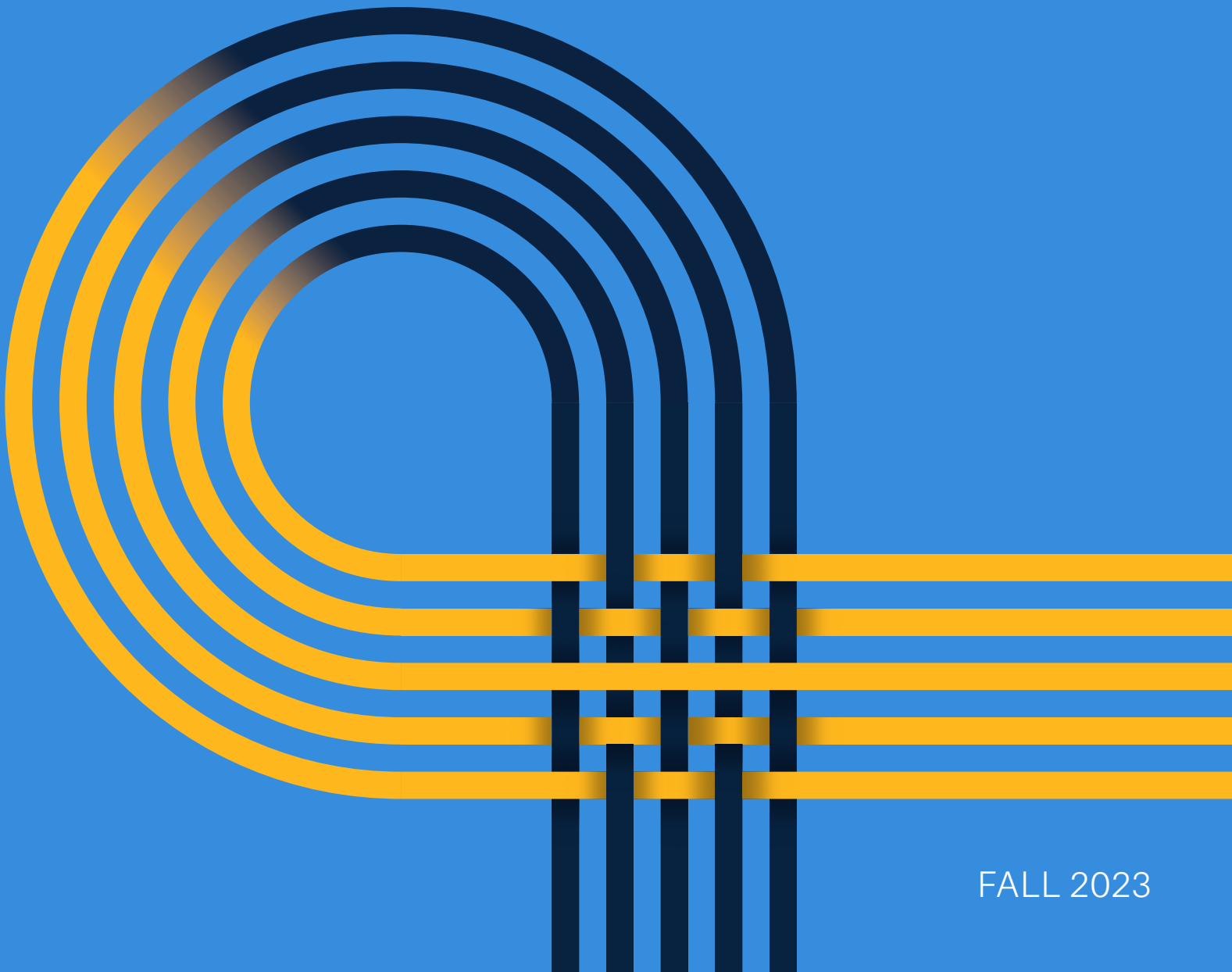




EQUITY & INCLUSION REPORT

Our journey to inclusive excellence



FALL 2023



Together, we are the change

During a 2008 campaign speech in Chicago, former President Barack Obama said, “Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

Quinnipiac’s third annual Equity and Inclusion Report offers examples of the progress we have made in pursuit of a more just and inclusive community — not only at Quinnipiac, but also in actions of our students, faculty and staff that have impacted others in our region, and around the world.

We aspire to a community in which each person feels seen, respected and supported, that they truly belong, where we embrace and learn from the richness of our differences. While we have made notable progress toward that aspiration, we are only at the early stages of our journey. We have made a lot of progress because of the authentic commitment of our students, faculty and staff to effecting real change through difficult conversations, bold actions and tough truths.

Tragically, the world in which we live is still rife with much injustice and intolerance toward individuals, and toward stereotyped groups. While it may seem almost impossible that one person can make a difference or change the world, that’s actually not true. From U.S. Supreme Court Justice Thurgood

Marshall, to Rosa Parks, to Malala Yousafzai, to Greta Thunberg, we have many role models who — in their passionate words, selfless actions and tireless advocacy — have moved the world to change.

Let’s take the challenge to move our own world for the better. Let’s together *be* that change at Quinnipiac.

Equity and inclusion are goals for all of us at Quinnipiac. Aspirations by themselves are not enough. Our commitment to progress requires awareness and accountability. That’s the purpose of this report, which I hope serves as a call to action and inspiration to continue to make progress, to *be* that change.

Sincerely,

Judy Olian
President



Shining a new light on progress

I am truly honored to embark on the journey of serving as the next Vice President for Equity and Inclusion at Quinnipiac University. In this consequential role, I am dedicated to building upon the remarkable groundwork established by my predecessor, Dr. Don Sawyer, his team, and the entire QU community.

Our aspiration, as eloquently articulated in the second pillar of the QU strategic vision, necessitates a collaborative effort from each individual.

Whether from local, national or global perspectives, the constant pursuit of fostering an inclusive environment where a profound sense of belonging flourishes remains paramount.

As Dr. Martin Luther King Jr. so sagaciously conveyed, “The arc of the moral universe is long, but it bends toward justice.” While change is a gradual process, it is undeniably achievable.

The solid foundation laid prior to my arrival has left a notable impression on me and gaining insights into the ongoing transformative efforts across the university has ignited a deeper sense of inspiration and purpose within me. I hope that the QU community shares my enthusiasm as Quinnipiac has every reason to be gratified by its achievements thus far. I extend my heartfelt gratitude to the invaluable contributions of QU community members, who have not only set the tone but also positioned Quinnipiac University as a beacon of progress for the future. Echoing Gandhi’s wisdom, let us continue to take on the responsibility of embodying the change we aspire to witness.

With respect and gratitude,

A handwritten signature in black ink that reads "Wayne Gersie". The signature is fluid and cursive.

Wayne Gersie
Vice President for Equity and Inclusion



A group of Student Orientation Leaders at the Mount Carmel Student Center

QU Statement of Inclusive Values

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

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

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

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

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

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

LEARN MORE



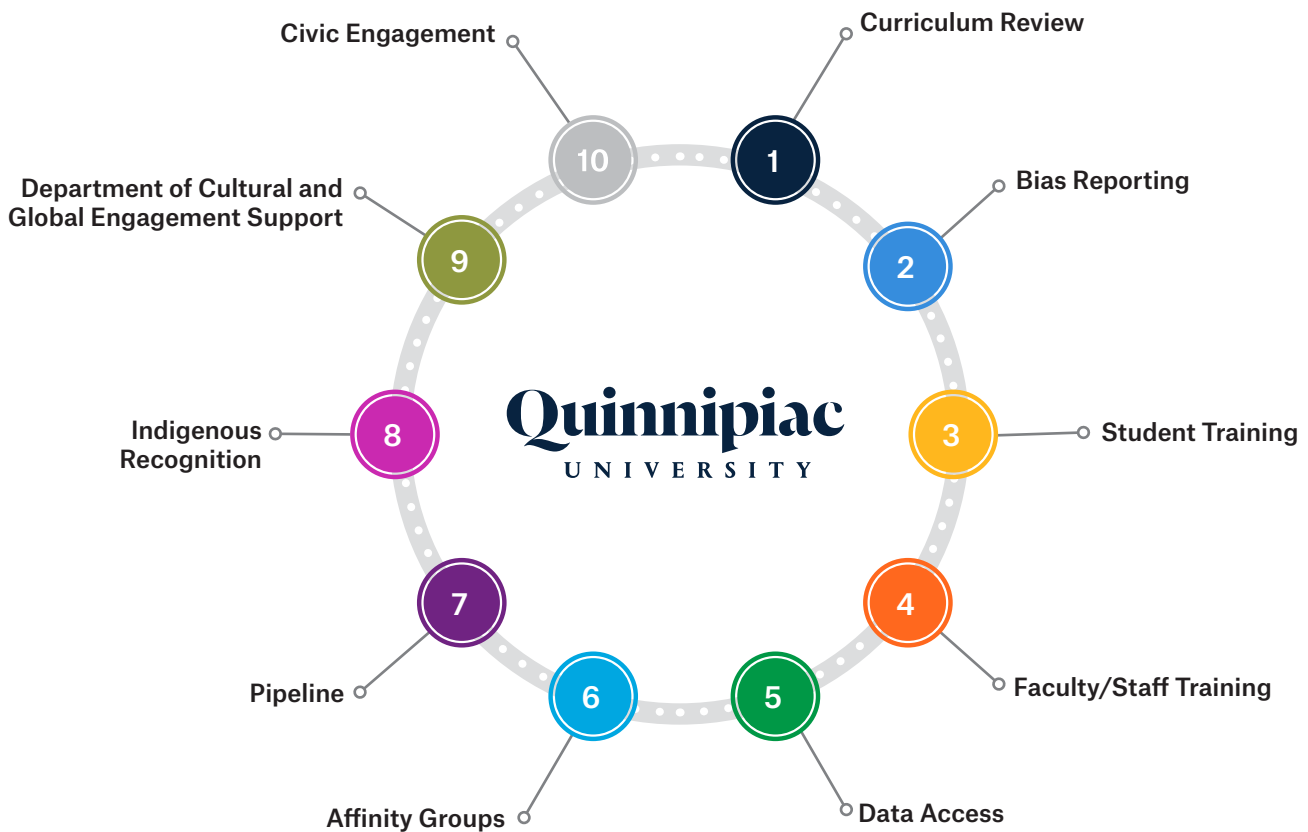
qu.edu/inclusion

A 10-Point Plan to Advance Racial Justice

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

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

10-POINT PLAN OVERVIEW



Our 10-Point Plan: Progress since the 2022 report

1. CURRICULUM REVIEW

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

- ▶ The IETL hosted the third Inclusive Excellence Summer Assembly in May. Building upon the success of previous assemblies, this gathering served as a powerful platform to reinforce the vital role played by the entire QU community as champions and seekers of institutional change and advancement. Over two days, participants came together to engage in thoughtful conversations about the interconnections between agency and our collective efforts to foster growth in the areas of diversity, equity and inclusion, as well as accessibility and social justice.

2. BIAS REPORTING

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

- ▶ In recent years, the university has improved its response to bias incidents by simplifying the reporting process through the qu.edu/report launch. These changes were spurred by informative discussions stakeholders held during the 22-23 academic year. The overarching goal is to transition to a Bias Response Team model, emphasizing additional support for reporters, educational conversations and monitoring campus climate, while decentralizing the responsibility for addressing bias incidents and fostering a collective commitment to combat hate and prejudice throughout the campus community.

3. STUDENT TRAINING

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

- ▶ We continue to offer comprehensive training for our incoming students. We have recently renewed our contract with Vector Solutions, a trusted partner hosting our online DEI training modules specifically designed for students. We supplement this digital platform with in-person training sessions tailored to meet the unique needs of our students and student-run organizations.

4. FACULTY/STAFF TRAINING

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

- ▶ We continue to offer training sessions for faculty and staff and our Inclusive Conversations series. These comprehensive sessions prioritize the development of our community's capacity to engage in meaningful dialogue surrounding crucial subjects, concurrently equipping them with a skillset to help foster the creation of inclusive environments.

5. DATA ACCESS

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

- ▶ Quinnipiac University recognizes that some students prefer to identify themselves by a first name other than their legal name. Under Quinnipiac's preferred name policy, any student may choose to identify a preferred first name in addition to the legal name. Quinnipiac's policy covers preferred first names. Surnames can be changed only with a legal name change.
- ▶ The student's preferred name will be used where possible in the course of university business and education. The legal name will be used only when it is required for business, legal and external reporting purposes. In some cases, in order to promote the use of the student's preferred name while ensuring accurate and legitimate reporting and utilization of education records, the student's preferred name will be utilized alongside the student's legal name. For details, see the lists below.
- ▶ Preferred names will now be available immediately and will be used in public or semi-public systems where names are visible to other students, instructors, faculty, campus officials and the general public. Specific examples are:
 - University ID card (if the student chooses to obtain a new QCard)
 - Blackboard (official class rosters not on Blackboard will display the legal name as well)
 - Self-Service (Proxys will also see the preferred name), including:
 - Rosters
 - Grading Sheets
 - Schedules

6. AFFINITY GROUPS

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

- ▶ A thorough review of the process was conducted to facilitate the formation of Employee Resource Groups (ERGs) and eliminate any potential barriers for individuals interested in establishing new groups. Representatives from Human Resources took proactive steps to engage with members of our campus community and extend their support to those seeking guidance in launching new groups. Currently, the Women of Color group is still the only group that meets. Their programming has expanded and continues to create a space for learning, growth and belonging for the members.

7. PIPELINE

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

- ▶ A working group was formed in January 2023 led by the Associate VP for Student Personal and Professional Development, the Vice President and Dean of Students, and the Associate VP of Retention and Academic Success.
- ▶ The focus is to assess process flow from a student perspective to develop action plans that address identified gaps between areas that interact and support students, particularly between academic affairs, student affairs and the Department of Cultural and Global Engagement.
- ▶ During SP23, the working group conducted two full-day retreats to advance collaboration between multiple student-facing departments. Two sessions of Mental Health First Aid (MHFA) were provided to faculty during AY 2022–23 to help faculty to assess and connect students with support as appropriate.
- ▶ The working group is strengthening intentional student touchpoints and encouraging open communication to make it easier for students to seek and receive help when they need it. Bobcat Academy was created to support students who identify as first generation and/or underrepresented minorities and/or Pell-eligible. It offers opportunities for academic enrichment, social connections, professional development and college success strategies. The number of participants has doubled from 30 students during the pilot year of AY 2022–23 to 61 enrollees for AY 2023–24.
 - It has been expanded to also include students who enter as undeclared and/or receive low math placement scores.
 - Students in the First-Year Immersion bridge program may now also participate.
 - Participants may take one fewer fall semester course which they can make up with no additional cost during the subsequent summer.

Read more
about our
commitment
to diversity and
inclusion.



qu.edu/inclusion

8. INDIGENOUS RECOGNITION

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

- ▶ The annual Indigeneity Teach-In was held November 3, co-sponsored by the Albert Schweitzer Institute (ASI) and the Indigenous Student Union (ISU).
- ▶ With the Office of Financial Aid, we are developing a strategy for an Indigenous student-focused scholarship.
- ▶ We continue to work on the Indigeneity Initiative:
 - Curating an annual exhibit at the Arnold Bernhard Library for Native American Heritage Month and hosting events, guest speakers, film screenings and workshops throughout the year.
 - Adding an FAQ page about the Quinnipiac people to the ASI website.
 - Developing a welcoming statement and engagement workshop that will be used during Welcome Weekend with students new to the university for Fall 2023.

9. DEPARTMENT OF CULTURAL AND GLOBAL ENGAGEMENT SUPPORT

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

- ▶ DCGE received a substantial donation from an anonymous donor who is committed to the importance of global education and engagement. The allocated funds have been instrumental in expanding access to these transformative experiences, allowing a broader and more diverse population of students to participate in and benefit from the opportunities afforded by global education. This remarkable act of philanthropy underscores the donor's unwavering commitment to QU's vision of empowering students and promoting a global perspective within our community.

10. CIVIC ENGAGEMENT

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

- ▶ Continued encouragement for a voter education initiative comprised of students, faculty and staff.
- ▶ The Office of Community Engagement instituted a Community Engagement Initiative to encourage students to submit proposals to address the needs of minority and/or underrepresented groups in the Greater New Haven area.
- ▶ The office developed a new walking tour that focuses on the history of the African American/Black community in New Haven. The tour is centered around the Dixwell neighborhood and also includes locations in the downtown.

Inclusive Excellence Survey Update

During academic year 2022–23, a diversity, equity and inclusion (DEI) survey of our internal community was conducted with oversight from the Department of Cultural and Global Engagement (DCGE) to garner key information on our collective views related to pillar two of our strategic plan: Inclusive Excellence. Below is a compilation of recommendations derived from the survey responses and community sessions, which are in direct alignment with our pursuit of inclusive excellence. We aim to strategically prioritize targeted, actionable steps and involve the community in achieving these goals. Our commitment to progress is exemplified by initiatives like the 10-Point Plan and LGBTQ Plan. As stakeholders, we collectively drive the university's success. While some recommendations can be swiftly addressed, others require sustained effort. Change takes time, but our resolute commitment ensures triumph.



These suggestions are categorized into four key thematic areas, aiming to inform the community of prioritized actions in line with our ongoing dedication to an inclusive and excellent university environment for all:

1. Academics/Curriculum Initiatives

- recommendations:** Expand offerings in line with inclusive excellence.
- Review course content for diverse perspectives, including challenging viewpoints.
 - Prepare students for a diverse world through immersive learning opportunities, co-curricular programs and the difficult conversations initiative.
 - Emphasize Cluster Hiring for interdisciplinary teaching and research.
 - Engage with Diversity, Equity and Inclusion (DEI) in curriculum.

2. Community Engagement recommendations:

- Support Historically Marginalized Communities on campus through intentional outreach that fosters relationship building and true collaboration as we aspire to ensure a sense of belonging for these communities.
- Establish a Student Advisory Group on Diversity, Inclusion and Belonging.
- Form reciprocal partnerships with underserved communities.

3. Training/Exposure/Knowledge recommendations:

- Provide coaching, training and workshops to address biases and discrimination.
- Foster supportive learning environments, personal growth and community bonding.
- Enhance focus on Equity, Social Justice and Diversity of Thought.
- Offer diverse training and coaching avenues for competencies to proficiency.

4. Accountability recommendations:

- Develop metrics that enable progress assessment.
- Create additional opportunities to involve the community in DEI initiatives.
- Implement the following measures:
 - Identify more internal and external resources for DEI
 - Set up bi-monthly meetings with DEI committees and VPEI (Vice President for Equity and Inclusion)
 - Host regular focus group sessions

In addition to our commitment to the thematic areas, we share notable progress already being achieved that is directly in alignment with recommendations from our DEI climate survey. As examples:

- This year the Inclusive Excellence Teaching Lab is expanding through funded initiatives like Communities of Practice for enhanced teaching and learning.
- The Inclusive Excellence Summer Assembly, spanning two days, reinforces our collective efforts for diversity, equity, inclusion, accessibility and social justice.
- A revamped bias reporting system has been created, including a clear flowchart, facilitated incident reporting, resource access and support.
- We offer specialized diversity training for faculty, staff and students that blends virtual and in-person modules, nurturing skills for inclusive environments.

Equity and inclusion reports, both in print and online, have been released since 2021, highlighting progress toward DEI goals. An annual report emphasizes the ongoing dedication to transparency. Pipeline development initiatives include the QU-First Year Immersion (QU-FYI) program for underrepresented students, mentoring strategies, and the Sawhney Leadership Program, which provides leadership and corporate exposure.

Our institution has made commendable strides toward realizing the Pillar 2 goals of our strategic plan, as qu.edu/diversity demonstrates. Together we continue our collective work to create an inclusive and welcoming environment that nurtures and supports current and future generations of Bobcats.

Members of Zeta Phi Beta Sorority Inc. organized a baby shower for about 50 parents-to-be from Hamden and the surrounding communities



Student uses service grant to help expectant moms in marginalized communities

Recognizing the barriers to access many expectant mothers face in gathering essential items before their bundle of joy arrives, Daisy Zapata '23 knew she wanted to use a grant from the Quinnipiac Community Development Awards to raise awareness for diaper banks and other vital area resources.

She also knew that simply distributing diapers and wipes was not enough. The event she was envisioning needed to be fun and interactive. It needed to be educational.

It needed to be one big baby shower.

"We did not just want to pass out diapers. There was a message we wanted to get across," said Zapata, a first-generation college student from Fair Lawn, New Jersey, who graduated in May with a degree in biology.

"We wanted to make it more welcoming, and we wanted to celebrate these moms and their families."

So in collaboration with the Diaper Bank of Connecticut in North Haven, New Haven Healthy Start and Yale New Haven Health, Zapata — president of the Tau Phi chapter of Zeta Phi Beta Sorority Inc. — organized and oversaw the inaugural Diaper Bank Community Baby Shower.

Held on April 29 at the Keefe Center in Hamden, the event attracted about 50 parents-to-be from the surrounding communities. Upon entering the party, which had a gender-neutral teddy bear theme, a DJ and a 360-photo booth, they were able to consult with representatives from the sponsor organizations, partake in games and activities, and enter raffles for car seats, strollers, baby monitors and playpens.

Each family went home with a bundle of diapers and wipes that were either purchased or donated by the Quinnipiac community.

The costs of these all-important resources were eye-opening for Zapata, who said the themes of advancing women from marginalized communities and family health were a perfect fit for her sorority because of its existing partnership with March of Dimes.



But after initially running up against some logistical obstacles, Zapata got a boost from her faculty adviser and sorority sister, Mallory Gatison-Marsh, who is also Quinnipiac's assistant director of residential life.

Gatison-Marsh, who has a toddler at home, served as a sort of liaison between the sorority and the host venue, helped get the word out about the event in the community and was generally "the glue" that held the project together, according to Zapata. Her office in the Residential Life building was used for storing many of the items collected for the shower.

"I just told her that it doesn't matter if some people can't see your vision," recalled Gatison-Marsh, who wrote a recommendation on Zapata's behalf. "Our sorority is an action-oriented organization and service is one of our principles, so this is what we're going to do. We're going to provide service and support to the community surrounding Quinnipiac."

Now a graduate student at Johns Hopkins University, where she is pursuing a master's degree in public health in population, family and reproductive health, Zapata credits her time at Quinnipiac — and specifically the effort she put into organizing the community shower — with helping her decide on her chosen career path.

"I think that working on that project made me realize that public health was where I was leaning [for a career]," Zapata said. "It definitely gave me the opportunity to notice that and take advantage of all the resources that are available to families."

B.O.L.D. Hiring Initiative

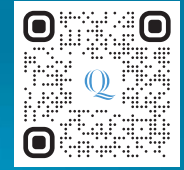
The new Quinnipiac B.O.L.D. Strategic Hiring Initiative is designed to promote collaborative learning, heighten intellectual engagement, and foster interdisciplinary scholarship that builds on existing strengths while promoting emerging areas of growth.

Goals will be pursued through three interconnected cluster areas that leverage scholarly and creative expertise to address grand societal challenges. The initial cluster areas are public health and health equity, leading and learning in a digital age, and inclusive futures.

Faculty will be hired over a three year period into departments, programs and schools across the university with a shared commitment to innovative learning. To date, the B.O.L.D. initiative has supported the hiring of faculty in areas such as visual storytelling, mechatronics and robotics, blockchain technology and architecture, biology, game design and development, and talent management.

Taking #Pride in a diverse & inclusive company culture

VISIT CONNOR



qu.edu/connorhadley

When it came to promoting a diverse and inclusive workplace, Connor Hadley '15 wouldn't settle for just another lecture. Honing in on the power of employee-centric storytelling, Hadley championed a creative campaign that shines a light on the identities and experiences of employees across the company — and the globe.

A corporate reputation manager at Pernod Ricard USA, Hadley recognizes the value of a genuine and honest brand identity and company culture. Aspiring to amplify the people and experiences that define this very culture, Hadley spearheaded an immersive campaign to reintroduce PRISM, Pernod Ricard's LGBTQ+ Employee Resource Group, to the rest of the organization during Pride Month 2022.

The response exceeded Hadley's loftiest expectations. Propelled by stunning videos and photography, plenty of color and just enough confetti, the debut PRISM campaign celebrated how Pride came to life for Pernod Ricard employees in a heartfelt and innately human way. In the weeks following the launch, membership within PRISM increased by 82%.

“It was never a question in my mind that the best way to celebrate and commemorate these pivotal moments during the year would be through the eyes of our people.”

“It's created a lot of enthusiasm and pride for this content and has helped to show a glimpse of our workplace to prospective employees as well,” said Hadley.

Inspired by this reaction, Hadley partnered with other Employee Resource Groups to provide a platform for employees to share their stories during key cultural moments in the year that followed, including Black History Month, Latin Heritage Month, Women's History Month, Asian-American and Pacific Islander Heritage Month, Memorial Day and Military Appreciation Month.

More than a year later, Pernod Ricard has continued to invest in content that educates, celebrates and recognizes the people behind the brand. Membership and engagement across all Employee Resource Groups has increased significantly following campaign launches and Hadley is enthusiastic about the prospect of growth across Pernod Ricard's entire global network.

“Of course, I'm thrilled about what this content has accomplished for our company, but at the heart of this, I'm so grateful I got to share the stories of nearly 100 of our employees.”



Rabbi shares harrowing tale of survival at Holocaust Remembrance Day event

Rabbi Philip Lazowski was 11 years old when he first witnessed the indelible horrors of the Holocaust. As the eldest of five children, he was tasked with sealing off the cave where his mother and father were hiding with his four younger siblings as his hometown of Bielica, Poland, was besieged and burned to ashes by Nazis.

Now 92, Lazowski was the featured speaker at Quinnipiac's Holocaust Remembrance Day event in April, where he offered a deeply moving discussion:

"Forgiveness, Faith and Destiny: Choosing Love."

"We're living in a time when life has never been more incomprehensible," Lazowski said. "The whole world has become a huge arsenal of weapons and destruction. Humanity is hopelessly divided by an impenetrable war of terrorism and fear. Crime is on the rise. Hate is on the rise. And antisemitism is on the rise."

Hosted by the Department of Cultural and Global Engagement, the talk began with Lazowski admonishing the audience to know their history before regaling them with the journey that would form the basis of his memoir, "Faith and Destiny," the first of his over 12 books.

Education is paramount, Lazowski said, because the erasure of history is a genuine threat to humanity. Telling stories of survival without sparing any details tamps down prejudice and breathes life into statistics undercut by the passage of time.

President Judy Olian, herself the daughter of Holocaust survivors, was one of a handful of audience members to ask poignant questions of the rabbi during the Q&A portion of the event, including whether he has any compassion for the Nazis.

"I forgive people for what they did wrong — if they acknowledge the fact that they are guilty," said Lazowski before speaking directly to the students in the audience. "Study hard and you will make a better world ... Bless you all."



Rabbi Philip Lazowski speaks at Quinnipiac about surviving the Holocaust at a Remembrance Day event on campus

Albert Schweitzer Institute Global Engagement Fellowship

At Quinnipiac's Albert Schweitzer Institute, peace, human rights and environmental action are prioritized both locally and internationally through student oriented initiatives.

Through the institute's Global Engagement Fellowship, an interdisciplinary group of students will be engaging with human rights and global ethics in the classroom and the local community through human rights workshops at the United Nations, at Oxford University and in other global cities.

"We focus on world-scale issues — climate change, human rights, inequality, justice — and look to take action at the local level as a stepping stone toward systemic change," said Sean Duffy, executive director of the Albert Schweitzer Institute.

The overarching goal of the institute is to provide students with experiences worldwide where they can work on core international issues with others from around the world who are doing similar projects."

Founding Quinnipiac Law professor recognized for commitment to justice

As the last Quinnipiac School of Law founder still employed at the university, Marilyn Ford was deeply impacted by the civil rights movement of the 1960s. That is why she has dedicated her life to obtaining justice for those in need of representation.

Born in Arkansas to sharecroppers on the same plantation where her great-great-grandfather worked as a slave, her roots are deep in understanding mistreatment. Her determination to see change is fierce.

"I watched my people — Black people — be abused and be oppressed," said Ford.

"I knew there was a problem. I realized that you could change some minds, but you really need to change laws and then...advocate to see those laws enforced."

With a distinguished law career that includes more than 45 years in teaching, her areas of expertise in the classroom include courses in Native American law, business formation and organization, and civil rights.

Ford was recognized for her decades-long commitment to social justice with Quinnipiac's inaugural MLK Dream Award, established in 2023 to honor the memory and legacy of Dr. Martin L. King Jr. and his commitment to justice.

"My passion for fighting for equity and social justice was fueled by the racism, inequity, oppression and injustice I witnessed as a child growing up during the Black civil rights movement," said Ford. "Protecting rights and ensuring that the next generation is educated properly is how they will be prepared to become productive citizens."



Marilyn Ford, Professor of Law recognized for her decades-long commitment to social justice with Quinnipiac's inaugural MLK Dream Award

QUADS

The Quinnipiac University Advancing Diversity in Science (QUADS) program debuted a new summer experience that brought together Quinnipiac faculty and student mentors with local high school teachers and students for a week of team building, games and mentorship.

Under the leadership of Associate Teaching Professor of Education Cindy Kern, the QUADS initiative launched in July 2021 with the goal to holistically encourage and prepare high school students from under-resourced communities to pursue higher education. The three year-long program hosts 75 high school students from Hamden, Ansonia and Meriden.

We started this important work by challenging our own ideas of diversity, equity and inclusion, allowing us to use these shared experiences in our work with critical pedagogies," said Kern. "We're hoping to build community in the students schools and connect with the communities in which they live."



Student uses personal experience to strengthen Quinnipiac community

As an Orientation Leader, club volleyball player and international student from Jamaica, Khristoff Lawes '24 has made the most of his Quinnipiac experience. He is now using that experience to help other students do the same.

With the goal to study in the United States, Lawes decided to pursue his education at Quinnipiac after attending several online information sessions.

"After three years here, I can confidently say I made the right decision," he said. "It hasn't been the easiest journey — especially on my parents — but with the opportunities that I've had, the friends I have made and the teammates I've been able to play with, Quinnipiac has truly become a second home."

Lawes will serve as an Orientation Leader this year for incoming first-year students. He is also an active member of the Global Partners program, a peer mentorship initiative designed for new international students.

"I'm really proud of the Global Partners program because it provides such an important platform for international students to connect and develop a community that is really growing here at Quinnipiac,"

he said. "I feel great pride in being an international student and being able to help grow this program and work closely with [Director of International Student Services] Sarah Driscoll and her amazing staff who provided me with confidence and amazing friendships with other international students."

His future plans include a career in laboratory research after graduation. With an interest in genetic research, he is hoping to remain in the United States and work at a biotech company. He credits the university's supportive community for helping him to achieve his goals.

"I love Quinnipiac," said Lawes. "I definitely hope to see it grow not only as a university but also as a destination for other international students to study because it is really a lovely environment."

Frank H. Netter MD School of Medicine Office of Equity, Inclusion and Diversity

With the purpose to impact the overall leadership, vision and strategy to advance equity and inclusion across its mission areas, the Frank H. Netter MD School of Medicine has recently formed the Office of Equity, Inclusion and Diversity (OEID).

Led by Dr. Saleh Rahman, the OEID will promote inclusive excellence through the recruitment and retention of diverse and talented faculty, staff and students; foster a sense of belonging through clinical affiliate and community partnerships; promote mentorship opportunities; and advance scholarly research in the health equity area.

"Implementing equity and justice requires social and institutional transformation. The creation of the OEID is a vital step toward this transformational process," said Dr. Rahman. "Inclusiveness should be a human's way of thinking and philosophy. We are creating cohorts of future physicians who must be trained and equipped with compassionate, humanistic and equity-minded patient care knowledge and skills for our society. In this regard, OEID plays a critical role in our school's mission."

International student Khristoff Lawes '24 works on an interdisciplinary summer research program studying native bee populations around the Mount Carmel Campus



New podcast explores inclusive teaching

Two Quinnipiac faculty members have launched a new podcast created for busy educators to examine published books related to diverse, equitable and inclusive teaching and learning.

Hosted by Karen Majeski, assistant professor of occupational therapy, and JT Torres, director of the center for teaching and learning,

“The Book Club for Busy Lives” podcast will delve into topics of identity, technology and various levels of diversity such as gender, race, sexuality and ability, and how they relate to personal growth.

“The School of Health Sciences’ Inclusive Excellence Committee historically ran a book club for its faculty to discuss, learn and explore issues and teaching practices related to diversity, equity and inclusion,” said Majeski. “The biggest barrier was finding a common time due to the hectic lives of all instructors with other important commitments.”

Each episode will examine the cultural influences that impact teaching and learning processes in different environments. The first season will feature “What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching” by Tracie Marcella Addy.

“This book provides a foundation for the topics we will cover in different episodes,” said Torres. “Not only is this book very accessible to any instructor, but it also provides a starting point — a definition of terms like ‘inclusive teaching’ and ‘belonging’ that will certainly re-emerge in future seasons.”

Season two will feature Quinnipiac faculty member Tyler Traister, assistant professor of nursing and author of “Fast Facts about LGBTQ+ Care for Nurses: How to Deliver Culturally Competent and Inclusive Care.”

LISTEN NOW



qu.edu/bcblpodcast

DEI Certificate Program

The newly created Diversity, Equity and Inclusion certificate encourages students to explore a broad variety of human experiences. Housed within the College of Arts and Sciences, this certificate is open to all Quinnipiac students who wish to develop the skills and tools to listen to and learn from experiences of struggle and agency. The curriculum includes a selection of courses focused on people in societies who have been historically underrepresented and underprivileged.

Students will examine individual experiences based on gender, religion, socioeconomic status, age, sexual orientation or other socially constructed categories. Through the certificate program, students will gain a firmer understanding of social differences and inequalities while considering how their own biases and beliefs impact this understanding.



qu.edu/deicert





JT Torres, director of the Center for Teaching and Learning, and Karen Majeski, assistant professor of occupational therapy lead new podcast, "The Book Club for Busy Lives"

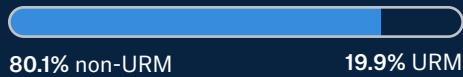
Diversity by the Numbers

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

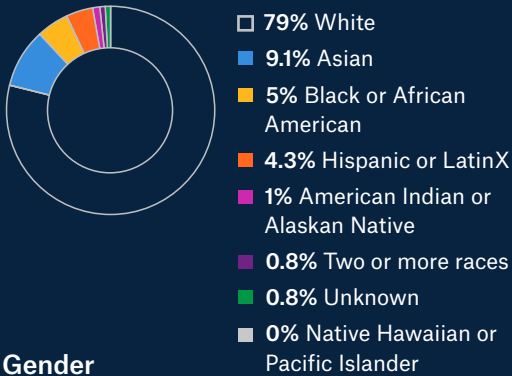
We must keep in mind that this data provides a snapshot in time. Context and long-term trends are essential, as is our goal to achieve lasting change rather than one off, reactive solutions. This is a multiyear journey and changes in data may feel incremental at times, depending upon the university's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

► FULL TIME FACULTY DIVERSITY

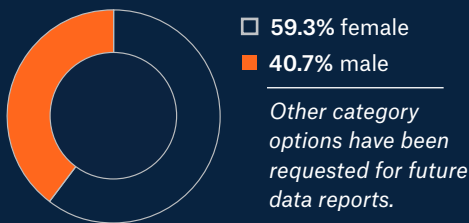
Race/ethnicity



Breakout of race/ethnicity



Gender

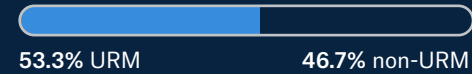


Race/ethnicity by school

College of Arts & Sciences



School of Business



School of Communications



School of Computing & Engineering



School of Education



School of Health Sciences



School of Law



School of Medicine



School of Nursing



► FULL TIME FACULTY DIVERSITY (2021-23)

Race and Ethnicity	2021	2022	2023
American Indian or Alaskan Native*	0.5%	0.8%	1.0%
Asian*	8.4%	7.8%	9.1%
Black or African American*	4.1%	4.5%	5.0%
Hispanic or LatinX*	4.1%	4.0%	4.3%
Native Hawaiian or Pacific Islander*	0.0%	0.0%	0.0%
Two or more races*	0.8%	0.8%	0.8%
Undisclosed	1.0%	1.0%	0.8%
White (Non-Hispanic)	81.1%	81.1%	79%
* URM	17.9%	17.9%	19.9%

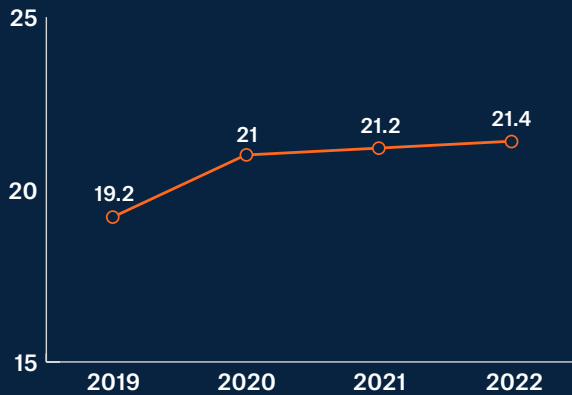
Faculty/staff recruitment

27%

Percent of full-time faculty and full-time staff hired between July 1, 2022 and June 30, 2023 who identified as underrepresented minorities (URM).

STUDENT DIVERSITY

Diversity of our incoming class over time

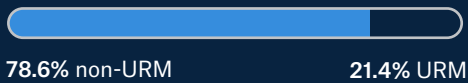


Retention rate for first-year students (retention measured from first year to sophomore year)

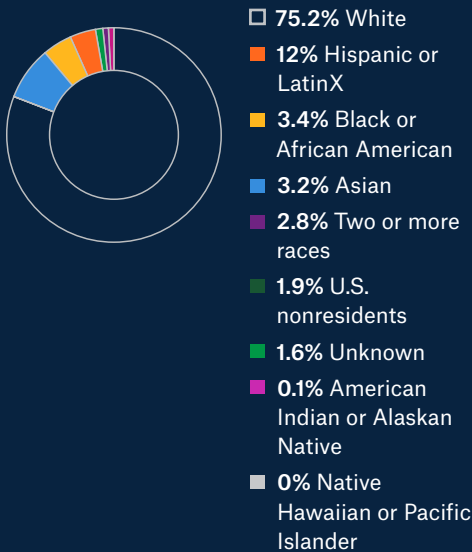


CLASS OF 2026 DATA (entered Fall 2022)

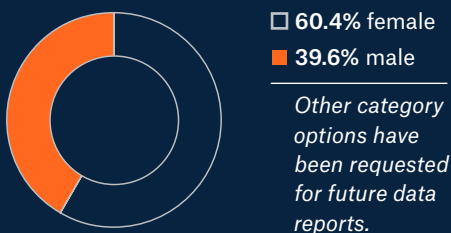
Race/ethnicity



Breakout of race/ethnicity

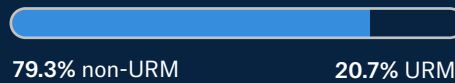


Gender

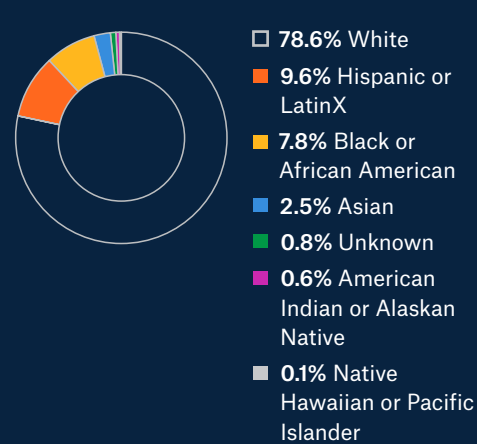


FULL TIME STAFF (NON FACULTY) DIVERSITY

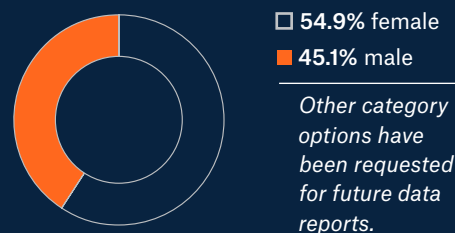
Race/ethnicity



Breakout of race/ethnicity



Gender



FULL TIME STAFF DIVERSITY (2020-22)

Race and Ethnicity	2020	2021	2022
American Indian or Alaskan Native*	0.7%	0.8%	0.6%
Asian*	2.2%	2.2%	2.5%
Black or African American*	4.3%	6.1%	7.8%
Hawaiian or Pacific Islander*	0.1%	0.1%	0.1%
Hispanic or LatinX*	6.9%	8.5%	9.6%
White (Non-Hispanic)	85.3%	81.1%	78.6%
Unknown	0.9%	1.1%	0.8%
* URM	14.2%	17.7%	20.7%

Data for students was compiled as of 9/19/22

Data for full-time staff was compiled as of 11/7/22

Data for full-time faculty was compiled as of 9/13/23

Percentages have been rounded to the nearest tenth decimal point

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

