.4%	0.0%	74.5%	0.0%	3.9%	0.0%	21.6%	
Columbia College Chicago	378	48.2%	0.0%	3.7%	9.0%	3.2%	0.0%	82.8%	0.5%	0.8%	0.0%	15.9%	
Concordia U. Chicago	239	57.7%	0.4%	2.5%	6.7%	1.7%	0.0%	81.6%	0.4%	5.0%	1.7%	12.6%	
DePaul U.	975	45.1%	0.3%	5.0%	6.9%	5.9%	0.0%	66.0%	0.8%	8.8%	6.4%	24.1%	
DeVry U. of Illinois	203	33.0%	0.0%	9.9%	8.9%	1.0%	0.5%	74.4%	2.0%	3.5%	0.0%	20.2%	
Dominican U.	158	57.0%	0.0%	6.3%	3.8%	4.4%	0.6%	81.7%	0.6%	0.6%	1.9%	17.1%	
East-West U.	18	33.3%	0.0%	27.8%	5.6%	0.0%	0.0%	61.1%	0.0%	5.6%	0.0%	33.3%	
Eastern Illinois U.	571	44.8%	0.4%	5.6%	3.9%	2.8%	0.0%	84.6%	0.0%	0.7%	2.1%	14.4%	
Elgin Community College	132	51.5%	1.5%	2.3%	4.6%	8.3%	0.0%	83.3%	0.0%	0.0%	0.0%	15.2%	
Elmhurst College	158	59.5%	0.0%	5.1%	3.8%	3.2%	0.0%	87.3%	0.0%	0.0%	0.6%	12.7%	
Eureka College	39	46.2%	0.0%	5.1%	0.0%	2.6%	2.6%	89.7%	0.0%	0.0%	0.0%	10.3%	
Governors State U.	224	58.5%	0.0%	8.9%	11.2%	0.9%	0.5%	41.1%	1.3%	32.1%	4.0%	25.5%	
Greenville College	62	38.7%	0.0%	1.6%	1.6%	4.8%	1.6%	90.3%	0.0%	0.0%	0.0%	9.7%	
Harper College	206	60.2%	0.0%	5.3%	3.4%	3.9%	0.0%	83.0%	1.5%	2.9%	0.0%	12.6%	
Heartland Community College	89	53.9%	0.0%	4.5%	1.1%	2.3%	0.0%	91.0%	1.1%	0.0%	0.0%	7.9%	
Illinois Central College	180	53.9%	0.0%	1.7%	4.4%	1.7%	0.0%	90.6%	1.7%	0.0%	0.0%	7.8%	
Illinois College	78	47.4%	0.0%	3.9%	1.3%	2.6%	0.0%	88.5%	0.0%	0.0%	3.9%	11.5%	
Illinois Institute of Technology	422	26.3%	0.0%	16.8%	2.4%	2.1%	0.2%	62.6%	0.0%	5.7%	10.2%	31.8%	
Illinois State U.	878	51.3%	0.0%	7.1%	3.8%	2.5%	0.1%	76.0%	0.7%	7.0%	3.0%	16.4%	
Illinois Wesleyan U.	162	45.1%	0.0%	4.3%	1.2%	3.1%	0.0%	81.5%	0.6%	2.5%	6.8%	15.4%	
John A. Logan College	96	60.4%	1.0%	3.1%	2.1%	2.1%	0.0%	90.6%	0.0%	0.0%	1.0%	8.3%	
Joliet Junior College	219	49.3%	0.0%	0.0%	5.0%	3.2%	0.0%	83.6%	3.7%	4.6%	0.0%	8.2%	
Judson U. (Ill.)	65	43.1%	0.0%	12.3%	3.1%	0.0%	0.0%	84.6%	0.0%	0.0%	0.0%	15.4%	
Kendall College	40	42.5%	2.5%	5.0%	5.0%	2.5%	0.0%	80.0%	2.5%	2.5%	0.0%	12.5%	
Knox College	123	41.5%	0.0%	3.3%	4.9%	4.9%	0.0%	84.6%	0.0%	0.8%	1.6%	14.6%	
Lake Forest College	99	41.4%	0.0%	5.1%	5.1%	3.0%	0.0%	79.8%	2.0%	2.0%	3.0%	16.2%	
Lake Land College	105	53.3%	0.0%	1.0%	1.9%	0.0%	0.0%	97.1%	0.0%	0.0%	0.0%	2.9%	

ILLINOIS, cont.											
Lewis and Clark CC	105	56.2%	1.0%	0.0%	3.8%	0.0%	0.0%	95.2%	0.0%	0.0%	3.8%
Lewis U.	216	51.4%	0.0%	5.1%	5.6%	0.9%	0.0%	87.0%	0.0%	0.0%	13.0%
Lincoln College	40	57.5%	0.0%	2.5%	5.0%	0.0%	0.0%	92.5%	0.0%	0.0%	7.5%
Lincoln Land Community College	129	51.2%	0.0%	0.8%	4.7%	1.6%	0.0%	92.3%	0.8%	0.0%	7.0%
Loyola U. Chicago	876	46.1%	0.1%	6.3%	4.1%	4.1%	0.2%	82.1%	0.7%	0.2%	16.9%
MacMurray College	34	67.7%	0.0%	0.0%	2.9%	0.0%	0.0%	97.1%	0.0%	0.0%	2.9%
McHenry County College	97	50.5%	0.0%	4.1%	2.1%	0.0%	0.0%	86.6%	1.0%	5.2%	7.2%
McKendree U.	98	55.1%	1.0%	1.0%	4.1%	1.0%	0.0%	92.9%	0.0%	0.0%	6.1%
Midstate College	23	60.9%	0.0%	0.0%	0.0%	8.7%	0.0%	91.3%	0.0%	0.0%	8.7%
Midwestern U. (Ill.)	178	56.7%	0.0%	14.0%	1.1%	4.5%	0.6%	75.8%	2.3%	0.0%	21.9%
Millikin U.	148	50.0%	0.0%	2.7%	1.4%	1.4%	0.0%	91.2%	0.0%	0.0%	8.8%
Monmouth College	87	43.7%	0.0%	1.2%	2.3%	1.2%	0.0%	92.0%	0.0%	0.0%	8.1%
Moody Bible Institute	100	28.0%	0.0%	14.0%	4.0%	1.0%	0.0%	81.0%	0.0%	0.0%	19.0%
Moraine Valley Community College	188	59.6%	0.0%	2.7%	7.5%	2.1%	0.0%	85.6%	0.5%	1.6%	12.2%
National-Louis U.	139	58.3%	0.7%	4.3%	5.0%	3.6%	0.0%	83.5%	1.4%	0.7%	13.7%
North Central College	134	50.8%	0.0%	4.5%	1.5%	1.5%	0.0%	87.3%	0.8%	0.0%	11.9%
North Park U.	118	57.6%	0.0%	5.9%	3.4%	2.5%	0.0%	87.3%	0.9%	0.0%	11.9%
Northeastern Illinois U.	372	55.7%	0.3%	10.8%	7.0%	10.8%	0.0%	63.2%	0.0%	7.0%	29.6%
Northern Illinois U.	922	45.0%	0.2%	6.7%	2.9%	2.6%	0.0%	75.0%	0.5%	0.9%	23.4%
Northwestern U.	2,089	36.6%	0.0%	13.3%	3.7%	3.3%	0.0%	75.5%	0.3%	0.9%	23.3%
Oakton Community College	144	57.6%	0.0%	7.6%	3.5%	4.9%	0.0%	72.2%	1.4%	10.4%	16.0%
Olivet Nazarene U.	130	39.2%	0.0%	0.8%	3.1%	0.8%	0.0%	95.4%	0.0%	0.0%	4.6%
Parkland College	174	53.5%	0.0%	3.5%	3.5%	4.0%	0.0%	82.8%	5.2%	1.2%	10.9%
Prairie State College	82	58.5%	0.0%	1.2%	15.9%	2.4%	0.0%	79.3%	1.2%	0.0%	19.5%
Robert Morris U. Illinois	110	48.2%	0.0%	12.7%	9.1%	1.8%	0.0%	76.4%	0.0%	0.0%	23.6%
Rock Valley College	159	54.1%	1.3%	0.6%	2.5%	1.9%	0.6%	88.7%	2.5%	1.9%	5.7%
Roosevelt U.	247	45.3%	0.4%	10.9%	6.1%	4.1%	0.0%	68.8%	2.4%	7.3%	21.1%
Rosalind Franklin U. of Medicine and Science	147	44.2%	0.0%	10.9%	2.0%	3.4%	0.0%	81.0%	0.0%	0.0%	19.1%
Rush U.	879	54.2%	0.0%	24.7%	4.0%	2.4%	0.1%	68.0%	0.8%	0.0%	31.2%
Saint Xavier U.	168	57.1%	0.6%	6.0%	6.6%	1.2%	0.0%	80.4%	0.0%	5.4%	13.7%
School of the Art Institute of Chicago	152	42.1%	0.0%	4.0%	5.3%	5.3%	0.0%	82.9%	0.0%	0.0%	17.1%
Shimer College	11	36.4%	0.0%	0.0%	0.0%	9.1%	0.0%	90.9%	0.0%	0.0%	9.1%
South Suburban College of Cook County	96	59.4%	0.0%	2.1%	26.0%	2.1%	0.0%	60.4%	0.0%	9.4%	30.2%
Southern Illinois U. at Carbondale	1,203	43.6%	0.3%	12.4%	5.9%	3.4%	0.1%	75.6%	0.4%	0.0%	23.7%
Southern Illinois U. at Edwardsville	626	49.0%	0.2%	9.6%	5.9%	3.0%	0.2%	78.8%	0.8%	0.0%	20.3%

ILLINOIS, cont.											
Southwestern Illinois College	155	51.6%	0.0%	1.9%	5.2%	1.3%	0.0%	79.4%	1.3%	11.0%	8.4%
Trinity Christian College	82	45.1%	0.0%	2.4%	6.1%	2.4%	0.0%	89.0%	0.0%	0.0%	11.0%
Triton College	101	60.4%	1.0%	4.0%	9.9%	4.0%	0.0%	77.2%	0.0%	4.0%	17.8%
U. of Chicago	1,964	33.3%	0.0%	15.2%	3.4%	2.3%	0.0%	73.4%	0.8%	0.1%	25.7%
U. of Illinois at Chicago	1,788	44.6%	0.1%	15.9%	5.7%	6.7%	0.1%	64.8%	0.8%	1.9%	32.4%
U. of Illinois at Springfield	209	44.0%	1.0%	9.6%	3.8%	2.9%	0.0%	75.1%	1.0%	0.5%	22.5%
U. of Illinois at Urbana-Champaign	2,176	35.3%	0.3%	12.8%	4.5%	4.9%	0.1%	71.5%	1.0%	0.8%	26.4%
U. of St. Francis (Ill.)	103	61.2%	0.0%	4.9%	6.8%	4.9%	0.0%	81.6%	1.0%	0.0%	17.5%
Waubesa Community College	105	54.3%	0.0%	4.8%	1.9%	2.9%	0.0%	85.7%	0.0%	4.8%	9.5%
Western Illinois U.	650	44.8%	0.5%	8.2%	5.2%	1.7%	0.2%	78.9%	0.8%	1.2%	18.6%
Westwood College-Chicago Loop	4	50.0%	0.0%	25.0%	25.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%
Westwood College-DuPage	3	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	66.7%	0.0%	0.0%	33.3%
Westwood College-O'Hare Airport	8	25.0%	0.0%	25.0%	25.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%
Westwood College-River Oaks	9	33.3%	0.0%	0.0%	44.4%	0.0%	0.0%	44.4%	0.0%	11.1%	44.4%
Wheaton College (Ill.)	200	36.0%	0.0%	4.5%	2.5%	2.5%	0.0%	87.0%	0.5%	0.0%	12.5%
INDIANA											
Anderson U. (Ind.)	139	39.6%	0.0%	0.0%	3.6%	2.9%	0.0%	92.8%	0.0%	0.0%	7.2%
Ball State U.	961	46.8%	0.0%	1.7%	1.7%	1.7%	0.0%	82.2%	0.9%	0.2%	16.7%
Bethel College (Ind.)	81	44.4%	0.0%	3.7%	3.7%	1.2%	0.0%	90.1%	0.0%	0.0%	9.9%
Butler U.	348	48.9%	0.6%	4.0%	4.0%	2.0%	0.0%	85.3%	0.0%	4.0%	10.1%
DePauw U.	224	42.0%	0.0%	7.6%	4.9%	3.6%	0.0%	80.4%	1.8%	0.0%	17.9%
Earlham College and Earlham School of Religion	99	56.6%	0.0%	11.1%	5.1%	6.1%	1.0%	76.8%	0.0%	0.0%	23.2%
Franklin College of Indiana	79	48.1%	0.0%	1.3%	1.3%	1.3%	0.0%	91.1%	0.0%	0.0%	8.9%
Goshen College	75	48.0%	0.0%	0.0%	2.7%	4.0%	0.0%	92.0%	1.3%	0.0%	6.7%
Grace College and Seminary	49	24.5%	0.0%	0.0%	0.0%	4.1%	0.0%	89.8%	2.0%	4.1%	4.1%
Hanover College	97	38.1%	0.0%	5.2%	1.0%	5.2%	0.0%	84.5%	0.0%	2.1%	13.4%
Harrison College at Indianapolis Downtown	53	62.3%	0.0%	1.9%	9.4%	0.0%	0.0%	69.8%	1.9%	17.0%	11.3%
Holy Cross College	23	39.1%	0.0%	0.0%	0.0%	17.4%	0.0%	82.6%	0.0%	0.0%	17.4%
Huntington U.	56	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Indiana State U.	470	46.4%	0.4%	6.6%	3.8%	2.8%	0.0%	77.9%	2.6%	2.3%	16.8%
Indiana U. at Bloomington	1,946	38.1%	0.2%	9.2%	4.2%	4.4%	0.1%	81.2%	0.8%	0.1%	17.8%
Indiana U. at Kokomo	98	61.2%	0.0%	4.1%	4.1%	1.0%	0.0%	88.8%	2.0%	0.0%	9.2%
Indiana U. at South Bend	280	50.7%	0.4%	13.2%	2.9%	2.9%	0.0%	80.4%	0.4%	0.0%	18.9%

Continued on Following Page




Make **ACCESSIBILITY** real.

Like so many of our students, I was inspired to pursue special education by a family member with a learning disability. The more I learned, the more I found I wanted to learn. The graduate special education program at VCU was so effective in bridging classroom theory with service-learning projects and real work, and the faculty offers so much expertise in so many areas, I knew I had to create a place for myself here. Now I direct the online program as well as teach.

What will you make real?

makeitreal.vcu.edu

LaRon Scott, assistant professor
Department of Special Education and Disability Policy



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Make it real.