

This document constitutes the response of the President's Leadership Team to the demands presented by the Collective for Change on the Hill.

We believe moving forward to address concerns about the racial climate at St. Olaf requires working together in partnership with students, faculty, and staff. A key step is the formation of a Task Force to reflect on the concerns that have been brought forward by the Collective and others, and we look forward to receiving the recommendations of this group after they have listened, researched, and recommended strategies for change.

We are responding to these demands as a leadership team now because that is what has been requested. However, we caution that a meaningful response to some of these demands should be informed by the work of the Task Force, so we regard what follows as preliminary and contingent upon input from the Task Force.

We have divided our responses into three categories: (1) demands that we recommend referring to the Task Force; (2) demands that are or will be addressed through other channels; and (3) a demand that we do not think should be addressed further.

In each case we begin, as requested, by articulating what we understand the demand to mean and asking for clarification where needed.

1. Demands that we recommend referring to the Task Force.

I.C. We demand that St. Olaf College enforces a mandatory Sustained Dialogue participation for all Student Athletes (more specifically varsity athletes), Members of Student Government Association, and Student Senate. This includes participating in a Sustained Dialogue Program for at least the length of a semester (whether made specifically for the team or the college wide programs which are open to all St Olaf students, faculty, and staff). Varsity student athletes want to be heard and included within the rest of the student body. These dialogues foster an environment that bridges the gap between people who are not teammates or fellow athletes. There must be mandatory Sustained Dialogue facilitator training for all coaches and student leaders of athletic teams including, but not limited to team captains, vice captains, members of Student Athletic Advisory Board (SAAB), Members of Student Government Association, and Student Senate.

This demand seeks mandatory diversity training for certain groups of students.

We recommend that the Task Force consider whether there should be focused training, in addition to the training all students will already be receiving, for specific student groups.

III.A. We demand that St. Olaf College creates and enforces a comprehensive racial awareness and inclusive curriculum. This curriculum will be mandatory for all

students, faculty, staff and administration as it should be enforced throughout all campus departments and units. This program will be vetted, maintained, and overseen by a board comprised of students, staff and faculty, which 50% identify as people of color.

This demand appears to seek mandatory diversity training for students, faculty and staff.

This Demand appears to overlap with Demands 1.B and 1.C. We recommend that the Task Force consider this demand along with those and recommend what kind of overall ongoing training might be required and what kind of oversight it might have.

I.D. We demand that a third-party be hired, trained, and versed in Title VI regulations and be able to facilitate dialogue about campus race relations and tensions. This should be implemented by Fall 2017, alongside the Strategic Plan mentioned in Article II, Section A.

We are not certain what is meant here by a “third party” nor exactly what this person or entity would do other than facilitate dialogue.

We recommend that the Task Force seek to understand exactly what the role of this third party would be and then consider this idea in light of resources already available at the College.

I.E. We demand that the administration acknowledge, in a public manner, that this institution is built on occupied Dakota land and the original occupants were victims of genocide and forced removal.

This demand is self-explanatory.

This is a matter that affects the entire region in which St. Olaf is located, not just the campus, and it refers to actions that pre-date the founding of the College. We recommend that the Task Force consider how best to respond to this demand.

III.C. We demand the faculty to mandate students to attend events that are held by organizations that fall under the Diversity Celebrations Committee. These events will hold the same weight as Wellness Center Swiped Events for Studies in Physical Movement (SPM) courses and Pink Card System.

This demand is also self-explanatory.

We recommend that the Task Force consider this recommendation.

VI.C. We demand for the creation of more programs for students of color aside from TRIO/Student Support Services, which includes students who may not fit TRIO

qualifications. With this, we demand that St. Olaf be prepared to facilitate the transition of undocumented, and first generation students by taking the following measures: Bridge programs for students of color who don't qualify for TRIO. Create opportunities and make them more accessible, for undocumented students who do not qualify for TRIO/SSS, Federal grants and loans, McNair, or even varsity Sports, without a social security number.

This demand seeks more programs for students of color.

Meeting these demands would require significant new resources that have not been identified in our budget planning going forward. We think the Task Force should step back and review the support already in place for under-resourced students and students from marginalized communities and consider any recommendations they may think appropriate.

VI.F. We demand an increase in the resources allocated for the recruitment of students of color, including having more people of color working in the Office of Admissions. There must be at least one staff member there that focuses on managing and creating events for these prospective or admitted students.

This demand seeks more resources for the recruitment of students of color.

We disagree with this demand. We think that the current arrangement in our enrollment office, one in which everyone is responsible for meeting the diversity goals in student recruitment, is a better model, and we argue that the results the enrollment team has achieved bear that out. But we are open to hearing the thoughts of the Task Force on this topic.

VII.A. We demand that The Office of Residence Life create visible and easily accessible gender neutral housing on all residence halls, rather than on a case-by-case basis.

This demand is self-explanatory.

We recommend that the Task Force consider this demand.

VII.B. We demand that if a student is requesting to be reassigned a new roommate due to discrimination against their race, religion, gender and sexuality, such requests must be dealt with and responded to immediately. The perpetrator must then be removed from the room/house to not inconvenience the victim further.

This demand seeks improvements in addressing housing conflict related to bias and discrimination.

See our response to demand VII. C

VII.C. We demand that the Director of Residence Life must withhold the names of reported perpetrators when offering a list of potential roommates to the victim.

We recommend that the Task Force step back and look overall at how housing policies and practices at the College might be revised in light of concerns about climate as expressed in demands VII. A, B, and C.

2. Demands that are or will be addressed through other channels.

I.B. We demand the implementation of an equivalent and mandatory racial and cultural sensitivity training session similar to the Think About It and Bystander Training that is enforced on Week One for all incoming first-years. This training would be conducted in person and online. The completion of the online portion will determine student's accessibility to registration. This needs to be implemented by the Fall of 2019. This should be done in addition to Article III, Section E.

This demand signals a desire to provide students with training that will prevent incidents of racial bias and harassment.

We are already planning to include mandatory online training for students starting with the Fall 2017 semester and to include sessions on diversity and inclusion as part of Week One. We want to continue to explore effective and engaging training methods and welcome recommendations from the Task Force, including how to ensure 100% participation.

II.A. We demand that the College composes and commits to a strategic 10-year plan by the end of the Fall of 2017, that will recruit, train, and retain, new hires to increase the percentage of Indigenous, Black/African-American, Latinx-American, Asian-American, Multiracial, Queer Female, and international faculty and staff members that adequately represent the student body, especially considering the rising population of black and brown students both domestic and international at this institution. Publish a report at the end of each academic year highlighting how the administration has been meeting Goal III of The Strategic Plan.

We recognize the importance of staff, faculty, and student diversity. That is why it's a key goal stated in our Strategic Plan established in 2011 and updated in 2015. That goal is: to "Increase the racial, ethnic, and geographic diversity of St. Olaf students, faculty, and staff

- A. Increase by at least 1% the percentage of domestic minority students enrolling each year.
- B. Increase sustained engagement among students who are demographically different from one another, so that by spring 2018, St. Olaf's "Discussions with Diverse Others" engagement indicator in the National Survey of Student Engagement exceeds the mean indicator for other baccalaureate colleges.

- C. Continue to increase faculty diversity through recruitment, such that at least 30% of new tenure-track faculty hires (on a rolling three-year average) will be diverse.
- D. Continue to increase staff diversity through recruitment, such that by 2020 the diversity demographics of our staff reflect the diversity demographics of the College's hiring markets."

We believe the best response to this demand is to continue our successful pursuit of the goals already in place. We commit to reporting annually on progress towards this goal. See Addendum A for data that currently tracks progress towards these goals.

II.B. We demand the College to not threaten the jobs of faculty, staff, or administrators that support our list of demands. To enforce this, the Academic Freedom enshrined on faculty shall also include the ability to critique St. Olaf College as an institution without fear of institutional overreach. The College will intervene when any statement made by a faculty member are based without any factual evidence or threaten the lives of members of the community.

We understand this demand to mean that the college should protect the ability of faculty and staff to express their views about the College without fear of retaliation.

We concur and have always acted accordingly. Section 4.II. of the St. Olaf *Faculty Manual* details the nature and scope of academic freedom at the college. In accordance with its provisions, the College does not engage in threats to faculty or staff when they disagree with institutional policies or actions. Faculty and staff are free to disagree with the College, just as the College is free to respond to such criticism and to address misconduct should it occur. The college is committed to appropriately investigating all claims of harassment, threats and other violations of our policies.

III.B. We demand the reconstruction of the current General Education requirements in place. Rather than condensing issues regarding class, race, gender and sexuality into the Multicultural Studies: Domestic/Global requirements, we demand the college create a minimum of two GE's that enforce mandatory introductory courses in Race & Ethnic Studies and Women's & Gender Studies departments. These courses should complement GEs such as the Biblical Studies (BTS-T/B), History of Western Culture (HWC), and Ethics (EIN) courses which focus mostly on western white philosophers. The GE Task Force must include more marginalized students and faculty members. HWC courses must address histories of colonization, identity, institutional and systemic oppression. Many of the "International students" come from previously colonized nations. HWC must include the influence of Western colonization on the peoples who have been colonized by European nations. These courses need to meet requirements outlined in Article III, Section D.

This demand seeks changes to the College's General Education requirements.

As this demand recognizes, a faculty-student Task Force is currently reviewing the College's General Education requirements. They should be allowed to complete their work. We understand that they have already acted to change the composition of the Task Force.

III.D. We demand that courses that contribute to the discourse of race, gender and sexuality, and intersectionality to have an equal opportunity to teach in spaces throughout the campus at which they are not limited by their department buildings. Our aim is to encourage cross-disciplinary relationships between students and faculty members in various departments.

We think this demand seeks for courses to not necessarily be taught all in the same building where the department offering them is housed.

We don't know enough about the constraints that the Registrar operates with in scheduling classes and rooms to respond immediately to this demand, but we will ask the Registrar to take this under advisement.

IV.A. We demand that St. Olaf utilizes an honest and strict zero tolerance policy on racial, sexual, and homophobic epithets for faculty, staff, and students. We demand that these hate crimes are held with the same sincerity that the College holds to its no tolerance policy for drinking and smoking. This means that when incidents like those described occur, the College will impose real consequences from citations to even potential expulsions as stated in Article VII: Conduct Policies of the Code of Student Conduct.

This demand seeks stiffer penalties for hate speech and hate crimes.

Consistent with our core values as an institution, and in compliance with applicable state and federal laws, College policy already prohibits discrimination and harassment based upon an individual's legally protected status, including race, gender, and sexual orientation. Violations of these policies are serious infractions, usually warranting sanctions more severe than violations of the College's smoking and alcohol policies. Depending upon the circumstances, we agree that possible sanctions for such infractions should include expulsion in the case of students and termination of employment in the case of employees of the College.

We should also be aware that some subjects of study might entail grappling with difficult works and issues that may entail academic analysis of and engagement with offensive images and terms.

IV.B. We demand that the language of what a “hate crime” is, must be reconstructed amongst the administration and alongside the student body. This is an example of a citation that should be considered. (1) The federal definition of a hate crime is “a crime in which the defendant intentionally selects a victim, because of the actual or perceived race, color, religion, national origin, ethnicity, gender, gender identity, disability, or sexual orientation of any person.” Also, known as bias-based crimes, hate crimes are considered “message crimes,” or offenses that send a message of fear and terror to community members with similar traits.

This demand reflects a desire for clarity and specificity in the definition of a “hate crime.”

We prefer to continue using the College’s definition of “hate crime” because it relies upon the definition contained in federal regulations under the Clery Act and because it is in wide use in higher education institutions.

In accordance with two federal laws, the Clery Act and the Violence Against Women Reauthorization Act, the College collects and reports upon incidents of hate crimes occurring on the St. Olaf campus. Similar to the definition proposed by the Collective, College policy defines a “Hate Crime” as “a criminal offense against a person or property which is motivated, in whole or in part, by the offender’s bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, gender identity, religion, sexual orientation, ethnicity, national origin or disability.” <http://wp.stolaf.edu/publicsafety/crime-definitions/>

V.A. We demand a more accessible, and properly marketed Discrimination and Bias Report Form in which more visibility is brought to any incidents that may occur, and furthermore that they are properly addressed by the community. This form must be open to faculty, staff, students, and community members to use in order to report incidents of discrimination and/or bias. This form must be received by both the Director of Human Resources and Dean of Students and should clearly state the necessary steps after the form has been received by the individuals.

This demand seeks improvements to the Discrimination and Bias Report form.

We agree that the current college web page on [Incidents of Bias, Harassment, and Hate Crimes](#), including information on how to report such incidents, needs expansion and improvement. This will be accomplished over the summer of 2017, drawing on the work the college has done to make Title IX–related reporting timely and simple. The current online [Community Concern Form](#) can be completed by anyone in the community, but it focuses on incidents of discrimination or bias committed by students. The College will develop an expanded reporting form that can be used to report behaviors by faculty and staff as well as students; this form will be completed and linked in several places on the College website prior to the arrival of new students in Fall 2017. The current [Community Concern Form](#) is

already received by the Dean of Students and the Associate Dean of Students for Residence Life. The revised or new form that will be in place by next fall will be received by the Director of Human Resources as well, in case the behavior being reported pertains to a faculty or staff member.

V.B. In addition to effectively using all of the school's resources when furthering the safety of these students, faculty, and staff, we demand that there be transparency between the victims of hate crimes and administration.

This demand seeks transparency between victims of hate crimes and the College.

The college practices transparency, recognizing the limits based on privacy law and other legal obligations. We encourage the Task Force to consider best practices for reporting and communications with victims based on the work of the Title IX Working Group.

V.C. We demand semester updates from the President's Office and other campus entities highlighting specific actions that have been taken in the upcoming terms to address our demands and improve campus climate.

This demand seeks public reporting on initiatives to improve campus climate.

We are happy to provide periodic updates. We are considering the best place from which to issue reports so that, for consistency, the reports can come from one place rather than from several different campus entities, including the President's Office.

VI.A. We demand that St. Olaf College hire persons of color as a counselor and nutritionists for the Boe House Counseling Center, and health professional for the Health Center immediately for the wellbeing and mental health of marginalized students. This counselor will be hired additional to the current staff. We demand a plan for the hiring process to be established by Fall 2017, as part of Article II, Section A.

This demand seeks both added staff in the counseling and health center and diversity among the staff.

We do not anticipate increasing staffing in the Counseling Center or the Health Center, or indeed anywhere at the College, but we are committed to increasing diversity in the staffing of the Counseling Center as opportunity permits. In compliance with state and federal anti-discrimination laws, we do not exclude applicants of any race, national origin, or other protected class status.

VI.B. We demand that the college must meet the financial needs of students of color through merit and need-based scholarships, giving special consideration for first generation students of color.

This demand seeks financial aid for students of color, especially first generation students.

The College already meets the demonstrated financial need of every student it enrolls. Our financial aid expenditure approximates \$60 million annually. Depending upon the amount of need an individual student has, that aid may include work-study and loans as well as grants.

VI.B.1. The college must make an effort to get alumni and donors to directly fund programs and resources that are established for the well-being and success of students of color, for example, Center for Multicultural and International Engagement (CMIE) and TRIO/SSS. St. Olaf College must promote and advocate for the funding of these programs with the same attention and enthusiasm given in promoting the campaign, Bring Ice Home.

This demand seeks more attention to fundraising for programs that serve students of color.

St. Olaf College already promotes and advocates for the funding of such programs. As part of the current campaign “For the Hill and Beyond” the College has focused on fundraising for access to the College and to the St. Olaf experience via financial aid, including specific Posse scholarships, opportunity funds, student life funds, and funds that allow access to high-impact practices including international and off-campus study and internships.

To date, the campaign has raised \$41.3 million for financial aid (with \$16.4 million matched by unrestricted funds from the College’s endowment for a total of \$57.7 million), \$3.2 million for opportunity funds (with \$2.2 million matched from the endowment for a total of \$5.4 million), \$6.3 million for scholarships for international and off-campus study (with \$3.3 million matched by the endowment for a total of \$8.7 million), and \$5.8 million to fund internships (with \$3.6 million matched by the endowment for a total of \$9.4 million).

The ice arena capital project “Bring Ice Home” is one small part of this overall campaign effort. The goal of \$6 million for the ice arena reflects 3% of the total \$200 million targeted in the campaign. The majority of focus of the campaign is raising \$159 million in endowment (80% of the \$200 million goal) so that we can support the people and programs of the college on an ongoing basis. The remaining 17% (\$35 million of the \$200 million goal) is targeted at raising funds through the Annual Fund.

Through the Annual Fund, donors can direct their dollars to any program they choose, including services that meet the needs of students.

The College regularly seeks grants that support student access to high-impact practices. St. Olaf has successfully sought grants supporting under-represented and

low-income students in the sciences and mathematics. The College also has been awarded a grant of \$800,000 from the Andrew W. Mellon Foundation. The “To Include is to Excel” grant will focus on improving learning outcomes for all students.

VI.B.2. The college should fund curricular practical training (CPT) applications for international students with academic internships, especially for students on need-based financial aid or scholarship programs.

This demand is self-explanatory.

We understand that U.S. immigration law imposes a financial cost on international students undertaking an academic internship that is not imposed on domestic students. We will explore ways to address this challenge.

VI.D. We demand that St. Olaf increase its resources for students of color with regards to openly building relations with alumni of color and that the following steps be met by Fall 2017. Academic networking and community support for students of color, such as making Piper Center and CMIE Alumni and Students of Color an annual event. This event should continue to be open to all students of color, not only to CMIE organization leaders. A Directory for Alumni of Color should be created and maintained by the Piper Center and Alumni-Parent Relations Office. A list of alumni of color currently residing outside of the U.S. should be accessible to all students of color. This could be an extension of the Directory for Alumni of Color described in Article VI, Section D, no. 2.

This demand seeks connections between students and alumni of color.

The College does plan to continue networking events for students and alumni of color.

All Piper Center events are open to all students.

Alumni are not required to share information about their race with us. Therefore, creating a searchable database of alumni of color would require an opt-in mechanism. We will explore this possibility.

VI.E. We demand that, when having students register for classes, making sure that registration is after the pay period of that month, making it easier on students to register for classes and have students register for courses that are sometimes under-enrolled.

This demand apparently seeks to adjust registration deadlines with an eye to when students receive pay, but we don’t understand it. We need clarifying information so that we can respond appropriately. For example, is it about financial holds, is it about the deposit, or is it about something else? And what about under-enrolled classes is an issue?

VI.F.1. There should also be a honest portrayal of the demographics of students that attend this institution (race/ethnicity, gender, sexuality, socioeconomic status). Refer to Article VIII, Section B.

This demand seeks changes to the way students are represented in College communications.

We believe our materials do honestly portray the demographics of St. Olaf students. We are upfront about the statistics of our student body and provide them through admissions brochures and the website. Our primary admissions brochure clearly states the percentage of domestic students of color as well as international students on campus. That same information is presented on the [Admissions](#) website, and those numbers are outlined in even greater detail in the [St. Olaf Profile](#) that is posted on the website. Our goal with all admissions materials is to highlight a wide variety of St. Olaf students and the various academic and extracurricular activities they're pursuing on campus.

VI.G. We demand that International Student Counselors should receive a stipend. They need to be paid for the following, but not limited to, weekly meetings, Spring training, Week Zero planning, counselor-planned events, etc.

This demand is self-explanatory.

The College had a very successful recruitment year for international students. There will be nearly a hundred international students in the Class of 2021. We are going to need to re-examine how we welcome, orient, and support them. We will fold this demand into that reconsideration.

VI.H. We demand for the transparency in the CMIE budget, wherein finances should be accessible to all students and faculty. Create a database that tracks all records of individuals/organization members that receive finances for CMIE-funded events including, but not limited to, CMIE organization events, faculty/academic department collaborations, International Student Orientation, International Student Counselor events, CMIE Program Assistant/Cultural-Immersion events, etc. This database needs to be updated upon each transaction or change made to the budget. An annual report to be published by CMIE by the end of every Spring semester.

This demand seeks detailed information about the resources and expenditures of CMIE.

We don't understand what lies behind these demands for detailed information about the budget of a particular college program. We would like more information so that we can understand how to respond.

VIII.A. We demand that all students, specifically marginalized students, give permission before the marketing department releases any multimedia imagery, film, or quotes from these students.

This demand is self-explanatory.

We obtain permission from students we profile. It is our regular practice to allow them to review their quotes and profiles before we post or print them. We take many photographs on our campus to be used on our website and other materials. If we receive a request from a student who happens to be in a photo who doesn't want to be included, we honor that request.

We include information about how we use photographs and other visual images on the Registrar's Office web page [as part of the guidelines for the release of student information under the Family Educational Rights and Privacy Act]. We agree that this information can be difficult to find, and we commit to more clearly communicating this information to students and providing them with information on how they can opt out.

VIII.B. We demand that St. Olaf College's marketing department change the rhetoric used on their website. This includes adding captions to the picture, giving photo credits, which mainly cites the location and year of the image. Also, acknowledging that the majority of the study abroad programs are in western Europe and North America and reflecting that on the study abroad marketing materials.

This demand seeks changes to the rhetoric of the St. Olaf website and a specific way to describe off-campus study programs.

We are in the process of redesigning the website. Our marketing team will be working collaboratively with the International and Off Campus Studies Office to refresh their content on their web page.

3. Demand that should not be met.

I.A. We demand the removal of Arne Christenson from the Advisory Board of The Institute for Freedom & Community. Given Mr. Christenson's political views and values as a Christian Zionist, St. Olaf College risks his influence upon the speakers brought to the school, the educational offerings, faculty development workshops, and scholarships sanctioned by the Institute through financial means. Additionally, we demand the administration develops an apparatus for transparency with regards to the funding of the Institute for Freedom and Community, both during the academic year and the summer sessions.

This demand is self-explanatory.

Mr. Christenson, a graduate of St. Olaf and a well-known and respected figure in Washington, D.C., is Managing Director of AIPAC, the American-Israel Public Affairs Committee. The suggestion to have him engaged with the Institute was based on his knowledge of government and experience in D.C., not on his ties to AIPAC. He does not represent AIPAC on the Institute's Advisory Board.

AIPAC describes itself as "America's Pro-Israeli Lobby." AIPAC is a legitimate organization that plays an acknowledged role in our democracy by lobbying on behalf of interests it supports. In the last presidential election, most major candidates from both parties made presentations to AIPAC. This is a good barometer of whether it is a fringe organization or a part of the fabric of American political life. Denying Mr. Christenson engagement with the College because some disagree with his political beliefs violates academic freedom.

Mr. Christenson serves on the Advisory Board of the Institute for Freedom and Community. In that role neither he nor any other member of the Board determines which speakers are brought to campus, or influences educational offerings, faculty development workshops, or scholarships. Members of the Advisory Board advocate for the Institute, review its offerings to ensure that it is fulfilling its mission, and support the Director. Indeed, during Mr. Christenson's time on the Advisory Board, when the Institute sponsored programming on the Middle East, it was from a pro-Palestinian perspective.

Like other programs at the College, the Institute is supported by gifts. All of the donors that support it are alumni of St. Olaf. The Institute operates with the same level of transparency as similar programs at St. Olaf.

Addendum A

I. Student Diversity

St. Olaf Students, Race/Ethnicity Profile

All students, full and part-time, degree and non-degree seeking, Fall Semester

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
American Indian or Alaskan Native	7	5	4	3	4	3
Asian	155	148	161	168	190	194
Black or African American	63	57	45	50	61	63
Native Hawaiian or Pacific Islander	3	2	0	0	1	1
White	2615	2558	2445	2317	2266	2214
Two or more of above races	82	108	115	111	108	101
Hispanic/Latino	89	126	137	141	157	176
Subtotal of Domestic Multicultural	399	446	462	473	521	538
Not Disclosed Domestic	29	9	29	24	25	31
Nonresident International	136	163	189	220	234	257
Total Student Body	3179	3176	3125	3034	3046	3040
Domestic multicultural (% of total student body)	12.6%	14.0%	14.8%	15.6%	17.1%	17.7%
Domestic multicultural (% of disclosed domestic)	13.2%	14.8%	15.9%	17.0%	18.7%	19.5%

* Individuals may self-identify with more than one race and/or ethnicity. Non-Hispanics who identify more than one race are reported as "Two or more races." Hispanics and Non-resident International students are identified in those categories only. More information:
 Domestic multicultural: sum of American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Multiracial, and Hispanic/Latino
[For the US Dept of Education, National Center for Education Statistics \(NCES\) race/ethnicity definitions](#)
[Integrated Postsecondary Education Data System \(IPEDS\) reporting categories](#)

reported to IPEDS Fall Enrollment each year

II. Faculty Diversity

% Three-Year Rolling Average For Tenure-Track Faculty Hires

Year (Fall)	rolling 3-year average
2011	56%
2012	50%
2013	31%
2014	20%
2015	24%
2016	38%
2017	43%

Three-year rolling average of percent of all tenure-track hires each year that were multicultural domestic or international faculty.

III. Staff Diversity

Percentage of diverse staff among those with disclosed race/ethnicity:

Year	New Hires during previous 12 months
2014	12%
2015	16%
2016	18%

