

**Faculty Demographic Summary\***

	Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
<b>Self-Identified Ethnicity</b>										
American Indian, Non-Hispanic		0.0%		0.0%		0.0%	1	0.3%	1	0.4%
Asian, Non-Hispanic	20	6.5%	20	6.7%	20	6.6%	24	8.3%	19	7.2%
Black Non-Hispanic	10	3.2%	9	3.0%	9	3.0%	9	3.1%	7	2.7%
Hispanic	12	3.9%	10	3.3%	11	3.6%	10	3.4%	10	3.8%
Native Hawaiian/Pac Is.	1	0.3%	1	0.3%	1	0.3%	1	0.3%		0.0%
White, Non-Hispanic	247	79.7%	241	80.3%	239	78.9%	231	79.7%	210	79.5%
Non-Resident	8	2.6%	7	2.3%	12	4.0%	4	1.4%	6	2.3%
2 or more races	9	2.9%	9	3.0%	9	3.0%	2	0.7%	8	3.0%
Other/Unknown	3	1.0%	3	1.0%	2	0.7%	8	2.8%	3	1.1%
<b>Sex</b>										
Women	151	48.7%	148	49.3%	152	50.2%	150	51.7%	138	52.3%
Men	159	51.3%	152	50.7%	151	49.8%	140	48.3%	126	47.7%
<b>Age</b>										
Under 35	32	10.3%	31	10.3%	33	10.9%	25	8.6%	21	8.0%
35-44	87	28.1%	76	25.3%	73	24.1%	65	22.4%	62	23.5%
45-54	97	31.3%	95	31.7%	91	30.0%	97	33.4%	85	32.2%
55-64	63	20.3%	70	23.3%	75	24.8%	72	24.8%	65	24.6%
65 or over	31	10.0%	28	9.3%	31	10.2%	31	10.7%	31	11.7%
<b>Total</b>	<b>310</b>	<b>100%</b>	<b>300</b>	<b>100%</b>	<b>303</b>	<b>100%</b>	<b>290</b>	<b>100%</b>	<b>264</b>	<b>100%</b>

**Adjunct Faculty Demographic Summary\***

	Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
<b>Self-Identified Ethnicity</b>										
Asian, Non-Hispanic	5	3.0%	6	3.9%	7	4.6%	2	1.7%	5	3.6%
Black Non-Hispanic	3	1.8%	2	1.3%	6	4.0%	6	5.0%	6	4.4%
Hispanic	4	2.4%	7	4.6%	4	2.6%	4	3.4%	7	5.1%
Native Hawaiian/Pac Is.		0.0%		0.0%		0.0%		0.0%		0.0%
White, Non-Hispanic	154	91.1%	136	88.9%	132	87.4%	101	84.9%	117	85.4%
Non-Resident	2	1.2%	1	0.7%		0.0%	5	4.2%		0.0%
2 or more races	1	0.6%		0.0%		0.0%	1	0.8%		0.0%
Other/Unknown		0.0%	1	0.7%	2	1.3%		0.0%	2	1.5%
<b>Sex</b>										
Women	112	66.3%	99	64.7%	84	55.6%	63	52.9%	78	56.9%
Men	57	33.7%	54	35.3%	67	44.4%	56	47.1%	59	43.1%
<b>Total</b>	<b>169</b>	<b>100%</b>	<b>153</b>	<b>100%</b>	<b>151</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>137</b>	<b>100%</b>

internal reporting purposes.

Multiple factors will impact variation across years (e.g., point-in-time, open vacancies, method used to temporarily staff vacant positions, start or end of term for adjunct).