Sunday, September 13, 2020 at 11:35:51 AM Eastern Daylight Time

Good evening professor Montgomery. I hope this email finds you well given these crazy times. I reached out through FB as well. The FSU parents page is blowing up with the below link.
I understand you are heading up the task for anti racism, equity and inclusion. This kid must be removed. There are a alot of jewish students at FSU who are feeling targeted and uncomfortable with these statements and videos. This student is in a leadership position at the university. Is this type of behavior for an elected student official aligned with the school code of conduct? Given that so many classes are online, many students are staying home - parents will not stand for this. Please address this. something needs to be done to remove this kid from his position. My kids have a right not to feel targeted at school.

https://www.instagram.com/p/CDByVrTF7Li/?igshid=kawzzkkq2cgf&fbclid=IwAR13ZEpKQRBf07OlC0nj6NXkAP_4RfhOy1wj_Fik3yh0IjEGF2WoKdb-VGU

Sunday, September 13, 2020 at 11:38:28 AM Eastern Daylight Time

Hello,
I have been a student at FSU since Fall 2017. Ever since then, I have been asked for a Citizenship Verification and my parent's tax forms every single semester despite me being a citizen of the US and filling in FAFSA every single year. I am an immigrant, but I fail to understand why I am constantly asked for these verifications time after time as if I haven't sent the exact same paperwork and documents to them several times. I fail to see how my citizenship status can change in one semester and this constant questioning of my citizenship status feels discriminatory. I am currently looking at having my financial aid disbursed late this fall, and potentially being unable to pay rent, because the financial aid office moves at a glacial speed. It took them about a month and a half to process my citizenship verification and my parent's tax forms have yet to be processed, despite me having sent them multiple times, around 6-8 times, since the month of April. April. It is ridiculous and it has felt intentional for a while now. It feels like they have been making it intentionally difficult for me to get financial aid since I began at this school. I have noticed some Tweets from FSU students, interestingly enough they were all POC students, saying that they have gone through the same thing. Also, apologies for the angry tone of this e-mail, it just has been so incredibly frustrating and stressful having to deal with this.

Here is a link to the tweet I was mentioning:
https://twitter.com/dvodrek/status/1280992530318995457?s=21
As you can see, every single reply is from a POC student.

Being an alumnus and longtime booster, I do not agree with the handling of Mr. Childers. Dressing up as Bob Marley is not the same as dressing up in Blackface and degrading a race of people. I hope you don't decide to handle dressing up as Chief Osceola in the same manner

I was appalled and disgusted by your actions after reading "Blackface photos lead FSU to sever contracts" article in the July 30, 2020 edition of the Tallahassee Democrat. Here we have a local construction firm that has been doing work for FSU for approximately 20 years made up in all probability of many FSU alumni, and just because one of its officers chooses to dress up on Halloween as a black singer, you sever ties that will not only hurt the company but many local residents employed by the company.

People in positions of power, such as you and what has been done here have taken the theme of "political correctness" to asinine levels. Just because some flaming liberal from the ACLU calls out attention to a six year old photo, you react by taking away a man's livelihood?

Let's look at his "crime" and afterwards. Bob Marley was Mr. Childers idol, he was not mocking him but honoring him. Mr. Childers wrote you a letter of apology and intends to enroll in an ethnic sensitivity course but that was not enough for you to forgive him and move on. Instead, with no forgiveness in your heart, you choose to stay on course by not budging on the punishment. You would rather pacify the vocal liberal minority but instead I think you may have awaken the silent majority.

I will continue to cheer for the Noles but not a penny of my money will go to FSU as long as you continue with these outlandish actions that hurt an already crippled local economy. I hope you and Sarah Howard are proud of yours elves.

Dear Dr. Trasher,

On behalf of National Council of Jewish Women, Sarasota-Manatee Section, we are writing about your Task Force on Anti-Racism, Equity and Inclusion. This task force is certainly something all universities should have, a forum for discussion and learning on how to deal with all of our prejudices, no matter who we are. With that in mind, we are concerned that you did not include anti-Semitism in your statements, especially after your student body president made disparaging remarks. We know he has since apologized but education and awareness of all of our prejudices should be addressed.

As NCJW women, we fight for ALL women, children and families; no matter their race, economic status, or nationality. No matter who they are, we fight for their rights. We feel your statements on anti-Semitism and this task force have not gone far enough. It is a needed beginning but more should be done. Educating each other to appreciate our differences alongside our similarities should be the goal. Honoring each other is one way to overcome hatred. We do hope that you will continue to work against "**hate**" in all forms. Perhaps your task force should add the words "**anti-hate**" to its title.

Thank you for reading our concerns. We hope you will follow through with more education on these issues.

Sincerely,
Co-Presidents of NCJW, Sarasota-Manatee

August 7, 2020

Mr. Thrasher-

I heard FSU was going to establish a commission or committee to examine racial issues at FSU. I have a story about white privilege and black privilege that happened at Florida State in 1995.

In 1995 I applied for the doctoral degree in psychology program. Before applying I reviewed the requirements for admission and at the time the GRE score for acceptance was 1000 and the GPA from prior classes was a 3.0. As a student with a 1180 GRE and a GPA of over 3.8 on my master's degree, I assumed I would be accepted. I was wrong. At first, the reason for my denial was my GRE score was too low. When I asked for a rereview as I scored 1180 and the stated minimum was 1000, I was told it was due to my GPA. My GPA for my bachelor's degree was over 3.5, my master's degree was over 3.8 and I had taken an additional three years of classes and clinical supervision. During the additional three years I maintained a 4.0 GPA. When I questioned this again, I was just told I was not accepted with no reasoning or explanation.

In 1996 I applied for and was accepted into the Human Relations doctoral program at FSU. For the next several years I took classes and completed my coursework with a respectable 3.5 GPA. In 2001 I was derailed by cancer and then a change in the school's administration. Cancer, including several surgeries, chemotherapy and radiation kept me away from school for 18 months. When I reapplied, I was accepted, but things had changed. The new Dean told me that classes I had taken in the past were no longer being counted, which meant I would have to take three additional semesters of classes. She also required that I be on campus 20 hours a week for research and I had to teach classes while completing my dissertation. Based on the changes I was unable to complete my degree. Several other students that I had kept in contact with were also forced out due to the new requirements.

Fast forward to 2003, I was employed as a Psychological Specialist for the State of Florida. My supervisor was a Psychologist who had recently graduated from the program I had tried to enter at FSU. He was enrolled in the 1995 class I had tried to enter. We were discussing the issue one day and he asked why I had taken the route I had at FSU. His point was that even if I had finished the program I had been enrolled in it would not allow me to promote to a higher position with the state as I would not be a psychologist. I explained the entire situation to him and the letters I had gotten from the school denying my entry. He looked at me and laughed shaking his head.

A year or so later he left the job and I was tasked with cleaning out his office. In his paperwork was a credentialing packet that contained all of his past transcripts and a record of his GRE scoring. I found it interesting that he graduated from FAMU with a GPA under 3.0 and he

scored 900 on the GRE. I can only assume that is why he walked off laughing when I discussed my not being able to get into the psychology program.

The point here is that he is black, and I am white. I was denied admission into a program I was qualified for and another person, who failed to meet the minimum requirements for admission was admitted. Someone was given preferential treatment based on race and it was not the white guy. How do you explain this situation? Can you give me some insight into how the new commission on race will address such glaring issues with the history of racism at FSU?

Thank you-

4 August, 2020

President John E. Thrasher
Florida State University
211 Wescott Building
Tallahassee, FL 32306-1470

Dear President Thrasher:

I am writing this as an open letter to you and my colleagues to voice my displeasure and disapproval of the events which have been unfolding within the Florida State University community related to the racial issues.

I am a graduate of FSU Class of 1964. I have been a faithful supporter of the University since my graduation and have been a member of the Leadership Council of the School of Arts and Science since its creation.

Like you, I grew up in a segregated South. I am keenly aware of the positive changes that have taken place in the lives of blacks and other minorities through legislation and increased societal awareness regarding racial injustice. It is in this context that I am surprised and alarmed by the unfolding of events in the country in general and particularly those events taking place on our campus.

The actions of a very small but loud group of individuals making demands to erase or revise the history of this country and of this institution is very destructive and will not result in any positive changes for anyone. This movement, in my opinion, is inspired by political and ideological agendas that have little to do with social justice. It is alarming to see statues being removed and names of buildings being changed in the name of racial equality.

These actions are divisive and very misguided and

shortsighted.

The honoring of Francis Eppes with a statue was done in the spirit of gratitude for his role in the creation of this fine institution, not because he was a slave owner. He was a creature of his time but his memory should not be erased for his flaws. His actions led to the creation of a place of learning which has welcomed all races and creeds to obtain a world-class education. That includes the very people trying to destroy the institution. If we are going to judge people for their misconceptions, there will be no one spared the wrath of such judgement.

This movement is destructive and against all the concepts of free speech and personal liberties. It resembles more the actions of Marxists such as Stalin and Mao than grassroots activists.

Those who continue to give in to these unreasonable demands, who think for one minute that this will end after the initial demands are met, will soon find out that the process will only escalate to the point of destruction of our community as we know it.

My father brought me and my family to this country because he recognized how the ideals of liberty and opportunity were fostered in this country. As imperfect as it may seem to some, there is no place on earth that I would rather live than in this country. It pains me greatly to see some groups demonizing our way of life and our ideals.
I am a prime example of how hard work and dedication will allow someone to success in this society. I have benefited from the love and help of many individuals and institutions in attaining my goals and aspirations in life and I will defend this system with all my resolve.
It was because of *those* ideals, and not Karl Marx's, that we have righted many wrongs including racial injustice.
My feeling about the matter is such that I am finding it very difficult to continue to support FSU as long as its leadership continues to follow this trend and think that nothing good will come of all this in the future.

I welcome your reply.

With Regards,

TORCHLIGHT
Campus Policy Center

Student-driven research for better campus policy.

To: President John Thrasher; The Presidential Task Force on Anti-Racism and Racial Equality

From: Jaylen Darling, Director of Policy Analysis

Date: 8/24/2020

Subject: 10 Faculty Recommendations

Statement of Purpose

On Thursday, June 4th, 33 of FSU's esteemed faculty offered valuable suggestions as to rectify an academic climate deeply founded in racist ideology. On Monday, July 6th, President Thrasher and the Division of Student Affairs (DSA) released statements outlining initiatives the University will take to combat racism on campus. It has become evident that some of the recommendations that were proposed by the faculty have been delegated as guiding objectives for the Special Presidential Task Force on Anti-Racism and Racial Equality created by President Thrasher. Because Torchlight endorses the recommendations delivered by these faculty in their open letter published by the Black Student Union at FSU, the ten recommendations can be found on our website and their progress will continue to be tracked.

Thus, the reason for providing this analysis is to add validity and substantiate these ten policy recommendations that were declared with the daunting task of "rebuild[ing] an academic space that is rooted in anti-racist ideology" here at Florida State. With this policy memo, the Torchlight team will provide President Thrasher, the Presidential Task Force on Anti-Racism and Racial Equality, and most importantly, the student body, with context and analyses to stimulate the process of considering the *full* ratification of these 10 policy proposals.

Recommendation I

Acknowledge that all of higher education is complicit if we are not naming and calling out racism and its entangled nature with the injustices of sexism, homophobia, transphobia, and ableism in our work.

Complicity can be defined as the state of being involved with others in an illegal activity or wrongdoing (Oxford University Press 2020). While complicity is usually discussed in legal settings, the notion here is that universities contribute, sustain, and prolong a racist environment if they fail to acknowledge and draw attention to the presence of racism within their respective capacities—this claim is especially applicable to university members with decision-making power.

While it is conveniently easy to recognize racism with roots in hate and discrimination, it has been asserted that, in fact, "racist *policies* have driven the history of racist ideas in America [emphasis added]" (Kendi 2017, 9). When suggesting that racism is deeply embedded in the foundations of our

academic system, one aspect being referred to is the structural barriers linking to past and present policies that have transmuted into contemporary injustices. Structural and cultural barriers continue to affect higher education attainment for students of color, including African American and Indigenous student populations (Espinosa and Mitchell 2020, 27). In addition to structural challenges that limit a university's ability to provide a diverse and inclusive environment for its students, that lack of diversity may translate to systemic and general biases that have negative effects on Black students' experiences on campus. A lack of interaction and connection with people of different racial or ethnic backgrounds can produce biases and negative judgements, specifically based upon "in-group favoritism" and "out-group derogation"(Dovidio and Gaertner 2000, 318). Based on this finding, with the current lack of diversity at Florida State explored in recommendation 8, university members may be more likely to hold biases towards underrepresented communities as a result of being able to, either consciously or subconsciously, cast them out as an out-group due to a potential limit of interaction. It becomes important to note that while biases and prejudice can be expressed subtly, indirectly, and often unintentionally, the consequences of such can be just as harmful to people of color as any overt form of racism (Gaertner et al. 2005, 378; Alfaro et al. 2009, Sellers et al. 2006, as cited in Rainer 2012, 19).

Thus, to not recognize, or worse, recognize and turn a blind eye, is to simply accept the presence of racism and its negative impacts on the thousands of Black students who have helped make Florida State University the school that it is today. True acknowledgment is legitimizing the reality of Black students on campus, recognizing that Eurocentric culture and practices are not preeminent nor the standard for all students, faculty and staff, and committing to tangible actions to reconcile with the injustices of the past and present in a positive and equitable manner.

It is also worthy to note the intersections of racism and how the same injustices in our institutions oppress and marginalize women, the LGBTQ+ community, and students with disabilities (Lewis-Flenaugh, Turnbow, and Myricks 2019, 55; Garvey et al. 2018, 150-151; Yuknis and Bernstein 2017, 4-7). It goes without saying that FSU students can be a part of one, many, or all of these marginalized groups. In an integrated culture, one cannot simply acknowledge racism without the acknowledgment of sexism, homophobia, transphobia, and ableism as there are multiple layers of oppression and discrimination that students can face if identifying with the intersections of these communities.

In regards to the recent statements released by President Thrasher and the Division of Student Affairs (DSA), it was only the DSA statement that acknowledged "the intersectionality of identity and the ways in which sexism, homophobia, transphobia, xenophobia, and ableism are intertwined with racism." Although Thrasher's statement did not mention such intersectionality and the role it plays in the actions he declared for the University, the DSA statement reinforced this faculty recommendation by stating that "ongoing work must address oppression in all forms if we are to see a just and equitable society."

Recommendation II

Provide mentorship networks between Black Faculty, Black Staff, and Black Students across departments and disciplines.

Several researchers suggest that mentorship plays a positive role in the success of students in higher education (Blackwell 1989, Faison 1996, Lee 1999, as cited in Kincey 2007, 1; Campbell and Campbell 2007, Ross-Thomas and Bryant 1994, Santos and Reigadas 2002, as cited in Rainer 2012, 6). Research

also shows the specific importance mentorship networks have on African American students at predominantly white institutions, or PWIs (Bines 2019, 77; Kincey 2007, 15).

However, researchers highlight both benefits and drawbacks regarding the effectiveness of both cross-race and same-race mentoring for Black students. On one hand, Black students may be more prone to distortions of their identity in cross-race mentor matches including conscious and unconscious pressures to assimilate, a belittlement of the significance of race, or even implied sentiments that only white culture is American (Rainer 2012, 10). On the other hand, there also lies research that indicates that additional factors like personality traits, gender, and matching criteria, as well as the potential to reduce "social distance between members of racial and ethnic groups" may induce potentially beneficial outcomes (12).

Conversely, research also suggests Black faculty mentorship plays a significant role in the retention of Black students at PWIs (Nora & Crisp, 2008, Tourigny & Pulich, 2005, as cited in Sinanan 2016, 161). The need for Black students and other students who identify with marginalized communities to see role models that reflect their identities was also emphasized. Despite these benefits, researchers also note the scarcity of Black faculty to serve as mentors for Black students at PWI's (Hansman 2002, Rhodes 2002, Rhodes et al. 2002, Spencer 2006, as cited in Rainer 2012, 11; Kincey 2007, 1). A lack of Black faculty supports the need for an increase in faculty diversity in order to prevent overextension.

More research suggests that informal mentorships can be difficult to access for minority students at PWIs (Jacobi 1991, as cited in Rainer 2012, 9). It also shows that informal mentoring relationships are more likely to increase social inequalities than decrease them, noting the disparity in social resources and the advantages some may have in "capitalizing on the benefits" of the mentoring relationship as contributing factors (Erickson et al. 2009, as cited in Rainer 2012, 9). Such research supports the need for university-supported formal mentorship networks for Black students. There is also the need for PWIs to support faculty mentorship efforts to effectively recruit and retain underrepresented students (Betances 2006, as cited in Staples 2014, 131).

Research highlights the evidence of successful minority-focused mentorship programs throughout universities in the U.S. These programs include the African American Mentoring Program at San Diego State University, the Mentoring Matters program at the College of Charleston, and the Minority Mentorship Program at the University of Central Arkansas. Additionally, while each program differs in its approach, it is important to note the commonalities in each of these mentorship programs: the emphasis of both academic and social support, and the "involvement from the administration, faculty and staff, and student body" (Williams 2018, 42).

Although these programs may serve as a model for FSU's mentorship program, specifically the announced expansion of the Black Male Initiative, it must be acknowledged that the recommendation here is to create networks *across each department and discipline* [emphasis added]. As such, in order to effectively execute this suggestion, there must be an increase in the recruitment of Black faculty across departments to minimize the burden that those faculty would have in attending to the disproportion of Black mentees. According to the Office of Institutional Research, in 2019 there were 2,360 regular faculty members total. There was also a total of 139 regular faculty members who identified as Black or African American, 32 who identified as Two or More Races, and 6 whose Race/Ethnicity was unknown. Although there were faculty who self-reported as only Black or African American, it also must be considered that there may be overlap in which faculty who have chosen to self-report as two or more races, may also identify as Black or African American. The 6 faculty whose race was reported as

unknown during that year must also be considered. As such, if it is to be assumed that there are Black faculty who may have only self-reported as two or more races, yet still identify as Black along with the unreported faculty, then for the sake of speculation, the most generous estimate of the aggregate of these 3 segments would amount to a maximum possible 177 faculty identifying as Black. Thus, this speculative estimate would then comprise 7.5% of the total regular faculty employed by mid-October of 2019. While we cannot say definitively that this number and percentage represents the true population of Black faculty at FSU, we can put this data into perspective when acknowledging the need for increased Black recruitment as a prerequisite to Black mentorship networks between faculty and students.

Although establishing Black mentorship networks across departments was not mentioned in either President Thrasher nor the Division of Student Affairs' (DSA) statements, the DSA statement included a bullet point that stated that they would "expand on the Black Male initiative as well as develop initiatives for Black women and Black LGBTQ+ students." The Black Male Initiative (BMI) is a program under the Division of Student Affairs with the purpose of "[bringing] together a group of dedicated individuals who have an invested interest in the holistic development and success of Black males at Florida State University." The development of new initiatives for Black women and Black LGBTQ+ students support the DSA's acknowledgment of the intersections of racism with sexism, homophobia, and transphobia. Moreover, mentorship networks were recommended to be established across departments and disciplines. Seeing as the Division for Student Affairs encompasses all students regardless of department or discipline, expanding the Black Male Initiative and developing initiatives that are more inclusive of all Black students would satisfy a portion of this recommendation. By doing so, mentorship programs could extend their reach to Black students throughout campus and even provide networks among the Black faculty and staff as research suggests they too may benefit from mentorship (Tillman 2001,321).

Recommendation III

Strongly recommend a First-Year Experience reading curriculum rooted in social and racial justice and First-Year Discussion Group Series. Those who lead these discussion series should be compensated for their labor.

Many schools implement a First-Year Experience (FYE) program such as the one at St. Thomas University that includes a course and living community, the University of Connecticut, which includes courses and services, and the holistic approach offered at Elon University. However, less apparently available are examples of these FYEs that have a foundation of addressing social and racial justice.

Research suggests that first-year curricula that dive into themes of social justice can provide students with a critical self-reflection regarding their own perceptions of diversity and inclusion (Manning-Ouellette and Beatty 2019, 22). As such, the benefits of guiding students through confronting their differences along the lines of race, class, gender, ethnicity, sexuality, and nationality are vast as students quickly develop skills to reconcile with the flood of new challenges that present themselves during their first year. Such an argument for inclusive first year curriculum is relevant when noting that a professor's method and practice of teaching can "influence students' sense of belonging and match with institutions" (Bean and Eaton 2000, as cited in Manning-Ouellette and Beatty 2019, 20). Not only can a curriculum that focuses on social and racial justice influence the prospect of success for marginalized students, but there also remains an opportunity for the University to benefit from this recommendation.

However, teaching anti-racism is a difficult task due to "the shortage of supportive spaces to think and talk about racism in diverse settings" and "the racial divide between knowledge about and experience with racism" (Griffin and Ouellett 2007, 123). Nevertheless, The University of Vanderbilt published a guide addressing the common obstacles educators face when teaching race and social justice as well as ways to navigate such challenges. Vanderbilt Law School also administers a Social Justice Curriculum with clinical courses and reading groups resembling the reading curriculum and discussion groups advocated in this faculty recommendation. Such frameworks could be adapted to establish similar curricula and programs at Florida State that would contribute among current efforts to educate students, staff, and faculty about racism, biases, and inclusion. It is important to note, however, that the effectiveness of curricula committed to social justice themes requires a teaching strategy that is less grounded on faculty expertise and more conducive to participant-centered learning in which student and educator experiences and perspectives are central to the learning space (Griffin and Ouellett 2007, 89; Manning-Ouellette and Beatty 2019, 20).

The implementation of a First-Year Experience reading curriculum and Discussion Group Series focused on social and racial justice was not included among the actions being taken by the President and DSA to address racism on campus.

Recommendation IV

Strongly recommend that All First Year Students (including transfer students) complete a module on the racial history of Tallahassee that focuses on segregation past and present in the city, unrest and race relations, and the historical relationship between FSU and the city, and with FAMU.

Mordechai Gordon (2000, 58) from Brooklyn College-City University of New York wrote in his contribution to Taboo: The Journal of Culture and Education, that any attempt to critique, change, and renew the world without being thoroughly familiar with it first usually ends up being superficial and insignificant. Gordon was commenting on the implications of Nietzsche literature; however, his comments provide insight into the importance of learning from the past. When discussing his sentiments about the past in his Untimely Meditations, the German philosopher, Friedrich Nietzsche (1997, 76), asserts:

> For since we are the outcome of earlier generations, we are also the outcome of their aberrations, passions and errors, and indeed of their crimes; it is not possible wholly to free oneself from this chain. If we condemn these aberrations and regard ourselves as free from them, this does not alter the fact that we originate in them. The best we can do is to confront our inherited and hereditary nature with our knowledge of it, and through a new, stern discipline combat our inborn heritage and implant in ourselves a new habit, a new instinct, a second nature, so that our first nature withers away.

According to Nietzsche, although we cannot right the wrongs of history, we can learn from it and use that knowledge to induce a present setting that is more indicative of the community we want to be. It goes without saying that the historically racial injustices of Tallahassee continue to have lasting impacts on the current circumstances and racial climate of the city. Throughout the history courses that satisfy the General Education requirement for an undergraduate degree at FSU, there is a limited offering of courses that focus on the local history of Tallahassee. Learning about the history of the city we live and study in, can provide context to some of the present experiences people face. Ultimately, this knowledge should aim to instill greater cross-cultural awareness with specific emphasis on the impact historical and present-day injustices have on the Black community in Tallahassee. Without the knowledge of the past

as it relates to race relations in Tallahassee, we are unable to address and thus correct historical injustices that have contributed to today's outcomes.

The DSA statement indicates their support for an educational outreach program about FSU's history and relationship with the Seminole Tribe of Florida. The racial history of Tallahassee as well as FSU's relationship with the city and FAMU is a vast yet important subject that could greatly help inform discussions about the direction and steps the University must take to create a just and inclusive environment. Executing this recommendation that all first-year students confront this history could establish a common understanding of the context in which policies are formed and advocated for.

Recommendation V

Create reciprocal partnerships between the University and organizations in the community that are fighting racism, prejudice, injustice, and bigotry.

Examples of universities supporting and partnering with their local community organizations can be found across the nation. Partnerships between the University of Notre Dame and organizations in the South Bend area of Indiana as well as the University of Pittsburgh's plan to support community organizations in Oakland, Pittsburg are prime examples of ways universities strive to support organizations in their community that align with their values. Like these examples, the community organizations universities choose to support and partner with, showcase and contribute sincerity to their priorities and goals. In this same manner, universities, such as Florida State, who publicize core values of "dynamic inclusiveness," "responsible stewardship," and "[an] engaged community," may find it mutually beneficial to support and partner with local community organizations that also share similar values and priorities. By recognizing its role in the City of Tallahassee and supporting the local community that it resides in, FSU may begin to demonstrate a true commitment towards its core values and rectifying a present-day racial climate rooted in historical injustices.

The DSA Statement stated a commitment to "engage in sustained service with the community guided by local leaders." It is left up to the reader to make assumptions regarding whether this sustained service will follow this faculty recommendation in its entirety. It is unclear whether the University will be active in this "sustained service," whether "the community" includes community organizations fighting racism, prejudice, injustice and bigotry, and whether the service will result in reciprocity.

Recommendation VI & VII

Strongly recommend that all departments and programs complete the eight hour National Coalition Building Institute training.

&

Strongly recommend that new faculty and their staff hires, including Deans, upper administration, and FSU Board of Trustees members, attend NCBI training within the first six months of being onboarded to FSU.

The National Coalition Building Institute (NCBI) is an internationally recognized organization that specializes in diversity, equity, and inclusion training for a variety of entities including college and

university campuses. The NCBI has an excellent track record for its diversity training programs evidenced by being recognized as a “best practice” by the U.S. Department of Education’s Gender Equity Expert Panel and DuPont de Nemours, Inc., not to mention receiving the Nelson Mandela Award for its international efforts in combating racism.

Florida State University is a Campus Affiliate of NCBI meaning that specific representatives at FSU have been trained to administer diversity and inclusion programs throughout campus. The NCBI affiliate designation establishes a university’s “commitment to use NCBI programs across campuses, in residential life, in student orientation and with faculty throughout the year." In fact, NCBI@FSU offers two additional four hour workshops to the faculty recommended eight hour workshop focused on “building leadership skills in equity and inclusion."

On July 5th, 2020, NCBI@FSU hosted a four hour virtual SGA Student Workshop. This occurred after Student Body President, Jonathan Levin, stated during the Town Hall on June 29th, that SGA would offer NCBI training for SGA student leaders, despite not specifying whether the training was required. Although Levin himself sits on the FSU Board of Trustees, there are 12 other board members who may benefit from equity and inclusion training in order to “educate and change the culture in how we’re moving forward," to quote President Levin himself (38:30).

President Thrasher announced in his July 6th statement that “[the University] is actively engaged in the...implementation of mandatory diversity and inclusion training for all students, faculty and staff to commence Fall semester 2020." The DSA Statement appended this mandate, highlighting that “students in communities of influence will receive additional training on diversity, equity, and inclusion," “the [DSA] will embed training on diversity, equity, and inclusion in onboarding as well as require training of all Student Affairs staff annually," and “supervisors will be evaluated on diversity, equity, and inclusion as part of their annual performance evaluation." Additionally, President Thrasher announced in his July 23rd statement that he has tasked his Anti-Racism Task Force with “developing mandatory diversity and inclusivity training for all campus employees and students."

Although President Thrasher’s statement nor the DSA statement explicitly mentions NCBI training, it is assumed that FSU will use the NCBI@FSU training for these initiatives. To thoroughly follow these faculty recommendations, these trainings will need to be the eight-hour workshop that the NCBI@FSU offers, and the Deans, upper administration, and members of the Board of Trustees must be included in the mandatory training.

Recommendation VIII

Strongly recommend that all departments and colleges craft a diversity and inclusion statement and plan that addresses a strategy for increased recruitment, retention, and mentoring for Black students, staff, and faculty that is supported and accounted for within the University Strategic Plan.

Florida State University’s current University Strategic Plan states its commitment to “recruiting, retaining and graduating a student population that *better represents the population of the State of Florida* [also calling] specific attention to underrepresented populations [emphasis added]."

According to the most recent estimates from the 2017 Annual Equity Report of the State University System (SUS) of Florida, 18% of the college-age population (18-34 years old) in Florida was Black. However, only 8.3% of students enrolled at FSU during that year identified as Black according to the

FSU Office of Institutional Research (OIR). Therefore, the Black student population would need to have been about doubled, holding everything else constant, to better represent the Black college-age population in Florida, according to these two statistics.

Additionally, 11.4% of SUS students who were initially enrolled as First-Time-In-College (FTIC) students in the Summer and Fall of 2016 identified as Black. On the other hand, Black FTIC students at Florida State University comprised 9.9% of those who were initially enrolled in the Summer and Fall of 2016, according to the OIR Student Enrollment Report. The SUS report states that their figures "indicate that the SUS needs to redouble its efforts to enroll Black students" (2017, 5). Florida State's enrollment data indicates a need to also increase their Black student enrollment efforts.

Figure 1: Black FTIC Students Initially Enrolled in Summer or Fall 2016		
	State University System	Florida State University
Black Demographic	4,625	874
Black % of Total Demographic	**11.4%**	**9.9%**

Source: State University System of Florida 2017 Annual Equity Report; Florida State University Office of Institutional Research Student Enrollment Report

Regarding retention rates, FSU reports a 95.7% retention rate of full-time Black FTIC students entering during the 2016 school year and continuing into the 2017 school year, compared to the SUS 89% retention rate for this demographic (See Figure 2).

Figure 2: Retention of Black Full-Time FTIC Students (Entered Summer or Fall 2016 and Continued into Fall 2017)		
	State University System	Florida State University
Original Cohort Headcount	4,438	529
Percent Retained	**89%**	**95.7%**

Source: State University System of Florida 2017 Annual Equity Report; Florida State University Office of Institutional Research Graduation/Retention Report

Florida State reports a 74.2% 6-year graduation rate for Black full-time FTIC students from 2011 to 2017 compared to the 62% graduation rate for this demographic in the SUS (See Figure 3).

Figure 3: Six-Year Graduation Rate of Black Full-Time FTIC Students (2011-2017)		
	State University System	Florida State University
Original Cohort Headcount	5,086	427
Percent Graduated	**62%**	**74.2%**

Source: State University System of Florida 2017 Annual Equity Report; Florida State University Office of Institutional Research Graduation/Retention Report

According to the Torchlight Undergraduate Student Demographic Dashboard, built using FSU OIR data, Black students comprise 8.8% of all undergraduates at all FSU campuses as of Fall 2019. Furthermore, while Black undergraduate students make up less than a tenth of undergraduates at FSU, there also lies variation in the racial makeup of each college. If the goal is to "recruit a student population that better represents the population of the State of Florida," then there is one college that has done so. Within the College of Social Work, 18.7% of its undergraduate students identify as Black compared to Florida's Black college-aged population of 18%. Nevertheless, the three colleges with the most representation of Black undergraduates compared to the total Black undergraduate student population of 8.8% are the College of Social Work (18.7%), College of Criminology and Criminal Justice (16.2%), and the College of Nursing (12.7%). Alternatively, the colleges with the lowest percentage of Black undergraduate enrollment are the College of Motion Picture Arts (4.8%), Dedman School of Hospitality (5.0%), and the College of Business (5.1%).

At least one college has made efforts toward crafting a diversity and inclusion plan that is addressing a strategy for increased recruitment and retention for Black students, staff, and faculty. The College of Social Sciences and Public Policy (CSSPP), whose Black undergraduates make up 11.2% of the college's undergraduate student population, recently released a draft of their own Diversity, Equity, and Inclusion Action Plan. The action plan was a product of a Diversity and Inclusion Action Plan Committee appointed by Dean Timothy Chapin during the Fall of 2019. As of July 4th, 2020, the draft includes strategies for faculty mentorship and increasing the recruitment and retention of faculty, students, and staff from underrepresented communities. It also encourages departments to include links to their own action plans in addition to the College's. However, it does not specify mentorship initiatives for students from underrepresented groups. The draft is also not yet accounted for in the University Strategic Plan and doing so would demonstrate university support and recognition of the college's plan towards creating a diverse and inclusive academic space.

President Thrasher announced in his July 6th statement that the University would be "intensifying efforts to recruit, support and retain students, faculty and staff from underrepresented groups." He also stated that "part of this effort includes the administration of a campus climate survey during Fall semester to identify and mitigate barriers to recruitment and retention of faculty and staff from underrepresented groups." While President Thrasher indicates a commitment towards increasing recruitment and retention efforts, it should be noted, as alluded in this faculty recommendation, that each college and department may face different obstacles in their recruitment and retention attempts. It is worth noting that the "general failure to diversify lies in the culture and practices typically associated with faculty hiring" (Gordon 2004, as cited in Dill, Bonnie T. 2009, 232). While each college must recognize the differences in the challenges facing diversifying their respective departments, it is also of importance to discuss the similar recruitment, retention, tenure, and promotion tensions that exist throughout each college and department. Torchlight is working on developing a Faculty Demographic Dashboard to complement our Undergraduate Student Demographic Dashboard to compare our findings and better inform the discussion revolving faculty diversity. For the time being one may refer to the FSU OIR Interactive Faculty Headcount Model.

Recommendation IX

Strongly recommend that the University create a paid Anti-Racism Task Force composed of students, staff, faculty, administrators and individuals from the community that directly reports to the President

and Provost. This task force will also build space and create structure for a Vice President for Anti-Racism as a part of the FSU Cabinet.

Dr. James E. Wright, II, who was among the 33 faculty to sign in support of these 10 recommendations, defined anti-racism as "the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic and institutional racism." As such, it is to be assumed that the Anti-Racism Task Force should be tasked with doing just that—illuminating factors contributing to a systemic culture of racism and addressing these instances with working solutions.

While the formation of an Anti-Racism Task Force might raise a slew of questions, several schools have already created or have announced the creation of their own task forces dedicated to anti-racism. A few of these universities include The University of Utah, Southern Illinois University Edwardsville, and Denison University among others.

In his July 6th statement, President Thrasher announced the formation of a Special Presidential Task Force on Anti-Racism and Racial Equality for the 2020-2021 academic year. According to that statement, this task force will have the responsibility of "exploring the university's historical connections to race and ethnicity, identifying racial/ethnic disparities on campus and implementing initiatives in support of the diversity and inclusion goal in the University's strategic plan." Additionally, in Thrasher's July 23rd Statement announcing the 30 university members appointed to the task force, he expanded upon the group's responsibilities. As alluded to in his initial statement, Thrasher asked the committee to "identify racial and ethnic disparities on campus and to implement a range of initiatives." These initiatives have included "developing mandatory diversity and inclusivity training for all campus employees and students and fostering the recruitment and retention of students, faculty and staff from underserved groups." The former initiative would create progress towards fulfilling Recommendation VI and VII while the latter makes progress toward fulfilling Recommendation VIII. Neither statement included whether the coalition would be paid for their work nor if this team would create a space in the FSU Cabinet for a Vice President for Anti-Racism.

A Vice President for Anti-Racism could not only provide FSU decision makers with a crucial perspective as to how certain policies may negatively affect Black students, but also contribute inclusive and non-discriminatory input/suggestions toward decisions that affect the student body. The current members of the FSU Cabinet can be found on the Office of the President website.

Recommendation X

Strongly recommend that FSU should hold at least two events per semester in conjunction with FAMU (one located on FAMU's campus and one on FSU's campus) entitled "Community Conversations" designed to help facilitate dialogue between the two Universities and to address the historical injustices brought on by Florida State University as an institution as well as early alumni and founders of the University.

Florida State and Florida A&M are less than two miles apart and yet students and faculty at each university have substantially different experiences, not to mention a relationship founded upon a number of historical injustices. This relationship has been spotlighted by Angelique Fullwood and TyLisa C. Johnson (2017) in their article published in The Famuan, *Across the Tracks: A story about the railroad dividing line between FAMU and FSU*. What they articulate as a "divide" transcends far beyond the physical division of the railroad separating FSU and FAMU. Yet, in order to understand the context

surrounding the current circumstances facing the FSU and FAMU relationship, there must be an acknowledgement of the historical injustices that have contributed to the present state of affairs. As such, “Community Conversations” events on FSU and FAMU’s campuses, may provide a platform and opportunities for students of both universities to learn about these important issues and cultivate ways to apply this knowledge in our daily efforts moving forward. Associate Professor of History at FAMU, Reginald Ellis, asserted that “all players have to be serious about solving the issues and stop acting as if the issues don’t exist” in order to bridge this divide.

President Thrasher’s nor the DSA’s statements explicitly refer to “Community Conversations” events that were recommended here. Instead, the DSA stated that they would “strengthen [their] relationship with Florida Agricultural & Mechanical University in order to facilitate connections and dialogue for [the] student affairs professionals and students." With this new initiative to strengthen the Division of Student Affairs’ relationship with FAMU, it is imperative that FAMU “feels like [and is treated as though] they’re a part of the community” and are “treated as equal partners by Florida State University, not just on the surface but in reality," to echo the sentiments of Professor Ellis.

Final Remarks

Torchlight encourages the student body to not only contribute to this discussion, but to use your collective power to insist President Thrasher prioritizes the needs of students, especially during this time of uncertainty. While the statements he and the DSA made are strides in the right direction, it is only a sliver of real sustainable change for Black students at FSU. As mentioned before, Torchlight will continue to track the progress of the administration and SGA in carrying out these ten faculty recommendations via the Anti-Racism Recommendations Tracker.

We must ensure not to accept mere statements without the accompanied actions that have been promised and an evaluation of the effectiveness of said promises. We must also ensure the continuance of the momentum that sparked these long-awaited statements, as these action plans only scrape the surface of the deep work that must be done to fully realize a future of justice and inclusion for Florida State University.

And as always: Black Lives Matter.

Jaylen Darling

Director of Policy Analysis

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Jimmy: Thank you for this opportunity. Appreciate President Thrasher and FSU holding these hearing sessions.

I did read with some concern the recent article in the Tallahassee Democrat from a “handful of students” over the use of the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism. Organizations like the Students For Justice in Palestine have long been simply a front for the Boycott, Divestment and Sanctions (BDS) movement. Given the statements from Ahmad Daraldik and others it appears they want nothing less than destruction of the state of Israel.

With respect to a discussion by the subcommittee, I would like to understand from those that oppose the IHRA definition and claim it “legitimizes a campus climate of anti-Arab racism and Islamophobia” why they oppose the definition. It is unclear to me how a reading of the plain language of that definition could be read as promoting islamophobia. My fear is that Ahmad Daraldik and others in the Students for Justice in Palestine would rather use their positions of leadership in official FSU student organizations to support anti-Israel positions rather than create a collaborative and diverse student environment.

Those of us that have lost family members during the early pogroms of Eastern Europe and the Holocaust find it offensive when some use false images and other statements to support a terrorist led Palestinian government that continues their desire to destroy Israel and kill Israeli citizens. I have yet to see anything from Ahmad Daraldik apologizing for these ignorant statements. I understand he came from the Palestinian territory during a time of war between Israel and Hamas. Ahmad Daraldik certainly has the right to express his opinions and frustrations. However, Ahmad Daraldik does not have the right to use his position in FSU student leadership to espouse anti-Semitic rhetoric and positions.

I find it troubling that Ahmad Daraldik and his supporters would react so negatively to the use of the IHRA definition of anti-semitism. It makes me question the true motives of these individuals and whether they are able to foment anything but anti-Israel positions while serving in FSU student leadership roles.

Thank you again for this discussion.

Dear Dr. Montgomery and Committee Members,

I am in day six of seven days of anti-racism training provided by Academics 4 Black Survival and Wellness. This is a robust intervention created by developmental psychologists at the University of Florida. I highly recommend it as training for the committee, especially Day Six which focuses on Practicing Black Allyship in the Academy: https://www.academics4blacklives.com/topic-6-practicing-black-allyship?utm_campaign=3d6be183-2f12-4501-8e74-865208592e06&utm_source=so&utm_medium=mail&cid=f3a8ae7a-670b-4e2b-8d28-d483fc0f3e7b.

The committee membership represents a variety of life experiences, histories, and practices. If I were a member, I would find it invaluable to have some training that brought shared language and concerns and truths to its members. I am glad you will be gathering data on lived experiences at FSU, but that seems to me a second step after the committee has created a conversation with each other about pain and healing; interpersonal and interpersonal racism; systemic racism and its legacies; white racial identity development.

Thank you for hearing my concerns and suggestions. Know that I will continue to listen to the committee's work and to wish it the most astounding success. I will also continue my personal work to grow as an anti-racist.

THE CHRONICLE OF HIGHER EDUCATION

NEWS

Black Students Have Less Access to Selective Public Colleges Now Than 20 Years Ago, Report Finds

By Vimal Patel

JULY 21, 2020

PHOTO BY MARK MCCARTY

Undergraduate students at the State U. of New York's U. at Albany, which enrolls Black students at rates higher than their share of the state's Black population.

Black students have less access to the most selective public colleges in the United States than they did 20 years ago, according to a report released on Tuesday by the Education Trust. The report stresses colleges will have to make major changes to meet growing calls for more inclusive campuses.

The Education Trust, a nonprofit research organization, assigned a letter grade to each of 101 public colleges, depending on what share of their students were Black or Latino in 2017, compared with the percentage of 18- to 24-year-olds from those demographic groups in each college's state. A college that achieved diversity relative to its state population received an A. Poorly performing colleges — spoiler alert: most of them — received an F.

Colleges were thus rewarded in this measure for being in a homogenous state. For example, the University of Idaho received an A because 1.3 percent of its enrollment was Black in a state where 1.4 percent of college-age residents are Black. The University of Montana did even better in this regard: Just under 1 percent of its students were Black, while the state's Black college-age population was only 0.8 percent. But those student bodies are hardly diverse.

What's more instructive, in the report, is that most colleges failed. About half of colleges received passing grades for Latino-student representation, while less than a quarter did for Black-student representation. This is important because one way public colleges measure equity is by achieving an enrollment that mirrors the diversity of their state. By that standard, the report

underscores that colleges have a steep climb ahead to meet the diversity and equity demands that they've faced for years and that have intensified in recent months.

"It is past time for public-college presidents to take substantive anti-racist action that matches their soaring anti-racist rhetoric," said Andrew Howard Nichols, senior director of research and data analytics at the Education Trust and the report's author, in a written statement.

Here are five takeaways from the report:

1. Since 2000, the percentage of Black students has dropped at nearly 60 percent of the 101 institutions. Latino students have fared better. All of the selective public institutions have seen increases in their percentage of Latino students since 2000. Still, the gains at 65 percent of the colleges were less than the growth in their respective states' Latino populations.

2. Colleges in states with large Black populations were the least accessible. More than half of the United States' Black population is in 14 Southern states, and nearly all of the 32 colleges in that region received failing grades. "The three institutions without failing grades," the report states, "were in Kentucky and West Virginia, which are the two Southern states with the lowest share of Black residents."

3. Increasing access for Black and Latino students is a matter of will, the report argues, as the institutions studied have large endowments and the resources to improve access. The report offers 10 steps campus leaders and policy makers can take to improve student diversity. They include: Increase access to high-quality guidance counselors, use race more prominently in admissions decisions, increase aid to Black and Latino students, and reduce the role of standardized testing.

4. State demographics matter. The report notes that the University of California at Berkeley's 4.3-percentage-point increase in Latino undergraduates since 2000 — from 10.4 percent to 14.8 percent of overall enrollment, in rounded figures — looks good until you consider that the Latino population in California increased at more than three times that rate.

5. Though many institutions earned high grades in the report because their states lacked diversity, a handful of institutions earned A grades *and* were in states with relatively robust minority populations. For example, about 16 percent of New York's college-age population is Black while about 17 percent of students at the State University of New York's University at Albany are Black. Leaders credit the university's success to aggressive recruiting, dedicating resources to mentoring first-generation and underrepresented students, and creating support programs to make students feel welcome.

Students who have good experiences at the university spread the word to their communities, said Michael N. Christakis, Albany's vice president for student affairs. "Success breeds success," he said.

If you have questions or concerns about this article, please email the editors or submit a letter for publication.

EQUITY & DIVERSITY | ADMISSIONS & ENROLLMENT

Vimal Patel

Vimal Patel covers student life, social mobility, and other topics. Follow him on Twitter @vimalpatel232, or write to him at vimal.patel@chronicle.com.

Black Students at Public Colleges and Universities

A 50-STATE REPORT CARD

By Shaun R. Harper and Isaiah Simmons

USC Race and Equity Center

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USC Race and Equity Center

TABLE OF CONTENTS

EXECUTIVE SUMMARY

More than 900,000 Black undergraduates are enrolled at public colleges and universities across the United States. This report is about the status of these students at every four-year, non-specialized, public postsecondary institution in the nation.

We combine U.S. Census population statistics with quantitative data from the U.S. Department of Education to measure postsecondary access and student success for Black undergraduates. Letter grades (A, B, C, D, F, and I) are awarded to each institution.

Private schools, Historically Black Colleges and Universities, Tribal Colleges, military academies, university health and medical institutes, graduate universities, community colleges, and public institutions that primarily confer associate's degrees are not included in our analyses.

This report is arranged by state. Statistics and grades for 506 individual public institutions are provided on each state's list.

EQUITY INDICATORS

Here are the four equity indicators on which we graded public colleges and universities:

❶ Representation Equity

Extent to which Black students' share of enrollment in the undergraduate student population reflects their representation among 18-24 year-old citizens in that state.

❷ Gender Equity

Extent to which the proportionality of Black women's and Black men's respective shares of Black student enrollments in the undergraduate student population reflects the national gender enrollment distribution across all racial/ethnic groups (56.3% women, 43.7% men).

❸ Completion Equity

Extent to which Black students' six-year graduation rates, across four cohorts, matches overall six-year graduation rates during those same time periods at each institution.

❹ Black Student-to-Black Faculty Ratio

Ratio of full-time, degree-seeking Black undergraduates to full-time Black instructional faculty members on each campus.

MAJOR FINDINGS

- Black citizens are 14.6% of 18-24 year-olds across the 50 states, yet only 9.8% of full-time, degree-seeking undergraduates at public colleges and universities are Black. At more than three-fourths of public institutions, traditional-aged Black students are under-enrolled relative to their residency in the states.

- Across all racial/ethnic groups, women comprise 56.3% of full-time, degree-seeking undergraduates at public postsecondary institutions. The enrollment gap between Black women and men is less pronounced. Just over 52% of Black undergraduates at public colleges and universities are women.

- Across four cohorts, 39.4% of Black students completed bachelor's degrees at public institutions within six years, compared to 50.6% of undergraduates overall. Forty-one percent of public colleges and universities graduate one-third or fewer Black students within six years.

- For every full-time Black faculty member at a public college or university, there are 42 full-time, degree-seeking Black undergraduates. Forty institutions employ no full-time Black instructors. On 44% of public campuses, there are 10 or fewer full-time Black faculty members across all ranks and academic fields.

EQUITY INDEX SCORES

In addition to awarding letter grades on the four equity indicators, we calculated an Equity Index Score – the equivalent of a grade point average – for each institution. In the same fashion that colleges and universities customarily compute GPAs, we assigned four points to an A, three to a B, and so on.

The average Equity Index Score across the 506 public institutions is 2.02. No campus earned above 3.50. Two hundred colleges and universities earned scores below 2.00. Lists of institutions with the highest and lowest Equity Index Scores are included on page 10 of this report. We also calculated Equity Index Score averages across all campuses within each state. A map with statewide averages is on page 9.

USING THIS REPORT

We hope this publication will be useful to Black students and their families, postsecondary leaders and faculty members, policymakers, journalists, and a wide range of stakeholders who care about Black students' educational experiences and attainment rates. As such, we present data institution-by-institution within each state. Our aims are to make inequities more transparent and to equip anyone concerned about enrollment, success, and college completion rates for Black students with numbers they can use to demand corrective policies and institutional actions.

This report should not be misused to reinforce deficit narratives about Black undergraduates. Problematic trends presented herein are not fully explained by the failure of K-12 schools to effectively prepare these students for college admission and success or to bad parenting, student disengagement, and low motivation. They also are attributable to institutional practices, policies, mindsets, and cultures that persistently disadvantage Black students and sustain inequities.

Ideally, leaders on college campuses and in state systems of higher education will take seriously the statistics we furnish in this document. We want them to respond by swiftly engaging in rigorous, strategic, and collaborative work to improve the status of Black undergraduates at their institutions. Data presented in this publication ought to inform their efforts and help ensure accountability.

MESSAGE FROM DR. ZAKIYA SMITH ELLIS

SECRETARY OF HIGHER EDUCATION
State of New Jersey

Prior to joining the New Jersey Governor's cabinet in 2018, Dr. Smith Ellis was Strategy Director for Lumina Foundation. She has also served as Senior Policy Advisor for Education at the White House and a senior policy advisor at the U.S. Department of Education.

To ensure the best possible educational experiences and outcomes for our students, critical self-examination has to be a common practice among postsecondary educators and leaders. Many of us within institutions and state higher education systems routinely assess our progress toward goals, compare ourselves to peers, and develop strategic plans to address our findings. New Jersey is currently in the midst of a long-overdue exploration of this very sort.

Self-assessments must include an honest look at where we stand in addressing equity for students of color. While this should be a component of our planning at all times, it takes on even more significance within our current sociopolitical climate. We are facing a critical juncture in determining the type of nation we want to be – public colleges and universities have an especially urgent and influential role to play in shaping that path. To say this is important work would be an understatement.

Learning in college is not confined to classrooms. Instead, it is woven throughout the educational experience. Higher education leaders often spend a great deal of time thinking about expanding college opportunity and improving learning within and beyond classrooms. We should also carefully consider how the experiences we provide students of color align with stated goals for their success. Colleges and universities convey messages about who is valued in society through signals such as the nature of the faculty, the composition of the student body, and the roles people of color play in key leadership positions. These signals are sent at a time when students are developing their sense of self and determining how they will interact with others in society. So then, meaningful equity work is imperative to ensuring a better future, not just for our students, but also for our institutions.

When outlining goals and charting progress, it is necessary to be specific. As such, I am thankful to the USC Race and Equity Center for being specific in identifying Black undergraduates in this report. Too often "students of color" are lumped together as if their "other-ness" makes them all the same. If we are to be serious about our endeavors, we must be careful to examine challenges as specifically as possible in order to be clear about the kinds of remedies that are needed. The valuable, carefully curated information furnished in this 50-state report card allows educators and leaders to take seriously our task of critical self-reflection and assessment. Only by focusing our attention in specific ways and acknowledging our specific challenges can we begin to specifically address them. I look forward to this work in the Garden State, and hope that other higher education leaders across the country will take seriously this task as well.

MESSAGE FROM DR. ELAINE P. MAIMON

PRESIDENT
Governors State University

Starting with the Morrill Act of 1862, public universities were built to expand access and success for state residents underserved by private institutions. Low-income students came to land-grant universities to explore the world of ideas, including citizenship in a democracy. It is interesting and somewhat ironic that also in 1862 President Abraham Lincoln issued the Emancipation Proclamation. I would surmise that in the midst of the Civil War no one made a connection between the Morrill Act and the Emancipation Proclamation because few Americans then were thinking about higher education for Black students. Yet today it is imperative for public universities to embrace their original conceptual mission of inclusivity and to give special attention to those initially excluded.

In 2018, Black students are now members of higher education's New Majority: first generation, students of color, adult learners, and veterans. Every public university is responsible for educating this majority. The good news is that the public sector has expanded since 1862. Land-grant universities have been joined by numerous regional publics, like my own university, Governors State. Private postsecondary institutions must also contribute to equity goals. Working together, we have the capacity to provide excellent educational opportunities to what used to be considered minority populations. High quality education for the New Majority, as well as for the new minority (traditional students), must be the mission of state universities.

Actualizing this mission requires new ways of thinking and transformations in teaching, learning, and leadership. Outstanding research published by USC Professor Shaun Harper and other scholars in recent years indicates that we must replace deficit frameworks with models that amplify students' assets and institutional responsibility. Identifying strengths is hard work, requiring breaking through barriers and inculcating confidence and trust. The widely used deficit model is the easy way out, emphasizing the correction of surface features rather than in-depth understanding. In essence, universities must commit to research-based transformations, not simply to educate Black students or even to improve service to the New Majority, but to improve college access, students' experiences, and postsecondary educational outcomes in the twenty-first century.

Educational transformations are imperative, if public universities are going to fulfill our mission to Black students and others in the New Majority. But change has a price. Certainly, public universities must be ready to reallocate internal resources, but that responsibility becomes exceedingly difficult as state appropriations decline. It is time for governors and legislators in all 50 states to understand the necessity of investing in human capital. A word of caution: Even with better funding, improvement will rarely be immediate or linear. That is important for policymakers and others to understand as they read report cards. Certainly, this 50-state study on Black student access and success is informative, and every university should strive for better results. But it is necessary to remember that real, long-term change is often recursive, even messy. Transformation requires investment, strategy, patience, accountability, consistent measurement, determination, and courage.

Dr. Maimon served as Chancellor of the University of Alaska Anchorage, Provost of Arizona State University-West, and Vice President of Arizona State University prior to being named the fifth President of Governors State University. Her newest book, "Leading Academic Change: Vision, Strategy, Transformation," was published in 2018.

PUBLIC HIGHER EDUCATION AS A PUBLIC GOOD

Higher education in the United States is a public good. While it confers enormous personal and material advantages to individuals, it more significantly profits our broader society. Increasing postsecondary degree attainment strengthens our economy and bolsters innovation. Americans who graduate from college are considerably less likely than are those without degrees to be unemployed, dependent on government assistance, and confined to low-wage jobs with inadequate employee benefits and limited opportunities for upward professional advancement. Institutions of higher education help make this possible. While all colleges and universities contribute, those that are public play an especially significant role. Public institutions were originally built to educate the public. Taxpayers in each of the 50 states help support them. These campuses, therefore, belong to the public. A portion of the public is Black. As data in this report make painfully clear, too many public colleges and universities fail to offer Black students equitable access to one of our nation's most valuable public goods.

Inequities in higher education are inextricably linked to larger social forces. For example, citizens who live in poor neighborhoods with high unemployment and excessive crime also typically lack access to quality healthcare, nutritious foods, fair policing, and K-12 schools that are high performing and equitably resourced. Unfortunately, a disproportionate number of Americans disadvantaged by these factors are Black. Some might argue such challenges are beyond the control of public postsecondary institutions. Actually, higher education helps sustain (and in some instances, exacerbate) these inequities. The overwhelming majority of our nation's elected officials are college graduates – so, too, are CEOs, physicians and nurses, judges and lawyers, school teachers and administrators, and leaders in most sectors of our economy. As colleges and universities routinely fail to teach future professionals how to correct forces that cyclically disadvantage Black Americans, these institutions remain complicit in maintaining engines of racial inequity that severely limit Black students' chances of ever making it to and succeeding in college.

Inequities are not fully explained by forces external to a college campus. There are numerous factors and conditions within it that determine who gets admitted, how they are treated once they matriculate, the inclusiveness of their learning environments, the cultural relevance of what they are taught, the racial diversity of their professors, and their likelihood for personal wellness and academic success. As our data show, faculty members and leaders on too many campuses are bad stewards of the public good, at least as it pertains to Black students. Instead of asking, "why are Black undergraduates doing so poorly at public institutions," we encourage readers to question why public colleges and universities do so poorly at enrolling and graduating Black students; ensuring gender equity among them; and affording them greater, more reasonable access to same-race faculty members.

Clearly, policymaking activities concerning postsecondary education fail to level the playing field for Black Americans. This is partly attributable to raceless approaches to policymaking. Few state and federal policymakers are Black. Policy actors across all racial/ethnic groups are responsible for guaranteeing that public postsecondary institutions equitably serve the public, including Black residents within states they represent. Moreover, most college presidents, trustees, senior administrators, professors, and admission officers are White. They, too, are responsible for better serving Black students and affording them greater access to the public good that is public higher education.

RESEARCH METHODS, GRADING, AND LIMITATIONS

Examined in this report are four access and equity indicators for Black undergraduates at every four-year, non-specialized, public postsecondary institution in the United States. We analyzed quantitative data from two open-access federal data sources: U.S. Census American Community Survey and the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS).

INDICATOR	DATA SOURCE(S)	EQUITY MEASURE
Representation Equity	IPEDS Enrollments (Academic Year 2016-17) and U.S. Census American Community Survey Population Estimates (Year 2016)	Difference between the percent of Black undergraduates at the institution and the percent of Black 18-24 year-old citizens in the state
Gender Equity	IPEDS Enrollments (Academic Year 2016-17)	Enrollment gap between Black undergraduate men and Black undergraduate women relative to the overall enrollment gap between women (56.3%) and men (43.7%) across all racial/ethnic groups
Completion Equity	IPEDS Six-Year Graduation Rates for cohorts beginning in 2007, 2008, 2009, and 2010 and graduating by 2013, 2014, 2015, and 2016	Difference between average six-year graduation rates for four cohorts of Black undergraduate students and four cohorts of undergraduate students overall
Black Students-to-Black Faculty Ratio	IPEDS Enrollments (Academic Year 2016-17) and IPEDS Full-Time Instructional Faculty (Academic Year 2016-17)	Ratio of full-time, degree-seeking Black undergraduates to full-time Black instructional faculty members

On the Representation Equity indicator, A's were awarded to all 120 colleges and universities at which Black enrollments either matched or exceeded Black representation in the states where those schools are located. The remaining letter grades were distributed in fourths across the remaining 386 institutions. On the three other equity indicators, grades were distributed evenly in quintiles, except in cases where ties did not permit exact splits. Put differently, one-fifth of institutions received A's, one-fifth received B's, and so on.

We did not award letter grades to Texas Woman's University and Mississippi University for Women on the Gender Equity indicator. Though both are now co-educational, their single-sex origins explain why Black women's enrollments so drastically outpace Black men's.

IPEDS graduation rates data were missing for 11 colleges and universities. We awarded incompletes (I's) to those schools on the Completion Equity indicator and did not factor it into their Equity Index Scores. These institutions likely have a variety of excusable explanations for non-reporting. For instance, Governors State University did not admit its first freshman class until 2014, and therefore does not yet have a six-year graduation rate. Calculating GSU's rates across four cohorts of six-year graduates will not be possible until 2023. The 10 other non-reporting institutions probably have similarly unique circumstances.

CAUTIONARY NOTE ABOUT A'S AND B'S

Unlike most report cards, high grades (A's and B's) in this publication are not necessarily indicators of exceptional performance. Instead, they are markers of equity between Black undergraduates and comparison groups. We present two illustrative examples in this section.

First, at New Mexico State University, the six-year graduation rate across four cohorts of Black undergraduates was 18.6%, compared to 20.1% for students overall. On average, across all public institutions, 11.2 percentage points separate Black undergraduates and students overall on our Completion Equity indicator. Hence, New Mexico State's relatively low 1.5 percentage point gap places it among the top 20% of public institutions. That four of every five undergraduates who start at New Mexico State do not attain degrees from there within six years renders it a low-performing institution, despite its grade on this particular indicator.

GRADE	DISTRIBUTION	EQUITY INDEX POINTS
A	Top 20%	4
B	Second Quintile	3
C	Third Quintile	2
D	Fourth Quintile	1
F	Bottom 20%	0
I	Incomplete	

RESEARCH METHODS, GRADING, AND LIMITATIONS (CONTINUED)

Second, an A was awarded to Michigan Technological University because its 12:1 Black students-to-Black faculty ratio is one of the lowest among public institutions in the nation, thereby placing it in the top quintile. However, it is worth noting that Michigan Tech had only 48 full-time, degree-seeking Black undergraduates and a total of four full-time Black instructional faculty members across all ranks and academic fields during the 2016-17 academic school year. Black representation at Michigan Tech is alarmingly low, especially given its size and the relatively high number of Black residents across the state in which it is located.

In light of these two examples, we strongly encourage readers to look at all data we provide for each institution, not just its letter grades and Equity Index Score.

LIMITATIONS

Each equity indicator in this report has at least one noteworthy limitation.

Representation Equity includes only 18-24 year-old Black citizens in each state, those who are the same age as traditional college enrollees. Some Black undergraduates attending public four-year institutions are returning adult learners. Black student enrollment percentages include them, but the state residency percentages do not. It is important to acknowledge that at many public four-year institutions (especially research universities) the overwhelming majority of full-time, degree-seeking Black undergraduates are traditional age.

Our **Gender Equity** measure treats gender as a binary (women and men), which is a limitation. We analyzed and report the data this way because IPEDS has no other gender identity options.

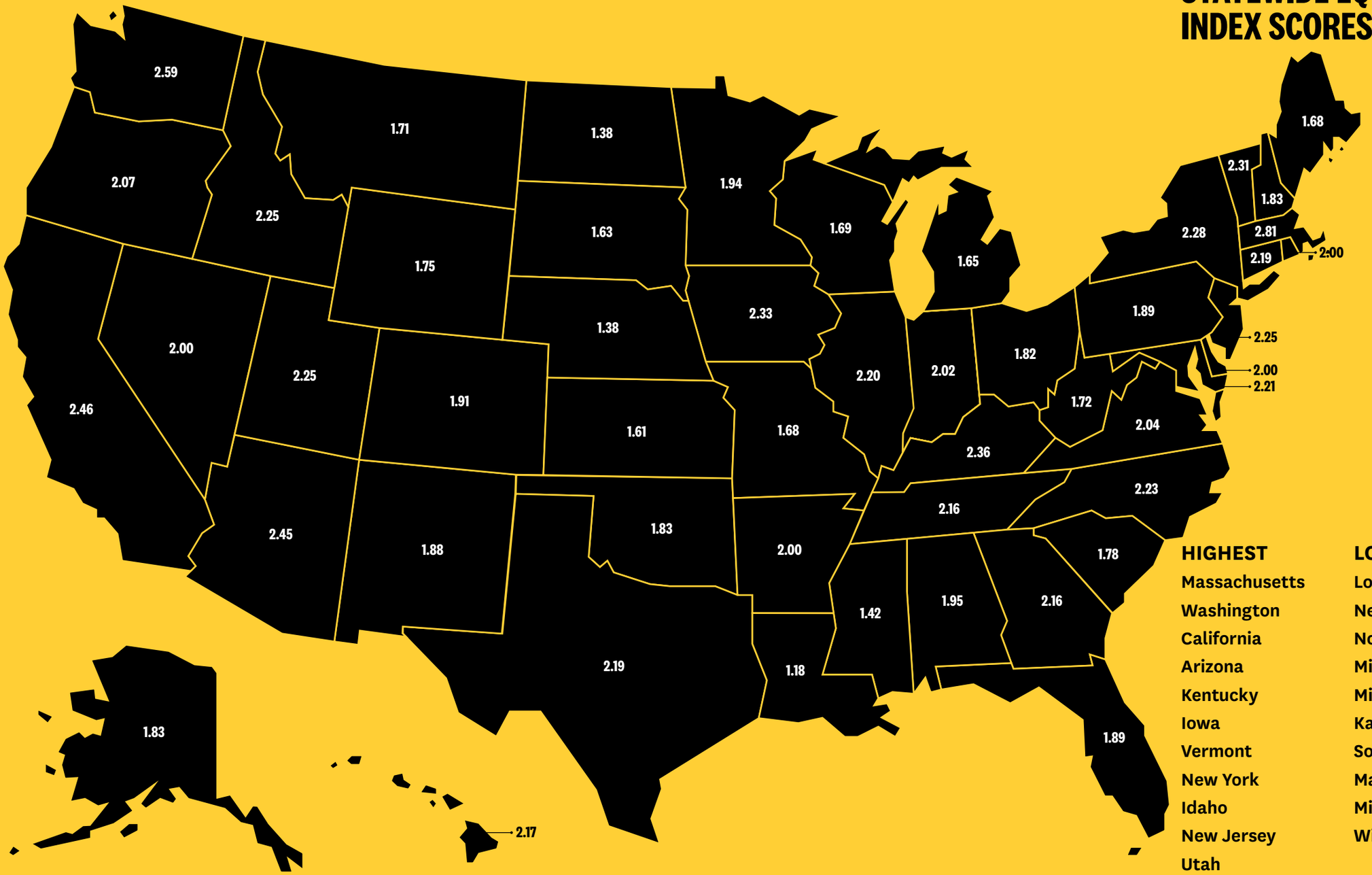
Federal graduation rates do not account for undergraduates who transferred from one institution to another, which is a limitation of our **Completion Equity** measure. Transfer students are counted as dropouts in IPEDS. No published evidence or anecdotal reports suggest that Black undergraduates are any more or less likely than are members of other racial groups to transfer from public colleges and universities to other postsecondary institutions.

Lastly, as previously noted in our Michigan Tech example, we awarded A's to some institutions that employ a pathetically low number of full-time Black instructional faculty members and enroll very few full-time, degree-seeking Black undergraduates. This is a limitation of our **Black Students-to-Black Faculty Ratio** measure. It extends across the other three indicators as well. Distributing grades by quintiles demanded that we inevitably award A's and B's to some institutions that perform poorly, but relatively not as bad as three-fifths of other public colleges and universities.

DATA ACCURACY

Institutional data we present in this report are from the U.S. Department of Education's publicly available Integrated Postsecondary Education Data System (IPEDS). Every college and university in the nation receiving federal funds is required to annually submit these and other data to IPEDS. Statistical inaccuracies in this report are most likely attributable to erroneous institutional reporting to the federal government or to technical processing errors in IPEDS. Questions or concerns about data accuracy should be directed to the IPEDS Data Use Help Desk at 1-866-558-0658.

STATEWIDE EQUITY INDEX SCORES



HIGHEST	LOWEST
Massachusetts	Louisiana
Washington	Nebraska
California	North Dakota
Arizona	Mississippi
Kentucky	Michigan
Iowa	Kansas
Vermont	South Dakota
New York	Maine
Idaho	Missouri
New Jersey	Wisconsin
Utah	

INSTITUTIONS WITH HIGHEST AND LOWEST EQUITY INDEX SCORES

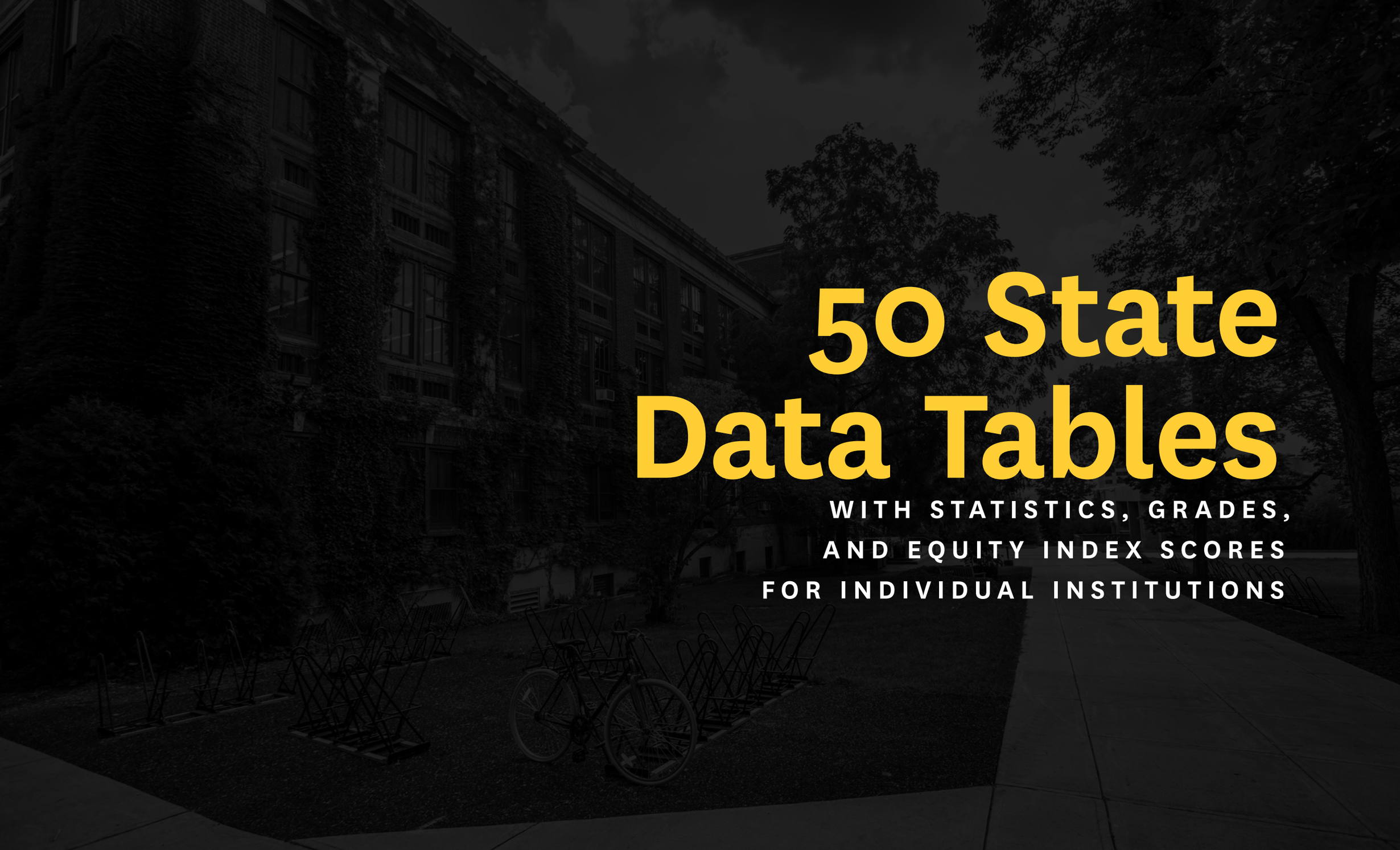
HIGHEST SCORES

COLLEGE/UNIVERSITY	EQUITY INDEX SCORE
Massachusetts College of Liberal Arts	3.50
University of California-San Diego	3.50
University of Louisville	3.50
University of Minnesota-Morris	3.25
Pennsylvania State University-Greater Allegheny	3.25
University of Vermont	3.25
University of Utah	3.25
University of Washington-Bothell Campus	3.25
Fitchburg State University	3.25
Framingham State University	3.25
Portland State University	3.25
University of West Alabama	3.25
University of Washington-Seattle Campus	3.25
Chicago State University	3.25
Rutgers University-Newark	3.25
University of Massachusetts-Boston	3.25
CUNY City College	3.25
Pennsylvania State University-Schuylkill	3.00
Texas A&M University-Central Texas	3.00
Arizona State University-West	3.00
Texas A&M University-San Antonio	3.00
University of Alaska Anchorage	3.00
University of Washington-Tacoma Campus	3.00
California State University-Monterey Bay	3.00
Pennsylvania State University-Harrisburg	3.00
University of New Mexico	3.00
University of Texas at Tyler	3.00
University of California-Santa Barbara	3.00
Arizona State University-Downtown Phoenix	3.00
Salem State University	3.00
Marshall University	3.00
California State University-Fresno	3.00
Northern Arizona University	3.00
University of Iowa	3.00
Bridgewater State University	3.00
University of California-Riverside	3.00

LOWEST SCORES

COLLEGE/UNIVERSITY	EQUITY INDEX SCORE
Florida Polytechnic University	0.33
University of Alaska Southeast	0.50
Fort Lewis College	0.50
Wayne State College	0.50
Northern Michigan University	0.50
West Texas A&M University	0.50
Arkansas Tech University	0.50
Northern State University	0.75
New Mexico Institute of Mining and Technology	0.75
Wright State University-Lake Campus	0.75
West Liberty University	0.75
University of Wisconsin-Stout	0.75
University of Virginia College at Wise	0.75
Southwestern Oklahoma State University	0.75
Louisiana State University-Alexandria	0.75
Northwest Missouri State University	0.75
Oakland University	0.75
University of Southern Mississippi	0.75
University of Maine at Machias	1.00
University of Maine at Presque Isle	1.00
Pennsylvania State University-Shenango	1.00
Lake Superior State University	1.00
University of Connecticut-Avery Point	1.00
Montana State University-Billings	1.00
Pennsylvania State University-Lehigh Valley	1.00
Dakota State University	1.00
Michigan Technological University	1.00
Western State Colorado University	1.00
Chadron State College	1.00
Bemidji State University	1.00
Mayville State University	1.00
Southwest Minnesota State University	1.00
Peru State College	1.00
Concord University	1.00
Glenville State College	1.00

Highlighted on this page are public colleges and universities with exceptionally high and low equity index scores. On the one hand, we think it is important to call attention to institutions that outperform others on the four equity measures chosen for this study. But on the other hand, we deem it problematic to offer kudos to any campus that sustains inequity on any equity indicator or that otherwise disadvantages Black undergraduates. Put differently, a campus that performs well in comparison to others is not necessarily a national model of excellence that is exempt from recommendations offered at the end of this report.



50 State Data Tables

WITH STATISTICS, GRADES, AND EQUITY INDEX SCORES FOR INDIVIDUAL INSTITUTIONS

ALABAMA

Statewide Equity Index Score

1.95

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Athens State University	9.7	32.3	-22.7	F	70.1	29.9	13.8	D	---	---	---	I	117	8	15:1	A	1.67
Auburn University	6.7	32.3	-25.6	F	51.8	48.2	4.5	B	57.3	71.7	-14.4	D	1356	47	29:1	B	1.75
Auburn University at Montgomery	37.3	32.3	5.0	A	74.5	25.5	18.2	F	15.6	23.8	-8.2	B	1153	17	68:1	D	2.00
Jacksonville State University	18.6	32.3	-13.7	F	57.2	42.8	0.9	A	23.2	31.9	-8.7	B	1003	23	44:1	C	2.25
Troy University	27.2	32.3	-5.1	C	64.1	35.9	7.8	C	24.4	35.7	-11.3	C	2540	42	60:1	D	1.75
University of Alabama	10.0	32.3	-22.3	F	63.5	36.5	7.2	C	56.7	67.1	-10.4	C	2904	80	36:1	C	1.50
University of Alabama at Birmingham	26.1	32.3	-6.2	D	67.2	32.8	10.9	D	49.9	54.1	-4.2	A	2333	131	18:1	A	2.50
University of Alabama in Huntsville	11.0	32.3	-21.4	F	57.0	43.0	0.7	A	37.0	48.1	-11.1	C	574	12	48:1	D	1.75
University of Montevallo	15.0	32.3	-17.3	F	70.3	29.7	14.0	D	46.1	45.9	0.2	A	327	12	27:1	B	2.00
University of North Alabama	14.1	32.3	-18.2	F	53.4	46.6	2.9	B	23.5	38.0	-14.5	D	727	13	56:1	D	1.25
University of South Alabama	22.1	32.3	-10.3	D	61.6	38.4	5.3	B	25.9	35.9	-10.0	C	2116	38	56:1	D	1.75
University of West Alabama	39.7	32.3	7.3	A	58.9	41.1	2.6	A	25.3	30.6	-5.3	B	683	16	43:1	C	3.25

ALASKA

Statewide Equity Index Score

1.83

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Alaska Anchorage	3.0	4.5	-1.4	B	54.0	46.0	2.3	A	16.9	26.7	-9.7	C	200	8	25:1	B	3.00
University of Alaska Fairbanks	1.8	4.5	-2.7	C	45.5	54.5	10.8	D	23.5	39.7	-16.2	D	55	6	9:1	A	2.00
University of Alaska Southeast	1.0	4.5	-3.4	C	83.3	16.7	27.0	F	0.0	18.0	-18.0	F	6	0	0	F	0.50

ARIZONA

Statewide Equity Index Score

2.45

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Arizona State University-Downtown Phoenix	5.8	5.4	0.4	A	69.7	30.3	13.4	D	60.1	61.5	-1.4	A	478	20	24:1	B	3.00
Arizona State University-Polytechnic	4.2	5.4	-1.2	B	31.9	68.1	24.4	F	34.9	58.5	-23.5	F	141	7	20:1	A	1.75
Arizona State University-Tempe	3.7	5.4	-1.7	B	49.0	51.0	7.3	C	49.3	63.8	-14.5	D	1441	46	31:1	B	2.25
Arizona State University-West	5.6	5.4	0.2	A	59.6	40.4	3.3	B	43.8	60.5	-16.6	D	151	8	19:1	A	3.00
Northern Arizona University	2.9	5.4	-2.5	B	57.6	42.4	1.3	A	43.3	51.7	-8.3	B	627	18	35:1	C	3.00
University of Arizona	3.6	5.4	-1.8	B	50.7	49.3	5.6	B	43.9	60.6	-16.7	D	1039	37	28:1	B	2.50
University of Arizona-South	4.2	5.4	-1.2	B	50.0	50.0	6.3	C	---	---	---	I	8	0	0	F	1.67

ARKANSAS

Statewide Equity Index Score

2.00

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Arkansas State University	12.0	19.4	-7.4	D	57.1	42.9	0.8	A	26.0	38.9	-12.8	D	867	33	26:1	B	2.25
Arkansas Tech University	8.7	19.4	-10.7	D	44.2	55.8	12.1	D	20.8	42.1	-21.3	F	588	8	74:1	F	0.50
Henderson State University	23.3	19.4	3.9	A	54.3	45.7	2.0	A	23.2	32.9	-9.7	C	650	8	81:1	F	2.50
Southern Arkansas University	27.2	19.4	7.9	A	56.1	43.9	0.2	A	23.7	33.0	-9.4	C	767	6	128:1	F	2.50
University of Arkansas	4.6	19.4	-14.7	F	51.2	48.8	5.1	B	48.6	62.5	-13.9	D	916	36	25:1	B	1.75
University of Arkansas at Little Rock	25.1	19.4	5.7	A	66.0	34.0	9.7	D	13.6	24.9	-11.3	C	1110	30	37:1	C	2.25
University of Arkansas-Fort Smith	3.7	19.4	-15.6	F	60.8	39.2	4.5	B	20.3	25.5	-5.1	B	158	10	16:1	A	2.50
University of Central Arkansas	16.7	19.4	-2.6	B	63.2	36.8	6.9	C	26.5	42.3	-15.8	D	1330	25	53:1	D	1.75

CALIFORNIA

Statewide Equity Index Score

2.46

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
California Polytechnic State University-San Luis Obispo	0.7	6.6	-5.8	D	40.3	59.7	16.0	D	59.4	74.7	-15.3	D	144	12	12:1	A	1.75
California State Polytechnic University-Pomona	3.4	6.6	-3.2	C	51.7	48.3	4.6	B	48.9	59.0	-10.0	C	710	16	44:1	C	2.25
California State University-Bakersfield	6.2	6.6	-0.4	B	64.6	35.4	8.3	C	28.7	40.6	-11.8	C	435	11	40:1	C	2.25
California State University-Channel Islands	2.5	6.6	-4.0	C	70.6	29.4	14.3	D	48.5	56.9	-8.4	B	136	4	34:1	C	2.00
California State University-Chico	2.6	6.6	-4.0	C	52.5	47.5	3.8	B	42.9	61.3	-18.3	F	387	7	55:1	D	1.50
California State University-Dominguez Hills	11.8	6.6	5.2	A	67.9	32.1	11.6	D	26.6	34.8	-8.2	B	1101	27	41:1	C	2.50
California State University-East Bay	10.4	6.6	3.8	A	70.6	29.4	14.3	D	28.8	42.5	-13.7	D	1202	23	52:1	D	1.75
California State University-Fresno	3.0	6.6	-3.6	C	57.1	42.9	0.8	A	41.6	54.0	-12.4	C	569	28	20:1	A	3.00
California State University-Fullerton	2.0	6.6	-4.5	C	65.0	35.0	8.7	C	46.6	58.1	-11.5	C	568	31	18:1	A	2.50
California State University-Long Beach	4.0	6.6	-2.6	B	63.3	36.7	7.0	C	55.4	65.2	-9.8	C	1107	36	31:1	B	2.50
California State University-Los Angeles	3.8	6.6	-2.7	C	63.0	37.0	6.7	C	30.2	42.1	-11.9	C	770	38	20:1	A	2.50
California State University-Monterey Bay	5.4	6.6	-1.2	B	65.2	34.8	8.9	C	48.5	48.3	0.2	A	328	11	30:1	B	3.00
California State University-Northridge	5.0	6.6	-1.6	B	60.1	39.9	3.8	B	36.7	48.3	-11.6	C	1455	45	32:1	B	2.75
California State University-Sacramento	5.8	6.6	-0.8	B	60.8	39.2	4.5	B	31.9	45.5	-13.6	D	1337	32	42:1	C	2.25
California State University-San Bernardino	5.5	6.6	-1.1	B	62.7	37.3	6.4	C	38.8	49.1	-10.4	C	903	21	43:1	C	2.25
California State University-San Marcos	3.3	6.6	-3.3	C	60.7	39.3	4.4	B	43.7	50.1	-6.4	B	341	9	38:1	C	2.50
California State University-Stanislaus	2.2	6.6	-4.4	C	63.5	36.5	7.2	C	46.9	54.4	-7.5	B	159	10	16:1	A	2.75
Humboldt State University	3.4	6.6	-3.1	C	49.4	50.6	6.9	C	33.3	44.0	-10.6	C	257	5	51:1	D	1.75
San Diego State University	4.1	6.6	-2.5	B	59.5	40.5	3.2	B	59.4	68.1	-8.6	B	1078	22	49:1	D	2.50
San Francisco State University	4.9	6.6	-1.7	B	64.0	36.0	7.7	C	39.4	50.0	-10.6	C	1035	37	28:1	B	2.50
San Jose State University	3.5	6.6	-3.1	C	48.9	51.1	7.4	C	40.6	54.2	-13.6	D	752	16	47:1	D	1.50
Sonoma State University	2.2	6.6	-4.4	C	57.2	42.8	0.9	A	41.2	57.2	-16.0	D	173	4	43:1	C	2.25
University of California-Berkeley	1.9	6.6	-4.7	C	59.0	41.0	2.7	B	75.4	91.3	-15.9	D	529	54	10:1	A	2.50
University of California-Davis	2.2	6.6	-4.3	C	60.8	39.2	4.5	B	71.0	83.6	-12.6	C	637	43	15:1	A	2.75
University of California-Irvine	1.9	6.6	-4.7	C	62.5	37.5	6.2	C	81.0	86.9	-5.9	B	512	51	10:1	A	2.75
University of California-Los Angeles	3.2	6.6	-3.4	C	63.9	36.1	7.6	C	82.3	90.9	-8.6	B	965	106	9:1	A	2.75
University of California-Merced	4.7	6.6	-1.9	B	60.2	39.8	3.9	B	60.6	64.1	-3.5	A	314	6	52:1	D	2.75
University of California-Riverside	4.2	6.6	-2.4	B	64.1	35.9	7.8	C	70.5	70.5	-0.1	A	814	34	24:1	B	3.00
University of California-San Diego	1.4	6.6	-5.1	C	56.9	43.1	0.6	A	84.4	86.6	-2.2	A	397	40	10:1	A	3.50
University of California-Santa Barbara	2.1	6.6	-4.5	C	61.2	38.8	4.9	B	74.1	81.3	-7.2	B	443	22	20:1	A	3.00
University of California-Santa Cruz	2.0	6.6	-4.6	C	59.6	40.4	3.3	B	68.4	76.3	-7.9	B	329	15	22:1	B	2.75

COLORADO

Statewide Equity Index Score

1.91

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Adams State University	7.9	5.0	2.9	A	26.6	73.4	29.7	F	19.4	26.8	-7.4	B	128	0	0	F	1.75
Colorado Mesa University	2.6	5.0	-2.3	B	32.1	67.9	24.2	F	31.5	34.8	-3.3	A	190	0	0	F	1.75
Colorado School of Mines	0.9	5.0	-4.0	C	14.6	85.4	41.7	F	55.8	75.0	-19.1	F	41	3	14:1	A	1.50
Colorado State University-Fort Collins	2.4	5.0	-2.5	B	49.7	50.3	6.6	C	59.0	65.6	-6.6	B	513	14	37:1	C	2.50
Colorado State University-Pueblo	7.6	5.0	2.7	A	38.2	61.8	18.1	F	22.9	32.6	-9.8	C	259	5	52:1	D	1.75
Fort Lewis College	1.1	5.0	-3.9	C	29.4	70.6	26.9	F	16.7	40.1	-23.4	F	34	0	0	F	0.50
Metropolitan State University of Denver	5.7	5.0	0.7	A	49.7	50.3	6.6	C	13.1	25.5	-12.4	C	704	32	22:1	B	2.75
University of Colorado Boulder	1.6	5.0	-3.4	C	42.6	57.4	13.7	D	56.4	70.2	-13.8	D	411	29	14:1	A	2.00
University of Colorado Colorado Springs	3.9	5.0	-1.1	B	56.7	43.3	0.4	A	39.3	46.0	-6.7	B	307	5	61:1	D	2.75
University of Northern Colorado	4.0	5.0	-0.9	B	54.1	45.9	2.2	A	36.6	47.2	-10.6	C	331	9	37:1	C	2.75
Western State Colorado University	3.1	5.0	-1.9	B	23.7	76.3	32.6	F	25.6	41.3	-15.7	D	59	0	0	F	1.00

CONNECTICUT

Statewide Equity Index Score

2.19

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Central Connecticut State University	11.5	13.2	-1.7	B	49.9	50.1	6.4	C	42.7	53.7	-11.0	C	863	23	38:1	C	2.25
Eastern Connecticut State University	8.0	13.2	-5.2	C	53.5	46.5	2.8	B	45.7	54.5	-8.8	B	342	14	24:1	B	2.75
Southern Connecticut State University	16.6	13.2	3.4	A	62.5	37.5	6.2	C	44.7	51.4	-6.7	B	1132	29	39:1	C	2.75
University of Connecticut	5.8	13.2	-7.4	D	53.3	46.7	3.0	B	70.8	82.3	-11.5	C	1075	58	19:1	A	2.50
University of Connecticut-Avery Point	4.2	13.2	-8.9	D	46.2	53.8	10.1	D	40.7	52.1	-11.4	C	26	0	0	F	1.00
University of Connecticut-Stamford	10.4	13.2	-2.8	C	63.4	36.6	7.1	C	54.0	56.3	-2.3	A	123	0	0	F	2.00
University of Connecticut-Waterbury Campus	11.9	13.2	-1.3	B	60.7	39.3	4.4	B	48.0	54.4	-6.4	B	214	0	0	F	2.25
Western Connecticut State University	11.4	13.2	-1.8	B	49.5	50.5	6.8	C	36.3	45.5	-9.3	C	469	9	52:1	D	2.00

DELAWARE

Statewide Equity Index Score

2.00

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Delaware	5.6	26.1	-20.5	F	56.0	44.0	0.3	A	66.9	81.7	-14.8	D	993	46	22:1	B	2.00

FLORIDA

Statewide Equity Index Score

1.89

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Florida Atlantic University	18.6	21.5	-2.9	C	62.3	37.7	6.0	C	45.5	46.5	-0.9	A	2924	54	54:1	D	2.25
Florida Gulf Coast University	7.0	21.5	-14.6	F	61.5	38.5	5.2	B	43.4	45.5	-2.1	A	753	16	47:1	D	2.00
Florida International University	11.9	21.5	-9.7	D	61.7	38.3	5.4	B	44.8	54.9	-10.1	C	3072	77	40:1	C	2.00
Florida Polytechnic University	4.4	21.5	-17.2	F	9.1	90.9	47.2	F	---	---	---	I	55	1	55:1	D	0.33
Florida State University	8.1	21.5	-13.4	F	64.6	35.4	8.3	C	76.9	78.9	-1.9	A	2353	50	47:1	D	1.75
New College of Florida	2.8	21.5	-18.8	F	70.8	29.2	14.5	D	60.0	67.5	-7.5	B	24	3	8:1	A	2.00
University of Central Florida	11.1	21.5	-10.4	D	61.9	38.1	5.6	B	65.1	69.0	-4.0	A	4252	55	77:1	F	2.00
University of Florida	6.1	21.5	-15.5	F	64.4	35.6	8.1	C	79.0	86.9	-7.9	B	1857	86	22:1	B	2.00
University of North Florida	8.7	21.5	-12.9	F	64.9	35.1	8.6	C	49.4	53.3	-3.9	A	834	23	36:1	C	2.00
University of South Florida	10.0	21.5	-11.5	F	62.0	38.0	5.7	B	66.6	66.6	-0.1	A	2362	81	29:1	B	2.50
University of South Florida-Sarasota-Manatee	4.6	21.5	-16.9	F	65.2	34.8	8.9	C	---	---	---	I	46	5	9:1	A	2.00
University of South Florida-St Petersburg	7.6	21.5	-13.9	F	65.9	34.1	9.6	D	31.3	36.8	-5.5	B	208	6	35:1	C	1.50
University of West Florida	12.9	21.5	-8.7	D	54.9	45.1	1.4	A	39.9	47.7	-7.8	B	902	19	47:1	D	2.25

GEORGIA

Statewide Equity Index Score

2.16

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Armstrong State University	24.9	36.2	-11.3	F	73.5	26.5	17.2	F	33.2	31.5	1.7	A	1171	28	42:1	C	1.50
Augusta University	24.0	36.2	-12.2	F	70.4	29.6	14.1	D	21.9	29.2	-7.3	B	978	52	19:1	A	2.00
Clayton State University	65.5	36.2	29.3	A	73.2	26.8	16.9	F	31.4	31.7	-0.3	A	2265	45	50:1	D	2.25
Columbus State University	38.5	36.2	2.3	A	67.2	32.8	10.9	D	25.5	30.8	-5.3	B	1831	34	54:1	D	2.25
Dalton State College	5.6	36.2	-30.6	F	53.6	46.4	2.7	B	14.3	20.7	-6.4	B	181	4	45:1	C	2.00
Georgia College and State University	5.1	36.2	-31.1	F	64.1	35.9	7.8	C	57.6	60.5	-2.9	A	281	25	11:1	A	2.50
Georgia Gwinnett College	33.1	36.2	-3.1	C	60.3	39.7	4.0	B	11.5	20.3	-8.8	B	2655	45	59:1	D	2.25
Georgia Institute of Technology	6.7	36.2	-29.5	F	40.0	60.0	16.3	F	76.3	83.7	-7.4	B	924	24	39:1	C	1.25
Georgia Southern University	25.6	36.2	-10.6	D	54.4	45.6	1.9	A	51.2	50.9	0.3	A	4077	45	91:1	F	2.25
Georgia Southwestern State University	27.0	36.2	-9.2	D	65.5	34.5	9.2	D	29.0	33.3	-4.2	A	475	7	68:1	D	1.75
Georgia State University	40.8	36.2	4.6	A	65.7	34.3	9.4	D	56.9	53.4	3.6	A	7774	118	66:1	D	2.50
Kennesaw State University	20.8	36.2	-15.4	F	54.1	45.9	2.2	A	38.4	42.3	-3.9	A	5023	96	52:1	D	2.25
Middle Georgia State University	38.3	36.2	2.1	A	59.5	40.5	3.2	B	12.6	23.2	-10.6	C	1783	29	61:1	D	2.50
University of Georgia	7.7	36.2	-28.5	F	64.7	35.3	8.4	C	81.0	83.5	-2.5	A	2018	102	20:1	A	2.50
University of North Georgia	3.9	36.2	-32.4	F	54.1	45.9	2.2	A	33.8	53.2	-19.3	F	477	25	19:1	A	2.00
University of West Georgia	40.9	36.2	4.7	A	66.4	33.6	10.1	D	42.8	40.9	1.9	A	3665	30	122:1	F	2.25
Valdosta State University	37.8	36.2	1.6	A	62.1	37.9	5.8	B	35.4	37.8	-2.4	A	2703	27	100:1	F	2.75

HAWAII

Statewide Equity Index Score

2.17

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Hawaii at Hilo	1.1	3.4	-2.3	B	42.3	57.7	14.0	D	15.8	37.3	-21.5	F	26	1	26:1	B	1.75
University of Hawaii at Manoa	1.5	3.4	-1.9	B	44.0	56.0	12.3	D	33.0	57.0	-24.0	F	159	15	11:1	A	2.00
University of Hawaii-West Oahu	2.5	3.4	-0.8	B	53.8	46.2	2.5	A	0.0	27.0	-27.0	F	39	6	7:1	A	2.75

IDAHO

Statewide Equity Index Score

2.25

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Boise State University	1.6	1.2	0.5	A	36.7	63.3	19.6	F	34.5	38.1	-3.5	A	199	3	66:1	D	2.25
Idaho State University	1.1	1.2	-0.1	B	38.0	62.0	18.3	F	39.6	29.3	10.4	A	71	3	24:1	B	2.50
Lewis-Clark State College	1.3	1.2	0.1	A	37.9	62.1	18.4	F	9.1	23.6	-14.5	D	29	2	15:1	A	2.25
University of Idaho	1.5	1.2	0.3	A	24.1	75.9	32.2	F	27.7	56.3	-28.6	F	108	8	14:1	A	2.00

ILLINOIS

Statewide Equity Index Score

2.20

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Chicago State University	71.2	17.6	53.6	A	72.2	27.8	15.9	D	14.3	15.4	-1.1	A	1042	88	12:1	A	3.25
Eastern Illinois University	19.9	17.6	2.3	A	58.7	41.3	2.4	A	44.7	58.8	-14.1	D	1020	18	57:1	D	2.50
Governors State University	40.2	17.6	22.6	A	69.6	30.4	13.3	D	---	---	---	I	773	31	25:1	B	2.67
Illinois State University	8.4	17.6	-9.2	D	60.9	39.1	4.6	B	53.8	72.2	-18.4	F	1462	33	44:1	C	1.50
Northeastern Illinois University	11.1	17.6	-6.5	D	62.7	37.3	6.4	C	7.9	22.1	-14.2	D	474	22	22:1	B	1.75
Northern Illinois University	16.4	17.6	-1.2	B	57.2	42.8	0.9	A	28.9	49.4	-20.5	F	2027	27	75:1	F	1.75
Southern Illinois University-Carbondale	17.7	17.6	0.0	A	56.3	43.8	0.0	A	30.0	44.1	-14.1	D	1856	52	36:1	C	2.75
Southern Illinois University-Edwardsville	14.9	17.6	-2.7	C	63.6	36.4	7.3	C	29.9	49.3	-19.4	F	1474	38	39:1	C	1.50
University of Illinois at Chicago	8.2	17.6	-9.4	D	62.9	37.1	6.6	C	43.2	58.4	-15.3	D	1351	107	13:1	A	2.00
University of Illinois at Springfield	17.3	17.6	-0.3	B	65.9	34.1	9.6	D	38.5	47.5	-9.1	B	328	9	36:1	C	2.25
University of Illinois at Urbana-Champaign	5.9	17.6	-11.7	F	59.2	40.8	2.9	B	74.4	84.6	-10.3	C	1909	97	20:1	A	2.25
Western Illinois University	22.1	17.6	4.5	A	60.3	39.7	4.0	B	40.5	54.1	-13.6	D	1653	30	55:1	D	2.25

INDIANA

Statewide Equity Index Score

2.02

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Ball State University	7.9	10.7	-2.8	C	61.0	39.0	4.7	B	47.0	60.8	-13.8	D	1186	26	46:1	C	2.00
Indiana State University	19.6	10.7	8.9	A	56.9	43.1	0.6	A	23.8	40.0	-16.2	D	1834	17	108:1	F	2.25
Indiana University-Bloomington	4.4	10.7	-6.4	D	56.6	43.4	0.3	A	61.1	77.0	-16.0	D	1387	86	16:1	A	2.50
Indiana University-East	3.7	10.7	-7.0	D	60.9	39.1	4.6	B	15.0	28.3	-13.3	D	69	3	23:1	B	2.00
Indiana University-Kokomo	4.0	10.7	-6.7	D	65.1	34.9	8.8	C	20.0	30.6	-10.6	C	83	7	12:1	A	2.25
Indiana University-Northwest	14.9	10.7	4.2	A	70.3	29.7	14.0	D	9.0	25.1	-16.1	D	407	12	34:1	C	2.00
Indiana University-Purdue University-Fort Wayne	4.6	10.7	-6.1	D	64.0	36.0	7.7	C	7.9	24.5	-16.6	D	292	11	27:1	B	1.75
Indiana University-Purdue University-Indianapolis	9.4	10.7	-1.3	B	66.8	33.2	10.5	D	30.9	44.2	-13.3	D	1632	102	16:1	A	2.25
Indiana University-South Bend	6.7	10.7	-4.0	C	69.3	30.7	13.0	D	14.8	26.5	-11.7	C	254	7	36:1	C	1.75
Indiana University-Southeast	6.7	10.7	-4.0	C	62.6	37.4	6.3	C	11.9	30.3	-18.4	F	222	10	22:1	B	1.75
Purdue University	3.0	10.7	-7.7	D	49.4	50.6	6.9	C	60.5	73.8	-13.3	D	874	56	16:1	A	2.00
University of Southern Indiana	4.2	10.7	-6.5	D	61.1	38.9	4.8	B	17.9	38.6	-20.7	F	280	9	31:1	B	1.75

IOWA

Statewide Equity Index Score

2.33

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Iowa State University	2.5	4.7	-2.2	B	41.3	58.7	15.0	D	47.9	70.7	-22.8	F	729	41	18:1	A	2.00
University of Iowa	3.4	4.7	-1.3	B	54.2	45.8	2.1	A	55.9	70.9	-15.0	D	706	49	14:1	A	3.00
University of Northern Iowa	2.6	4.7	-2.1	B	46.0	54.0	10.3	D	36.3	65.8	-29.5	F	237	14	17:1	A	2.00

KANSAS

Statewide Equity Index Score

1.61

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Emporia State University	5.3	7.3	-1.9	B	43.9	56.1	12.4	D	30.4	41.1	-10.7	C	180	3	60:1	D	1.75
Fort Hays State University	4.4	7.3	-2.9	C	44.4	55.6	11.9	D	16.5	40.4	-23.9	F	248	7	35:1	C	1.25
Kansas State University	3.4	7.3	-3.9	C	48.5	51.5	7.8	C	28.8	60.9	-32.0	F	596	25	24:1	B	1.75
Pittsburg State University	3.9	7.3	-3.4	C	39.9	60.1	16.4	F	32.1	47.8	-15.7	D	203	5	41:1	C	1.25
University of Kansas	4.2	7.3	-3.0	C	48.5	51.5	7.8	C	44.3	61.5	-17.2	D	715	66	11:1	A	2.25
Washburn University	5.3	7.3	-1.9	B	44.3	55.7	12.0	D	14.2	34.9	-20.7	F	201	4	50:1	D	1.25
Wichita State University	5.4	7.3	-1.8	B	63.5	36.5	7.2	C	28.0	44.8	-16.8	D	463	7	66:1	D	1.75

KENTUCKY

Statewide Equity Index Score

2.36

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Eastern Kentucky University	6.1	10.6	-4.5	C	53.0	47.0	3.3	B	29.6	42.6	-13.0	D	668	26	26:1	B	2.25
Morehead State University	4.1	10.6	-6.5	D	46.4	53.6	9.9	D	27.1	44.1	-17.0	D	239	14	17:1	A	1.75
Murray State University	6.7	10.6	-3.9	C	56.4	43.6	0.1	A	39.1	50.5	-11.5	C	466	16	29:1	B	2.75
Northern Kentucky University	7.4	10.6	-3.2	C	65.0	35.0	8.7	C	23.9	37.9	-14.0	D	672	27	25:1	B	2.00
University of Kentucky	7.8	10.6	-2.8	C	55.6	44.4	0.7	A	44.1	61.4	-17.3	F	1629	55	30:1	B	2.25
University of Louisville	11.1	10.6	0.5	A	59.1	40.9	2.8	B	46.5	53.2	-6.7	B	1366	112	12:1	A	3.50
Western Kentucky University	9.7	10.6	-0.8	B	53.4	46.6	2.9	B	32.3	50.6	-18.3	F	1264	36	35:1	C	2.00

LOUISIANA

Statewide Equity Index Score

1.18

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Louisiana State University	12.2	38.6	-26.4	F	62.3	37.7	6.0	C	56.1	65.5	-9.4	C	2811	54	52:1	D	1.25
Louisiana State University-Alexandria	16.8	38.6	-21.8	F	64.4	35.6	8.1	C	7.4	23.1	-15.7	D	298	4	75:1	F	0.75
Louisiana State University-Shreveport	21.3	38.6	-17.3	F	68.5	31.5	12.2	D	22.7	33.8	-11.1	C	352	12	29:1	B	1.50
Louisiana Tech University	13.6	38.6	-25.0	F	47.6	52.4	8.7	C	40.4	52.4	-12.0	C	1010	11	92:1	F	1.00
McNeese State University	17.7	38.6	-20.9	F	64.6	35.4	8.3	C	29.1	40.1	-11.0	C	962	12	80:1	F	1.00
Nicholls State University	21.0	38.6	-17.6	F	64.6	35.4	8.3	C	31.2	43.3	-12.1	C	964	8	121:1	F	1.00
Northwestern State University of Louisiana	31.1	38.6	-7.5	D	68.0	32.0	11.7	D	33.0	37.0	-4.0	A	1610	16	101:1	F	1.50
Southeastern Louisiana University	18.6	38.6	-20.0	F	67.4	32.6	11.1	D	27.9	37.3	-9.3	C	1675	25	67:1	D	1.00
University of Louisiana at Lafayette	20.6	38.6	-18.0	F	61.7	38.3	5.4	B	35.9	46.0	-10.1	C	2651	33	80:1	F	1.25
University of Louisiana at Monroe	24.5	38.6	-14.1	F	69.3	30.7	13.0	D	34.4	40.1	-5.7	B	1264	16	79:1	F	1.00
University of New Orleans	16.5	38.6	-22.2	F	59.0	41.0	2.7	B	24.0	34.3	-10.3	C	764	20	38:1	C	1.75

MAINE

Statewide Equity Index Score

1.68

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Maine	2.2	2.4	-0.3	B	31.6	68.4	24.7	F	37.7	57.4	-19.6	F	174	4	44:1	C	1.25
University of Maine at Augusta	1.3	2.4	-1.1	B	50.0	50.0	6.3	C	0.0	12.5	-12.5	C	18	0	0	F	1.75
University of Maine at Farmington	2.2	2.4	-0.2	B	44.4	55.6	11.9	D	50.0	55.8	-5.8	B	36	1	36:1	C	2.25
University of Maine at Fort Kent	3.9	2.4	1.5	A	73.1	26.9	16.8	F	33.3	36.5	-3.1	A	26	1	26:1	B	2.75
University of Maine at Machias	4.1	2.4	1.6	A	17.6	82.4	38.7	F	6.3	29.7	-23.5	F	17	0	0	F	1.00
University of Maine at Presque Isle	2.9	2.4	0.5	A	36.8	63.2	19.5	F	20.0	38.3	-18.3	F	19	0	0	F	1.00
University of Southern Maine	5.0	2.4	2.6	A	49.5	50.5	6.8	C	19.4	33.2	-13.9	D	184	2	92:1	F	1.75

MARYLAND

Statewide Equity Index Score

2.21

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Frostburg State University	34.7	33.2	1.5	A	47.3	52.7	9.0	C	44.8	48.4	-3.5	A	1419	10	142:1	F	2.50
Salisbury University	13.4	33.2	-19.9	F	58.2	41.8	1.9	A	58.3	67.2	-8.9	B	967	24	40:1	C	2.25
St. Mary's College of Maryland	8.8	33.2	-24.5	F	48.9	51.1	7.4	C	71.1	78.1	-6.9	B	135	8	17:1	A	2.25
Towson University	19.1	33.2	-14.1	F	64.8	35.2	8.5	C	64.8	68.6	-3.7	A	3214	50	64:1	D	1.75
University of Baltimore	48.1	33.2	14.9	A	63.9	36.1	7.6	C	29.6	37.1	-7.5	B	960	17	56:1	D	2.50
University of Maryland-Baltimore County	17.5	33.2	-15.7	F	52.3	47.7	4.0	B	62.8	63.3	-0.5	A	1662	34	49:1	D	2.00
University of Maryland-College Park	13.0	33.2	-20.3	F	55.6	44.4	0.7	A	79.3	85.4	-6.1	B	3391	89	38:1	C	2.25

MASSACHUSETTS

Statewide Equity Index Score

2.81

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Bridgewater State University	10.1	9.0	1.1	A	54.9	45.1	1.4	A	52.9	58.3	-5.3	B	787	12	66:1	D	3.00
Fitchburg State University	9.7	9.0	0.7	A	53.2	46.8	3.1	B	55.6	53.6	2.0	A	333	10	33:1	C	3.25
Framingham State University	10.7	9.0	1.7	A	53.0	47.0	3.3	B	50.0	53.3	-3.3	A	394	9	44:1	C	3.25
Massachusetts College of Art and Design	4.2	9.0	-4.9	C	53.8	46.2	2.5	A	53.3	72.0	-18.7	F	65	4	16:1	A	2.50
Massachusetts College of Liberal Arts	10.0	9.0	0.9	A	60.0	40.0	3.7	B	55.6	53.4	2.1	A	125	4	31:1	B	3.50
Salem State University	8.6	9.0	-0.4	B	61.2	38.8	4.9	B	42.6	48.2	-5.6	B	500	20	25:1	B	3.00
University of Massachusetts-Amherst	3.7	9.0	-5.3	C	50.3	49.7	6.0	C	67.4	75.8	-8.4	B	790	57	14:1	A	2.75
University of Massachusetts-Boston	14.8	9.0	5.8	A	62.1	37.9	5.8	B	43.7	43.4	0.3	A	1355	36	38:1	C	3.25
University of Massachusetts-Dartmouth	16.1	9.0	7.1	A	56.9	43.1	0.6	A	42.9	47.6	-4.7	B	960	13	74:1	F	2.75
University of Massachusetts-Lowell	5.7	9.0	-3.3	C	37.5	62.5	18.8	F	48.0	55.2	-7.2	B	568	12	47:1	D	1.50
Westfield State University	4.5	9.0	-4.5	C	53.3	46.7	3.0	B	49.0	62.7	-13.7	D	225	14	16:1	A	2.50
Worcester State University	7.3	9.0	-1.7	B	49.7	50.3	6.6	C	43.2	52.3	-9.1	B	294	7	42:1	C	2.50

MICHIGAN

Statewide Equity Index Score

1.65

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Central Michigan University	7.5	17.0	-9.4	D	57.7	42.3	1.4	A	46.4	57.8	-11.4	C	1287	25	51:1	D	2.00
Eastern Michigan University	20.0	17.0	3.0	A	62.9	37.1	6.6	C	23.1	38.9	-15.8	D	2543	46	55:1	D	2.00
Ferris State University	7.2	17.0	-9.8	D	51.6	48.4	4.7	B	36.0	47.4	-11.4	C	630	12	53:1	D	1.75
Grand Valley State University	5.2	17.0	-11.7	F	61.5	38.5	5.2	B	56.2	66.8	-10.6	C	1028	35	29:1	B	2.00
Lake Superior State University	1.3	17.0	-15.7	F	43.5	56.5	12.8	D	35.0	41.8	-6.8	B	23	0	0	F	1.00
Michigan State University	7.2	17.0	-9.8	D	62.6	37.4	6.3	C	58.2	78.1	-19.9	F	2546	128	20:1	A	1.75
Michigan Technological University	0.9	17.0	-16.1	F	25.0	75.0	31.3	F	47.1	65.3	-18.3	F	48	4	12:1	A	1.00
Northern Michigan University	2.4	17.0	-14.6	F	40.0	60.0	16.3	F	25.0	48.6	-23.6	F	150	4	38:1	C	0.50
Oakland University	7.7	17.0	-9.3	D	66.9	33.1	10.6	D	21.7	44.8	-23.1	F	991	20	50:1	D	0.75
Saginaw Valley State University	8.9	17.0	-8.1	D	59.0	41.0	2.7	B	17.5	39.3	-21.8	F	600	12	50:1	D	1.25
University of Michigan-Ann Arbor	4.4	17.0	-12.6	F	58.8	41.2	2.5	A	78.4	90.5	-12.1	C	1213	184	7:1	A	2.50
University of Michigan-Dearborn	7.8	17.0	-9.2	D	57.7	42.3	1.4	A	38.1	52.2	-14.1	D	381	9	42:1	C	2.00
University of Michigan-Flint	13.3	17.0	-3.6	C	68.0	32.0	11.7	D	23.3	36.7	-13.4	D	509	28	18:1	A	2.00
Wayne State University	14.6	17.0	-2.3	B	63.8	36.2	7.5	C	13.1	35.0	-21.9	F	1750	119	15:1	A	2.25
Western Michigan University	12.9	17.0	-4.0	C	57.3	42.7	1.0	A	39.9	54.0	-14.1	D	1942	37	52:1	D	2.00

MINNESOTA

Statewide Equity Index Score

1.94

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Bemidji State University	2.0	7.4	-5.4	C	34.3	65.7	22.0	F	28.6	44.7	-16.1	D	67	1	67:1	D	1.00
Metropolitan State University	18.3	7.4	10.9	A	55.8	44.2	0.5	A	24.3	33.9	-9.6	C	516	8	65:1	D	2.75
Minnesota State University Moorhead	2.8	7.4	-4.6	C	29.1	70.9	27.2	F	17.0	42.9	-25.9	F	117	4	29:1	B	1.25
Minnesota State University-Mankato	5.1	7.4	-2.3	B	46.6	53.4	9.7	D	29.3	49.3	-19.9	F	551	15	37:1	C	1.50
Saint Cloud State University	6.1	7.4	-1.3	B	46.0	54.0	10.3	D	31.5	44.3	-12.8	D	520	21	25:1	B	2.00
Southwest Minnesota State University	5.6	7.4	-1.8	B	33.0	67.0	23.3	F	16.4	43.8	-27.4	F	103	2	52:1	D	1.00
University of Minnesota-Crookston	6.6	7.4	-0.8	B	22.7	77.3	33.6	F	30.0	47.9	-17.9	F	75	2	38:1	C	1.25
University of Minnesota-Duluth	2.4	7.4	-5.0	C	45.1	54.9	11.2	D	47.2	59.3	-12.2	C	206	12	17:1	A	2.25
University of Minnesota-Morris	2.0	7.4	-5.4	C	56.3	43.8	0.0	A	55.9	64.8	-9.0	B	32	2	16:1	A	3.25
University of Minnesota-Rochester	7.4	7.4	0.0	A	63.3	36.7	7.0	C	50.0	54.9	-4.9	B	30	0	0	F	2.25
University of Minnesota-Twin Cities	4.2	7.4	-3.2	C	57.5	42.5	1.2	A	58.1	77.3	-19.2	F	1195	72	17:1	A	2.50
Winona State University	2.3	7.4	-5.1	C	43.7	56.3	12.6	D	52.2	57.3	-5.1	B	151	7	22:1	B	2.25

MISSISSIPPI

Statewide Equity Index Score

1.42

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Delta State University	34.7	43.7	-9.0	D	62.8	37.2	6.5	C	21.9	34.2	-12.3	C	780	18	43:1	C	1.75
Mississippi State University	20.5	43.7	-23.2	F	58.1	41.9	1.8	A	44.7	60.3	-15.7	D	3302	54	61:1	D	1.50
Mississippi University for Women	37.1	43.7	-6.6	D	87.6	12.4	31.3	---	36.7	43.9	-7.2	B	784	5	157:1	F	1.33
University of Mississippi	12.9	43.7	-30.8	F	64.7	35.3	8.4	C	45.2	60.0	-14.9	D	2268	127	18:1	A	1.75
University of Southern Mississippi	29.2	43.7	-14.5	F	67.6	32.4	11.3	D	37.2	47.1	-9.8	C	2992	28	107:1	F	0.75

MISSOURI

Statewide Equity Index Score

1.68

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Missouri Southern State University	7.1	14.6	-7.5	D	45.5	54.5	10.8	D	20.6	33.1	-12.4	C	310	6	52:1	D	1.25
Missouri State University-Springfield	4.8	14.6	-9.8	D	55.1	44.9	1.2	A	35.9	53.8	-18.0	F	722	24	30:1	B	2.00
Missouri University of Science and Technology	3.2	14.6	-11.4	F	25.5	74.5	30.8	F	47.8	63.9	-16.0	D	200	9	22:1	B	1.00
Missouri Western State University	10.5	14.6	-4.1	C	51.5	48.5	4.8	B	14.3	31.5	-17.2	D	357	1	357:1	F	1.50
Northwest Missouri State University	6.3	14.6	-8.3	D	47.2	52.8	9.1	D	29.2	48.4	-19.2	F	307	5	61:1	D	0.75
Southeast Missouri State University	10.3	14.6	-4.3	C	57.0	43.0	0.7	A	33.6	49.2	-15.6	D	796	17	47:1	D	2.00
Truman State University	3.7	14.6	-10.8	F	57.3	42.7	1.0	A	60.3	71.7	-11.4	C	192	3	64:1	D	1.75
University of Central Missouri	11.0	14.6	-3.6	C	55.9	44.1	0.4	A	39.1	52.9	-13.8	D	852	14	61:1	D	2.00
University of Missouri-Columbia	7.8	14.6	-6.8	D	61.0	39.0	4.7	B	55.8	69.1	-13.3	D	1872	57	33:1	C	1.75
University of Missouri-Kansas City	14.6	14.6	0.0	A	62.9	37.1	6.6	C	29.7	49.6	-19.9	F	951	34	28:1	B	2.25
University of Missouri-St Louis	15.1	14.6	0.5	A	66.7	33.3	10.4	D	29.5	45.5	-15.9	D	790	27	29:1	B	2.25

MONTANA

Statewide Equity Index Score

1.71

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Montana State University	0.6	0.8	-0.2	B	31.0	69.0	25.3	F	42.5	51.1	-8.6	B	71	1	71:1	D	1.75
Montana State University-Billings	1.4	0.8	0.6	A	31.4	68.6	24.9	F	0.0	24.4	-24.4	F	35	0	0	F	1.00
Montana State University-Northern	3.1	0.8	2.3	A	7.1	92.9	49.2	F	0.0	24.2	-24.2	F	28	1	28:1	B	1.75
Montana Tech of the University of Montana	1.1	0.8	0.3	A	22.2	77.8	34.1	F	33.3	42.9	-9.5	C	18	0	0	F	1.50
University of Montana	1.1	0.8	0.3	A	28.0	72.0	28.3	F	39.2	48.2	-9.0	B	82	2	41:1	C	2.25
University of Montana-Western	1.5	0.8	0.7	A	22.2	77.8	34.1	F	60.0	47.4	12.6	A	18	0	0	F	2.00

NEBRASKA

Statewide Equity Index Score

1.38

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Chadron State College	3.8	6.1	-2.3	B	26.2	73.8	30.1	F	15.4	38.7	-23.3	F	65	1	65:1	D	1.00
Peru State College	10.1	6.1	3.9	A	27.5	72.5	28.8	F	16.3	37.1	-20.7	F	120	1	120:1	F	1.00
University of Nebraska at Kearney	2.0	6.1	-4.1	C	25.0	75.0	31.3	F	19.1	55.7	-36.6	F	84	6	14:1	A	1.50
University of Nebraska at Omaha	5.8	6.1	-0.3	B	59.1	40.9	2.8	B	23.2	44.6	-21.5	F	570	26	22:1	B	2.25
University of Nebraska-Lincoln	2.7	6.1	-3.5	C	48.3	51.7	8.0	C	49.1	66.8	-17.7	F	518	29	18:1	A	2.00
Wayne State College	3.1	6.1	-3.1	C	16.0	84.0	40.3	F	20.8	47.8	-27.0	F	75	1	75:1	F	0.50

NEVADA

Statewide Equity Index Score

2.00

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Nevada State College	6.7	10.6	-3.9	C	75.5	24.5	19.2	F	9.0	14.3	-5.3	B	102	3	34:1	C	1.75
University of Nevada-Las Vegas	7.6	10.6	-3.1	C	62.5	37.5	6.2	C	31.4	40.8	-9.4	C	1378	37	37:1	C	2.00
University of Nevada-Reno	3.5	10.6	-7.1	D	52.7	47.3	3.6	B	42.6	54.7	-12.2	C	546	20	27:1	B	2.25

NEW HAMPSHIRE

Statewide Equity Index Score

1.83

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Granite State College	3.1	2.1	1.1	A	65.5	34.5	9.2	D	---	---	---	I	29	0	0	F	1.67
Keene State College	1.3	2.1	-0.8	B	44.0	56.0	12.3	D	35.7	62.8	-27.1	F	50	3	17:1	A	2.00
Plymouth State University	2.3	2.1	0.3	A	35.9	64.1	20.4	F	35.5	56.5	-21.0	F	92	2	46:1	C	1.50
University of New Hampshire	1.3	2.1	-0.8	B	39.4	60.6	16.9	F	69.1	78.6	-9.5	C	160	9	18:1	A	2.25
University of New Hampshire at Manchester	1.2	2.1	-0.9	B	57.1	42.9	0.8	A	0.0	57.6	-57.6	F	7	0	0	F	1.75

NEW JERSEY

Statewide Equity Index Score

2.25

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Kean University	19.5	16.9	2.6	A	59.8	40.2	3.5	B	39.7	48.7	-9.0	B	1793	31	58:1	D	2.75
Montclair State University	12.0	16.9	-4.9	C	64.1	35.9	7.8	C	60.6	64.5	-3.9	A	1789	39	46:1	C	2.50
New Jersey City University	22.6	16.9	5.7	A	62.1	37.9	5.8	B	22.3	31.0	-8.7	B	1154	32	36:1	C	3.00
New Jersey Institute of Technology	7.7	16.9	-9.2	D	23.9	76.1	32.4	F	42.3	59.4	-17.0	D	473	15	32:1	B	1.25
Ramapo College of New Jersey	5.3	16.9	-11.6	F	60.2	39.8	3.9	B	57.9	73.0	-15.1	D	264	12	22:1	B	1.75
Rowan University	10.2	16.9	-6.7	D	51.8	48.2	4.5	B	49.0	68.5	-19.5	F	1302	32	41:1	C	1.50
Rutgers University-Camden	16.8	16.9	-0.1	B	71.8	28.2	15.5	D	49.2	56.0	-6.8	B	680	12	57:1	D	2.00
Rutgers University-New Brunswick	7.3	16.9	-9.6	D	59.6	40.4	3.3	B	73.1	80.0	-6.9	B	2490	119	21:1	B	2.50
Rutgers University-Newark	17.8	16.9	0.8	A	62.6	37.4	6.3	C	62.3	66.7	-4.4	A	1184	38	31:1	B	3.25
Stockton University	6.9	16.9	-10.0	D	64.2	35.8	7.9	C	46.4	69.0	-22.6	F	514	24	21:1	B	1.50
The College of New Jersey	5.6	16.9	-11.3	F	52.9	47.1	3.4	B	68.6	85.6	-17.0	D	359	20	18:1	A	2.00
William Paterson University of New Jersey	17.0	16.9	0.1	A	57.9	42.1	1.6	A	38.6	50.1	-11.6	C	1275	36	35:1	C	3.00

NEW MEXICO

Statewide Equity Index Score

1.88

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Eastern New Mexico University	7.0	3.2	3.8	A	34.4	65.6	21.9	F	17.2	30.1	-12.9	D	180	1	180:1	F	1.25
New Mexico Highlands University	6.2	3.2	2.9	A	35.6	64.4	20.7	F	11.2	18.8	-7.6	B	90	2	45:1	C	2.25
New Mexico Institute of Mining and Technology	1.9	3.2	-1.4	B	11.5	88.5	44.8	F	25.0	47.0	-22.0	F	26	0	0	F	0.75
New Mexico State University	3.0	3.2	-0.2	B	44.4	55.6	11.9	D	31.1	44.0	-12.9	D	295	11	27:1	B	2.00
University of New Mexico	2.5	3.2	-0.8	B	49.2	50.8	7.1	C	38.4	46.4	-8.0	B	386	30	13:1	A	3.00
Western New Mexico University	7.7	3.2	4.4	A	31.3	68.7	25.0	F	18.6	20.1	-1.5	A	99	1	99:1	F	2.00

NEW YORK

Statewide Equity Index Score

2.28

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Binghamton University	5.3	17.8	-12.5	F	55.7	44.3	0.6	A	77.1	81.4	-4.3	A	700	25	28:1	B	2.75
College of Staten Island CUNY	14.8	17.8	-3.0	C	60.1	39.9	3.8	B	24.4	46.4	-22.0	F	1416	15	94:1	F	1.25
CUNY Bernard M Baruch College	7.9	17.8	-9.8	D	53.4	46.6	2.9	B	58.4	67.2	-8.8	B	893	30	30:1	B	2.50
CUNY Brooklyn College	19.4	17.8	1.6	A	63.6	36.4	7.3	C	46.9	51.5	-4.6	A	1964	38	52:1	D	2.75
CUNY City College	15.1	17.8	-2.7	C	55.8	44.2	0.5	A	45.0	44.2	0.8	A	1506	51	30:1	B	3.25
CUNY Hunter College	9.8	17.8	-8.0	D	70.9	29.1	14.6	D	53.6	52.2	1.3	A	1189	58	21:1	B	2.25
CUNY John Jay College of Criminal Justice	16.1	17.8	-1.7	B	65.0	35.0	8.7	C	42.7	43.0	-0.3	A	1581	43	37:1	C	2.75
CUNY Lehman College	24.2	17.8	6.4	A	65.9	34.1	9.6	D	35.6	38.5	-2.8	A	1588	40	40:1	C	2.75
CUNY Queens College	8.3	17.8	-9.5	D	58.3	41.7	2.0	A	51.4	57.6	-6.2	B	969	33	29:1	B	2.75
CUNY York College	35.5	17.8	17.8	A	68.9	31.1	12.6	D	30.6	28.1	2.5	A	1776	39	46:1	C	2.75
Farmingdale State College	9.1	17.8	-8.7	D	47.3	52.7	9.0	C	44.7	47.4	-2.7	A	620	13	48:1	D	2.00
Stony Brook University	6.5	17.8	-11.3	F	54.7	45.3	1.6	A	70.8	68.8	2.0	A	1015	61	17:1	A	3.00
SUNY at Albany	17.3	17.8	-0.5	B	58.0	42.0	1.7	A	70.6	66.6	4.1	A	2141	29	74:1	F	2.75
SUNY at Fredonia	7.0	17.8	-10.8	F	57.9	42.1	1.6	A	50.6	64.6	-14.1	D	297	3	99:1	F	1.25
SUNY at New Paltz	5.8	17.8	-12.0	F	65.2	34.8	8.9	C	67.3	72.5	-5.2	B	359	14	26:1	B	2.00
SUNY at Purchase College	11.4	17.8	-6.3	D	53.2	36.8	3.1	B	61.2	61.7	-0.4	A	417	9	46:1	C	2.50
SUNY Buffalo State	32.4	17.8	14.7	A	59.2	40.8	2.9	B	46.7	48.1	-1.4	A	2462	18	137:1	F	2.75
SUNY College at Brockport	11.2	17.8	-6.6	D	59.9	40.1	3.6	B	54.3	68.0	-13.7	D	716	12	60:1	D	1.50
SUNY College at Geneseo	2.9	17.8	-14.8	F	63.9	36.1	7.6	C	59.8	79.6	-19.8	F	158	8	20:1	A	1.50
SUNY College at Old Westbury	28.1	17.8	10.4	A	65.6	34.4	9.3	D	42.1	39.3	2.8	A	1010	21	48:1	D	2.50
SUNY College at Oswego	8.5	17.8	-9.3	D	57.2	42.8	0.9	A	50.7	63.3	-12.6	C	584	18	32:1	B	2.50
SUNY College at Plattsburgh	7.7	17.8	-10.1	D	58.3	41.7	2.0	A	57.8	62.5	-4.6	A	372	6	62:1	D	2.50
SUNY College at Potsdam	11.2	17.8	-6.6	D	56.3	43.7	0.0	A	42.2	53.0	-10.8	C	373	8	47:1	D	2.00
SUNY College of Agriculture and Technology at Cobleskill	12.1	17.8	-5.7	D	50.4	49.6	5.9	B	50.0	45.9	4.1	A	262	1	262:1	F	2.00
SUNY College of Environmental Science and Forestry	1.5	17.8	-16.3	F	50.0	50.0	6.3	C	64.3	71.7	-7.5	B	26	3	9:1	A	2.25
SUNY Cortland	6.1	17.8	-11.7	F	51.5	48.5	4.8	B	53.8	70.9	-17.1	D	375	6	63:1	D	1.25
SUNY Empire State College	20.9	17.8	3.1	A	75.1	24.9	18.8	F	10.1	15.8	-5.7	B	779	17	46:1	C	2.25
SUNY Oneonta	3.8	17.8	-14.0	F	59.6	40.4	3.3	B	69.9	71.8	-2.0	A	213	13	16:1	A	2.75
SUNY Polytechnic Institute	5.3	17.8	-12.5	F	31.5	68.5	24.8	F	44.4	46.0	-2.5	A	89	4	22:1	B	1.75
University at Buffalo	7.5	17.8	-10.3	D	50.0	50.0	6.3	C	63.0	73.0	-10.0	C	1409	35	40:1	C	1.75

NORTH CAROLINA

Statewide Equity Index Score

2.23

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Appalachian State University	3.8	25.5	-21.7	F	47.1	52.9	9.2	D	57.5	70.3	-12.8	D	588	17	35:1	C	1.00
East Carolina University	16.0	25.5	-9.4	D	59.7	40.3	3.4	B	59.0	59.4	-0.4	A	3161	60	53:1	D	2.25
North Carolina State University at Raleigh	6.0	25.5	-19.5	F	55.2	44.8	1.1	A	69.1	75.9	-6.8	B	1243	67	19:1	A	2.75
University of North Carolina at Asheville	4.4	25.5	-21.0	F	55.4	44.6	0.9	A	55.7	61.5	-5.8	B	139	14	10:1	A	2.75
University of North Carolina at Chapel Hill	7.8	25.5	-17.7	F	65.7	34.3	9.4	D	85.0	90.4	-5.4	B	1389	104	13:1	A	2.00
University of North Carolina at Charlotte	16.0	25.5	-9.5	D	56.8	43.2	0.5	A	54.4	54.7	-0.3	A	3242	62	52:1	D	2.50
University of North Carolina at Greensboro	28.9	25.5	3.4	A	71.5	28.5	15.2	D	59.6	55.2	4.4	A	4013	51	79:1	F	2.25
University of North Carolina at Pembroke	37.1	25.5	11.7	A	56.4	43.6	0.1	A	35.5	35.4	0.1	A	1663	13	128:1	F	3.00
University of North Carolina School of the Arts	9.3	25.5	-16.2	F	46.3	53.7	10.0	D	60.8	63.3	-2.5	A	82	5	16:1	A	2.25
University of North Carolina Wilmington	4.3	25.5	-21.2	F	52.9	47.1	3.4	B	69.7	71.2	-1.5	A	510	21	24:1	B	2.50
Western Carolina University	6.5	25.5	-18.9	F	46.8	53.2	9.5	D	51.8	55.9	-4.1	A	511	6	85:1	F	1.25

NORTH DAKOTA

Statewide Equity Index Score

1.38

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Dickinson State University	4.4	3.4	1.1	A	20.0	80.0	36.3	F	21.6	32.1	-10.5	C	40	0	0	F	1.50
Mayville State University	12.5	3.4	9.1	A	6.6	93.4	49.7	F	12.5	32.4	-19.9	F	76	0	0	F	1.00
Minot State University	5.3	3.4	2.0	A	25.9	74.1	30.4	F	26.3	41.0	-14.7	D	108	1	108:1	F	1.25
North Dakota State University	2.9	3.4	-0.5	B	36.7	63.3	19.6	F	33.8	54.7	-20.9	F	305	9	34:1	C	1.25
University of North Dakota	2.1	3.4	-1.3	B	32.6	67.4	23.7	F	42.7	53.9	-11.3	C	181	8	23:1	B	2.00
Valley City State University	3.7	3.4	0.4	A	14.8	85.2	41.5	F	29.0	42.0	-13.0	D	27	0	0	F	1.25

OHIO

Statewide Equity Index Score

1.82

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Bowling Green State University	9.6	15.1	-5.5	C	58.3	41.7	2.0	A	41.2	54.2	-13.0	D	1256	29	43:1	C	2.25
Cleveland State University	15.0	15.1	0.0	A	65.5	34.5	9.2	D	16.5	37.7	-21.2	F	1375	31	44:1	C	1.75
Kent State University at Kent	9.0	15.1	-6.1	D	68.4	31.6	12.1	D	39.5	54.4	-14.9	D	1713	47	36:1	C	1.25
Miami University-Hamilton	9.0	15.1	-6.0	D	50.6	49.4	5.7	B	7.5	25.9	-18.3	F	172	1	172:1	F	1.00
Miami University-Middletown	4.1	15.1	-11.0	F	59.1	40.9	2.8	B	2.7	18.9	-16.1	D	44	1	44:1	C	1.50
Miami University-Oxford	3.2	15.1	-11.9	F	51.8	48.2	4.5	B	71.2	79.5	-8.3	B	508	44	12:1	A	2.50
Ohio State University	5.2	15.1	-9.9	D	55.5	44.5	0.8	A	72.9	83.4	-10.4	C	2164	139	16:1	A	2.75
Ohio University	5.4	15.1	-9.7	D	58.0	42.0	1.7	A	58.2	65.9	-7.6	B	955	38	25:1	B	2.75
Shawnee State University	6.1	15.1	-9.0	D	39.2	60.8	17.1	F	14.9	26.8	-11.9	C	181	5	36:1	C	1.25
University of Akron	11.2	15.1	-3.8	C	51.1	48.9	5.2	B	15.7	40.9	-25.1	F	1501	34	44:1	C	1.75
University of Cincinnati	6.6	15.1	-8.5	D	55.8	44.2	0.5	A	49.8	65.0	-15.3	D	1419	90	16:1	A	2.50
University of Toledo	11.5	15.1	-3.5	C	55.2	44.8	1.1	A	19.4	43.9	-24.4	F	1477	22	67:1	D	1.75
Wright State University	11.6	15.1	-3.5	C	64.4	35.6	8.1	C	20.3	38.7	-18.5	F	1107	33	34:1	C	1.50
Wright State University-Lake Campus	3.3	15.1	-11.8	F	41.4	58.6	14.9	D	20.0	29.4	-9.4	C	29	0	0	F	0.75
Youngstown State University	8.8	15.1	-6.2	D	54.9	45.1	1.4	A	8.6	32.1	-23.5	F	761	24	32:1	B	2.00

OKLAHOMA

Statewide Equity Index Score

1.83

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Cameron University	12.6	9.3	3.2	A	59.0	41.0	2.7	B	15.3	22.2	-6.9	B	383	7	55:1	D	2.75
East Central University	3.9	9.3	-5.5	C	34.9	65.1	21.4	F	29.8	34.3	-4.5	A	109	3	36:1	C	2.00
Northeastern State University	3.8	9.3	-5.5	C	46.2	53.8	10.1	D	23.7	28.3	-4.6	A	184	8	23:1	B	2.50
Northwestern Oklahoma State University	7.4	9.3	-1.9	B	22.6	77.4	33.7	F	7.3	27.4	-20.1	F	106	3	35:1	C	1.25
Oklahoma Panhandle State University	11.2	9.3	1.8	A	15.2	84.8	41.1	F	30.8	31.1	-0.4	A	99	0	0	F	2.00
Oklahoma State University	4.5	9.3	-4.9	C	48.6	51.4	7.7	C	42.1	61.2	-19.1	F	821	20	41:1	C	1.50
Rogers State University	4.2	9.3	-5.1	C	57.6	42.4	1.3	A	5.9	23.1	-17.2	D	99	3	33:1	C	2.25
Southeastern Oklahoma State University	5.5	9.3	-3.8	C	27.8	72.2	28.5	F	22.4	28.4	-6.0	B	133	1	133:1	F	1.25
Southwestern Oklahoma State University	4.6	9.3	-4.7	C	38.1	61.9	18.2	F	19.3	32.7	-13.4	D	168	2	84:1	F	0.75
University of Central Oklahoma	8.8	9.3	-0.5	B	60.0	40.0	3.7	B	27.2	37.4	-10.2	C	926	15	62:1	D	2.25
University of Oklahoma-Norman Campus	4.6	9.3	-4.7	C	49.6	50.4	6.7	C	56.0	66.7	-10.7	C	839	25	34:1	C	2.00
University of Science and Arts of Oklahoma	3.5	9.3	-5.8	D	72.0	28.0	15.7	D	25.0	41.4	-16.4	D	25	1	25:1	B	1.50

OREGON

Statewide Equity Index Score

2.07

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Eastern Oregon University	2.7	2.5	0.3	A	23.9	76.1	32.4	F	16.1	28.6	-12.5	C	46	1	46:1	C	2.00
Oregon Institute of Technology	1.3	2.5	-1.2	B	30.0	70.0	26.3	F	40.0	45.9	-5.9	B	30	0	0	F	1.50
Oregon State University	1.3	2.5	-1.1	B	38.9	61.1	17.4	F	43.4	63.1	-19.7	F	244	13	19:1	A	1.75
Portland State University	3.6	2.5	1.1	A	52.2	47.8	4.1	B	33.2	43.4	-10.2	C	494	25	20:1	A	3.25
Southern Oregon University	2.6	2.5	0.1	A	38.9	61.1	17.4	F	27.1	38.0	-10.9	C	90	0	0	F	1.50
University of Oregon	2.1	2.5	-0.4	B	46.5	53.5	9.8	D	60.8	69.7	-9.0	B	381	17	22:1	B	2.50
Western Oregon University	4.0	2.5	1.5	A	43.8	56.2	12.5	D	33.1	43.3	-10.3	C	162	3	54:1	D	2.00

PENNSYLVANIA

Statewide Equity Index Score

1.89

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Bloomsburg University of Pennsylvania	8.7	14.2	-5.5	C	53.4	46.6	2.9	B	40.6	62.6	-22.0	F	714	11	65:1	D	1.50
California University of Pennsylvania	13.7	14.2	-0.5	B	50.0	50.0	6.3	C	42.1	53.8	-11.7	C	632	22	29:1	B	2.50
Clarion University of Pennsylvania	7.7	14.2	-6.6	D	49.5	50.5	6.8	C	24.6	50.7	-26.0	F	273	7	39:1	C	1.25
East Stroudsburg University of Pennsylvania	15.4	14.2	1.2	A	53.9	46.1	2.4	A	41.0	55.8	-14.9	D	866	11	79:1	F	2.25
Edinboro University of Pennsylvania	7.4	14.2	-6.8	D	48.1	51.9	8.2	C	33.4	48.3	-14.9	D	322	8	40:1	C	1.50
Indiana University of Pennsylvania	12.2	14.2	-2.0	B	54.8	45.2	1.5	A	32.6	53.4	-20.9	F	1212	20	61:1	D	2.00
Kutztown University of Pennsylvania	7.7	14.2	-6.6	D	42.5	57.5	13.8	D	33.6	54.7	-21.2	F	558	15	37:1	C	1.00
Lock Haven University	9.7	14.2	-4.6	C	45.0	55.0	11.3	D	32.9	48.3	-15.3	D	340	7	49:1	D	1.25
Mansfield University of Pennsylvania	10.4	14.2	-3.9	C	55.8	44.2	0.5	A	40.2	52.0	-11.9	C	199	1	199:1	F	2.00
Millersville University of Pennsylvania	8.4	14.2	-5.8	D	52.9	47.1	3.4	B	40.1	61.9	-21.8	F	495	17	29:1	B	1.75
Pennsylvania State University-Abington	13.4	14.2	-0.8	B	60.0	40.0	3.7	B	32.0	47.6	-15.6	D	408	7	58:1	D	2.00
Pennsylvania State University-Altoona	7.4	14.2	-6.8	D	57.3	42.7	1.0	A	56.9	68.8	-11.8	C	246	3	82:1	F	1.75
Pennsylvania State University-Beaver	9.9	14.2	-4.3	C	53.2	46.8	3.1	B	35.2	44.5	-9.3	C	62	2	31:1	B	2.50
Pennsylvania State University-Berks	10.5	14.2	-3.7	C	49.1	50.9	7.2	C	44.4	58.7	-14.3	D	265	1	265:1	F	1.25
Pennsylvania State University-Brandywine	15.3	14.2	1.1	A	51.1	48.9	5.2	B	24.2	43.1	-18.9	F	176	4	44:1	C	2.25
Pennsylvania State University-Erie-Behrend	3.1	14.2	-11.1	F	58.9	41.1	2.6	A	36.7	67.7	-31.0	F	129	3	43:1	C	1.50
Pennsylvania State University-Fayette-Eberly	4.7	14.2	-9.5	D	57.7	42.3	1.4	A	21.7	44.9	-23.2	F	26	0	0	F	1.25
Pennsylvania State University-Greater Allegheny	20.6	14.2	6.4	A	54.0	46.0	2.3	A	27.3	41.2	-13.9	D	100	8	13:1	A	3.25
Pennsylvania State University-Harrisburg	9.9	14.2	-4.3	C	54.4	45.6	1.9	A	64.8	63.7	1.1	A	375	10	38:1	C	3.00
Pennsylvania State University-Lehigh Valley	6.6	14.2	-7.7	D	48.9	51.1	7.4	C	41.2	54.5	-13.3	D	45	0	0	F	1.00
Pennsylvania State University-New Kensington	5.2	14.2	-9.0	D	33.3	66.7	23.0	F	36.0	51.1	-15.1	D	27	1	27:1	B	1.25
Pennsylvania State University-Schuylkill	18.8	14.2	4.6	A	54.7	45.3	1.6	A	43.0	43.1	-0.1	A	117	0	0	F	3.00
Pennsylvania State University-Shenango	9.6	14.2	-4.6	C	63.6	36.4	7.3	C	9.1	30.4	-21.3	F	22	0	0	F	1.00
Pennsylvania State University-University Park	4.1	14.2	-10.1	D	56.0	44.0	0.3	A	69.8	85.5	-15.8	D	1645	105	16:1	A	2.50
Pennsylvania State University-Wilkes-Barre	4.3	14.2	-9.9	D	27.8	72.2	28.5	F	51.9	49.5	2.4	A	18	4	5:1	A	2.25
Pennsylvania State University-Worthington Scranton	3.0	14.2	-11.3	F	52.0	48.0	4.3	B	20.0	43.4	-23.4	F	25	1	25:1	B	1.50
Pennsylvania State University-York	6.6	14.2	-7.6	D	52.7	47.3	3.6	B	39.0	49.7	-10.6	C	55	1	55:1	D	1.75
Shippensburg University of Pennsylvania	11.3	14.2	-2.9	C	49.8	50.2	6.5	C	37.7	55.6	-18.0	F	626	15	42:1	C	1.50
Slippery Rock University of Pennsylvania	5.4	14.2	-8.8	D	53.0	47.0	3.3	B	51.7	66.6	-14.9	D	383	8	48:1	D	1.50
Temple University	11.8	14.2	-2.4	B	64.5	35.5	8.2	C	64.2	69.2	-5.1	B	3090	117	26:1	B	2.75
University of Pittsburgh-Bradford	13.4	14.2	-0.8	B	44.2	55.8	12.1	D	46.7	49.9	-3.2	A	181	3	60:1	D	2.25
University of Pittsburgh-Greensburg	6.0	14.2	-8.2	D	62.8	37.2	6.5	C	47.2	55.0	-7.9	B	86	3	29:1	B	2.25
University of Pittsburgh-Johnstown	4.0	14.2	-10.2	D	56.0	44.0	0.3	A	30.3	53.4	-23.1	F	109	2	55:1	D	1.50
University of Pittsburgh-Pittsburgh Campus	5.1	14.2	-9.1	D	57.2	42.8	0.9	A	70.7	81.3	-10.6	C	925	106	9:1	A	2.75
West Chester University of Pennsylvania	10.6	14.2	-3.6	C	62.5	37.5	6.2	C	51.8	69.2	-17.4	F	1353	34	40:1	C	1.50

RHODE ISLAND

Statewide Equity Index Score

2.00

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Rhode Island College	8.5	7.8	0.7	A	64.6	35.4	8.3	C	32.3	44.2	-11.9	C	474	6	79:1	F	2.00
University of Rhode Island	5.1	7.8	-2.8	C	48.4	51.6	7.9	C	48.9	62.1	-13.1	D	628	20	31:1	B	2.00

SOUTH CAROLINA

Statewide Equity Index Score

1.78

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Clemson University	6.7	32.1	-25.4	F	48.3	51.7	8.0	C	66.2	81.7	-15.5	D	1203	48	25:1	B	1.50
Coastal Carolina University	20.4	32.1	-11.8	F	46.5	53.5	9.8	D	46.0	43.7	2.3	A	1798	21	86:1	F	1.25
College of Charleston	7.5	32.1	-24.7	F	68.9	31.1	12.6	D	61.6	67.1	-5.4	B	707	25	28:1	B	1.75
Francis Marion University	44.0	32.1	11.9	A	77.9	22.1	21.6	F	40.1	40.9	-0.8	A	1355	8	169:1	F	2.00
Lander University	29.2	32.1	-3.0	C	74.3	25.7	18.0	F	38.4	45.8	-7.4	B	738	2	369:1	F	1.25
University of South Carolina-Aiken	26.6	32.1	-5.5	C	71.7	28.3	15.4	D	40.6	41.6	-1.1	A	750	7	107:1	F	1.75
University of South Carolina-Beaufort	22.3	32.1	-9.9	D	72.2	27.8	15.9	D	23.2	24.9	-1.7	A	389	2	195:1	F	1.50
University of South Carolina-Columbia	8.8	32.1	-23.3	F	59.4	40.6	3.1	B	71.0	72.9	-1.8	A	2106	83	25:1	B	2.50
University of South Carolina-Upstate	30.6	32.1	-1.6	B	73.8	26.2	17.5	F	41.2	40.3	0.9	A	1346	24	56:1	D	2.00
Winthrop University	30.5	32.1	-1.6	B	71.0	29.0	14.7	D	56.7	55.1	1.6	A	1386	23	60:1	D	2.25

SOUTH DAKOTA

Statewide Equity Index Score

1.63

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Black Hills State University	1.5	2.4	-0.9	B	18.8	81.3	37.6	F	30.8	33.7	-2.9	A	32	1	32:1	B	2.50
Dakota State University	3.5	2.4	1.1	A	8.9	91.1	47.4	F	10.0	41.0	-31.0	F	45	0	0	F	1.00
Northern State University	1.9	2.4	-0.5	B	16.0	84.0	40.3	F	15.0	49.1	-34.1	F	25	0	0	F	0.75
South Dakota School of Mines and Technology	1.7	2.4	-0.7	B	2.9	97.1	53.4	F	33.3	49.1	-15.8	D	34	1	34:1	C	1.50
South Dakota State University	1.6	2.4	-0.8	B	36.1	63.9	20.2	F	32.3	55.7	-23.4	F	133	8	17:1	A	1.75
University of South Dakota	2.8	2.4	0.4	A	29.0	71.0	27.3	F	40.3	54.0	-13.7	D	138	8	17:1	A	2.25

TENNESSEE

Statewide Equity Index Score

2.16

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Austin Peay State University	21.2	21.5	-0.3	B	60.8	39.2	4.5	B	30.2	36.5	-6.3	B	1473	25	59:1	D	2.50
East Tennessee State University	6.5	21.5	-15.0	F	54.9	45.1	1.4	A	24.6	41.9	-17.3	F	603	20	30:1	B	1.75
Middle Tennessee State University	22.2	21.5	0.7	A	62.5	37.5	6.2	C	42.6	44.5	-1.9	A	3553	61	58:1	D	2.75
Tennessee Technological University	4.0	21.5	-17.5	F	33.8	66.2	22.5	F	43.8	51.0	-7.2	B	337	13	26:1	B	1.50
University of Memphis	34.8	21.5	13.3	A	65.2	34.8	8.9	C	33.3	43.5	-10.2	C	4302	78	55:1	D	2.25
University of Tennessee-Chattanooga	10.4	21.5	-11.1	F	60.1	39.9	3.8	B	31.1	41.3	-10.1	C	923	32	29:1	B	2.00
University of Tennessee-Knoxville	6.7	21.5	-14.8	F	54.5	45.5	1.8	A	58.9	68.9	-10.1	C	1396	56	25:1	B	2.25
University of Tennessee-Martin	14.0	21.5	-7.5	D	60.4	39.6	4.1	B	40.0	47.3	-7.3	B	692	16	43:1	C	2.25

TEXAS

Statewide Equity Index Score

2.19

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Angelo State University	9.1	13.5	-4.4	C	43.0	57.0	13.3	D	22.6	33.0	-10.4	C	451	5	90:1	F	1.25
Lamar University	28.1	13.5	14.6	A	62.3	37.7	6.0	C	22.7	33.0	-10.3	C	1730	25	69:1	D	2.25
Midwestern State University	14.7	13.5	1.2	A	54.5	45.5	1.8	A	31.3	43.4	-12.1	C	606	4	152:1	F	2.50
Sam Houston State University	19.3	13.5	5.8	A	65.6	34.4	9.3	D	47.0	50.9	-3.9	A	2802	32	88:1	F	2.25
Stephen F Austin State University	19.3	13.5	5.8	A	65.3	34.7	9.0	C	35.5	43.0	-7.5	B	1850	12	154:1	F	2.25
Sul Ross State University	10.5	13.5	-3.0	C	17.4	82.6	38.9	F	9.6	21.6	-12.0	C	144	3	48:1	D	1.25
Tarleton State University	7.8	13.5	-5.7	D	57.1	42.9	0.8	A	29.6	43.7	-14.1	D	632	11	57:1	D	1.75
Texas A&M International University	0.4	13.5	-13.1	F	16.7	83.3	39.6	F	36.8	42.4	-5.6	B	18	6	3:1	A	1.75
Texas A&M University-Central Texas	19.6	13.5	6.0	A	68.0	32.0	11.7	D	---	---	---	I	122	6	20:1	A	3.00
Texas A&M University-College Station	3.2	13.5	-10.3	D	54.5	45.5	1.8	A	67.6	79.4	-11.8	C	1454	102	14:1	A	2.75
Texas A&M University-Commerce	23.5	13.5	10.0	A	56.5	43.5	0.2	A	37.1	45.5	-8.4	B	1410	28	50:1	D	3.00
Texas A&M University-Corpus Christi	7.2	13.5	-6.3	D	57.4	42.6	1.1	A	38.2	37.4	0.7	A	592	12	49:1	D	2.50
Texas A&M University-Kingsville	6.8	13.5	-6.7	D	38.0	62.0	18.3	F	18.8	32.3	-13.5	D	347	11	32:1	B	1.25
Texas A&M University-San Antonio	8.0	13.5	-5.5	C	54.7	45.3	1.6	A	---	---	---	I	190	8	24:1	B	3.00
Texas A&M University-Texarkana	14.9	13.5	1.4	A	67.1	32.9	10.8	D	9.1	26.3	-17.2	D	164	3	55:1	D	1.75
Texas State University	10.0	13.5	-3.5	C	57.7	42.3	1.4	A	54.1	54.8	-0.7	A	2811	35	80:1	F	2.50
Texas Tech University	6.3	13.5	-7.3	D	42.1	57.9	14.2	D	53.8	59.5	-5.7	B	1662	36	46:1	C	1.75
Texas Woman's University	21.2	13.5	7.6	A	93.8	6.2	37.5	---	33.3	41.1	-7.8	B	1476	23	64:1	D	2.67
University of Houston	10.6	13.5	-2.9	C	55.1	44.9	1.2	A	37.1	49.3	-12.2	C	2691	38	71:1	D	2.25
University of Houston-Clear Lake	7.7	13.5	-5.8	D	69.6	30.4	13.3	D	---	---	---	I	207	19	11:1	A	2.00
University of Houston-Downtown	18.7	13.5	5.2	A	62.8	37.2	6.5	C	11.6	15.5	-4.0	A	1184	34	35:1	C	2.00
University of Houston-Victoria	17.3	13.5	3.8	A	57.5	42.5	1.2	A	9.7	17.8	-8.1	B	275	1	275:1	F	2.75
University of North Texas	13.0	13.5	-0.5	B	57.3	42.7	1.0	A	47.2	50.9	-3.7	A	3317	54	61:1	D	3.00
University of North Texas at Dallas	28.5	13.5	15.0	A	68.5	31.5	12.2	D	27.3	32.6	-5.3	B	391	11	36:1	C	2.50
University of Texas at Arlington	12.9	13.5	-0.6	B	62.2	37.8	5.9	B	37.2	44.4	-7.2	B	2152	21	102:1	F	2.25
University of Texas at Austin	4.2	13.5	-9.3	D	63.0	37.0	6.7	C	68.3	80.2	-11.9	C	1558	88	18:1	A	2.25
University of Texas at Dallas	5.6	13.5	-7.9	D	47.6	52.4	8.7	C	52.4	66.9	-14.5	D	796	19	42:1	C	1.50
University of Texas at El Paso	2.6	13.5	-10.9	F	42.0	58.0	14.3	D	23.9	39.0	-15.1	D	345	19	18:1	A	1.50
University of Texas at San Antonio	9.9	13.5	-3.7	C	58.6	41.4	2.3	A	38.4	31.8	6.6	A	1970	36	55:1	D	2.75
University of Texas at Tyler	9.2	13.5	-4.3	C	62.2	37.8	5.9	B	38.4	42.2	-3.8	A	442	16	28:1	B	3.00
University of Texas of the Permian Basin	5.5	13.5	-8.0	D	37.0	63.0	19.3	F	25.9	33.4	-7.5	B	119	3	40:1	C	1.50
University of Texas Rio Grande Valley	0.5	13.5	-13.9	F	45.9	54.1	10.4	D	34.3	40.5	-6.2	B	98	27	4:1	A	2.00
West Texas A&M University	5.3	13.5	-8.2	D	40.5	59.5	15.8	D	23.4	41.2	-17.8	F	299	3	100:1	F	0.50

UTAH

Statewide Equity Index Score

2.25

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Southern Utah University	2.2	1.2	1.0	A	38.1	61.9	18.2	F	32.9	38.2	-5.3	B	126	0	0	F	1.75
University of Utah	1.3	1.2	0.1	A	46.6	53.4	9.7	D	59.3	63.0	-3.7	A	223	18	12:1	A	3.25
Utah State University	0.9	1.2	-0.3	B	40.8	59.2	15.5	D	39.6	48.5	-8.9	B	152	6	25:1	B	2.50
Utah Valley University	0.9	1.2	-0.4	B	40.4	59.6	15.9	D	16.3	25.7	-9.3	C	146	6	24:1	B	2.25
Weber State University	2.0	1.2	0.7	A	38.1	61.9	18.2	F	19.8	37.2	-17.4	F	202	6	34:1	C	1.50

VERMONT

Statewide Equity Index Score

2.31

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Castleton University	1.8	2.3	-0.6	B	16.1	83.9	40.2	F	69.2	48.9	20.4	A	31	1	31:1	B	2.50
Johnson State College	4.3	2.3	2.0	A	34.2	65.8	22.1	F	33.3	35.2	-1.8	A	38	0	0	F	2.00
Lyndon State College	3.2	2.3	0.9	A	19.4	80.6	36.9	F	23.7	35.9	-12.2	C	31	0	0	F	1.50
University of Vermont	1.2	2.3	-1.2	B	52.5	47.5	3.8	B	70.5	75.6	-5.1	B	118	24	5:1	A	3.25

VIRGINIA

Statewide Equity Index Score

2.04

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Christopher Newport University	7.6	22.3	-14.6	F	50.1	49.9	6.2	C	62.8	69.4	-6.6	B	371	12	31:1	B	2.00
College of William and Mary	7.1	22.3	-15.2	F	63.3	36.7	7.0	C	87.1	90.5	-3.4	A	439	23	19:1	A	2.50
George Mason University	10.9	22.3	-11.4	F	60.3	39.7	4.0	B	69.3	68.5	1.1	A	2066	58	36:1	C	2.25
James Madison University	4.6	22.3	-17.7	F	59.9	40.1	3.6	B	74.1	82.1	-8.1	B	856	28	31:1	B	2.25
Longwood University	8.9	22.3	-13.4	F	64.9	35.1	8.6	C	56.1	65.2	-9.1	B	353	5	71:1	D	1.50
Old Dominion University	31.1	22.3	8.8	A	60.1	39.9	3.8	B	50.9	51.6	-0.7	A	4723	51	93:1	F	2.75
Radford University	15.3	22.3	-7.0	D	57.9	42.1	1.6	A	52.9	58.7	-5.8	B	1239	15	83:1	F	2.00
University of Mary Washington	6.9	22.3	-15.4	F	55.6	44.4	0.7	A	62.7	72.1	-9.4	C	266	9	30:1	B	2.25
University of Virginia	6.5	22.3	-15.8	F	59.8	40.2	3.5	B	87.1	93.7	-6.6	B	995	81	12:1	A	2.50
University of Virginia College at Wise	11.3	22.3	-10.9	F	24.1	75.9	32.2	F	29.9	41.6	-11.7	C	145	3	48:1	D	0.75
Virginia Commonwealth University	19.1	22.3	-3.2	C	67.0	33.0	10.7	D	59.3	59.9	-0.6	A	3823	109	35:1	C	2.25
Virginia Polytechnic Institute and State University	4.0	22.3	-18.3	F	41.4	58.6	14.9	D	72.7	83.1	-10.4	C	998	47	21:1	B	1.50

WASHINGTON

Statewide Equity Index Score

2.59

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Central Washington University	3.5	4.5	-1.0	B	43.2	56.8	13.1	D	37.4	52.2	-14.8	D	329	10	33:1	C	1.75
Eastern Washington University	3.6	4.5	-0.9	B	47.1	52.9	9.2	D	30.6	45.9	-15.3	D	340	12	28:1	B	2.00
The Evergreen State College	5.1	4.5	0.6	A	54.0	46.0	2.3	A	48.6	55.8	-7.2	B	176	0	0	F	2.75
University of Washington-Bothell Campus	6.4	4.5	1.9	A	55.0	45.0	1.3	A	65.9	67.9	-2.0	A	282	4	71:1	D	3.25
University of Washington-Seattle Campus	2.6	4.5	-1.9	B	55.0	45.0	1.3	A	74.2	83.4	-9.2	C	737	58	13:1	A	3.25
University of Washington-Tacoma Campus	7.3	4.5	2.8	A	55.8	44.2	0.5	A	47.5	57.1	-9.5	C	274	6	46:1	C	3.00
Washington State University	3.4	4.5	-1.1	B	50.8	49.2	5.5	B	55.2	65.8	-10.6	C	728	11	66:1	D	2.25
Western Washington University	1.7	4.5	-2.8	C	56.8	43.2	0.5	A	54.6	70.4	-15.7	D	229	10	23:1	B	2.50

WEST VIRGINIA

Statewide Equity Index Score

1.79

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Concord University	6.6	5.2	1.4	A	35.0	65.0	21.3	F	17.8	35.5	-17.7	F	123	1	123:1	F	1.00
Fairmont State University	5.9	5.2	0.6	A	29.8	70.2	26.5	F	25.5	31.0	-5.6	B	191	3	64:1	D	2.00
Glenville State College	13.8	5.2	8.5	A	20.7	79.3	35.6	F	13.8	31.7	-17.9	F	145	0	0	F	1.00
Marshall University	6.9	5.2	1.7	A	47.5	52.5	8.8	C	37.5	44.8	-7.3	B	547	21	26:1	B	3.00
Shepherd University	8.1	5.2	2.9	A	42.9	57.1	13.4	D	31.9	43.2	-11.2	C	219	4	55:1	D	2.00
West Liberty University	2.7	5.2	-2.5	B	26.5	73.5	29.8	F	20.5	43.0	-22.5	F	49	0	0	F	0.75
West Virginia University	4.8	5.2	-0.4	B	36.5	63.5	19.8	F	41.6	56.9	-15.2	D	981	58	17:1	A	2.00
West Virginia University Institute of Technology	8.1	5.2	2.9	A	44.3	55.7	12.0	D	3.9	20.0	-16.1	D	79	2	40:1	C	2.00

WISCONSIN

Statewide Equity Index Score

1.69

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Wisconsin-Eau Claire	0.9	8.2	-7.3	D	34.5	65.5	21.8	F	65.2	66.9	-1.6	A	84	10	8:1	A	2.25
University of Wisconsin-Green Bay	1.6	8.2	-6.7	D	34.4	65.6	21.9	F	40.5	47.9	-7.3	B	64	3	21:1	B	1.75
University of Wisconsin-La Crosse	0.8	8.2	-7.4	D	39.7	60.3	16.6	F	47.1	67.9	-20.8	F	73	8	9:1	A	1.25
University of Wisconsin-Madison	2.1	8.2	-6.1	D	53.8	46.2	2.5	A	71.4	84.1	-12.7	C	599	67	9:1	A	2.75
University of Wisconsin-Milwaukee	7.4	8.2	-0.8	B	62.5	37.5	6.2	C	20.5	41.5	-21.0	F	1294	47	28:1	B	2.00
University of Wisconsin-Oshkosh	2.6	8.2	-5.6	C	50.7	49.3	5.6	B	24.3	52.8	-28.5	F	215	7	31:1	B	2.00
University of Wisconsin-Parkside	8.6	8.2	0.4	A	56.3	43.7	0.0	A	15.9	29.9	-14.0	D	279	7	40:1	C	2.75
University of Wisconsin-Platteville	1.1	8.2	-7.1	D	36.7	63.3	19.6	F	14.2	53.5	-39.3	F	79	15	5:1	A	1.25
University of Wisconsin-River Falls	1.6	8.2	-6.7	D	42.1	57.9	14.2	D	28.4	54.2	-25.8	F	76	3	25:1	B	1.25
University of Wisconsin-Stevens Point	2.6	8.2	-5.6	C	43.0	57.0	13.3	D	32.6	61.3	-28.8	F	200	3	67:1	D	1.00
University of Wisconsin-Stout	1.9	8.2	-6.3	D	30.3	69.7	26.0	F	32.0	54.7	-22.7	F	132	3	44:1	C	0.75
University of Wisconsin-Superior	1.7	8.2	-6.6	D	30.0	70.0	26.3	F	26.7	41.8	-15.1	D	30	2	15:1	A	1.50
University of Wisconsin-Whitewater	4.1	8.2	-4.2	C	46.1	53.9	10.2	D	29.6	57.4	-27.8	F	410	17	24:1	B	1.50

WYOMING

Statewide Equity Index Score

1.75

	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
COLLEGE/UNIVERSITY	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Wyoming	1.2	2.1	-0.9	B	28.1	71.9	28.2	F	33.3	54.7	-21.4	F	96	8	12:1	A	1.75

RECOMMENDATIONS

We do not believe Black students are largely responsible for their underrepresentation and lack of success at public colleges and universities. Factors such as low motivation, insufficient academic effort, fixed mindsets, low classroom and out-of-class engagement, and parental influences are indeed partly responsible for some trends noted in this publication. Notwithstanding, researchers and postsecondary leaders rely too heavily on these factors as they attempt to explain the educational status of Black undergraduates. The onus for success is too often placed entirely on students, their families, and K-12 schools they attended. In this section, we shift more of the responsibility to higher education leaders and policymakers.

Recommendations offered below are for professionals who work at and on behalf of public colleges and universities. We do not maintain that simply doing the few things we suggest will be enough to fix *all* problems that undermine access and success for Black undergraduates. We are confident, however, that our recommendations will help remedy *some* inequities documented in this report.

ACHIEVING EQUITY ACROSS THE FOUR INDICATORS

Many institutions performed exceptionally on one or more of our equity indicators. Leaders at system and campus levels should reach out to colleagues at these institutions to understand how they achieved such extraordinary results. Creating opportunities for organizational learning across campuses is one recommendation we have for public postsecondary system executives. At statewide convenings, professionals from institutions that earned A's on one indicator could share helpful strategies with colleagues from lower-performing institutions.

Faculty members and leaders at campus and system levels must spend time learning how to actually achieve racial equity. Our research at the USC Race and Equity Center makes painfully clear that most people who work in higher education never learned much, if anything at all, about how to address racism or strategically achieve racial equity. Since those who are supposed to fix racial inequities on campuses were not taught how to do so, it is no surprise that widespread inequity continually persists. The USC Equity Institutes, our eight-week professional learning series, is one response to this problem. In addition to facilitating eight 90-minute modules for 20 leaders at an institution, we also coach teams as they create strategic plans for the design, implementation, resourcing, assessment, accountability, communication, and sustainability of four racial equity projects. We believe it hard to achieve equity for Black undergraduates at public colleges and universities without this level of commitment to professional learning and strategic organizational change.

The work of Black student success cannot rest mostly on a chief diversity officer, black culture center staff, or a few Black faculty members. Instead, we recommend establishing cross-campus, cross-sector teams comprised of faculty and staff members, senior administrators, alumni, and Black undergraduates; these teams should include some White professors and administrators.

INCREASING BLACK UNDERGRADUATE STUDENT ENROLLMENTS

At many public institutions, a disproportionately high share of Black undergraduates come from only 4-5 cities and just a small number of supplier high schools within those cities. This signifies that recruiters return to the same places year after year to find Black applicants. While strong partnerships between high schools and postsecondary institutions are praiseworthy, heavy or exclusive reliance on a small number of them is unlikely to produce different results from one year to the next. Admission officers must substantively engage a wider array of high schools to find talented prospective Black students.

State legislators and public postsecondary system executives must invest more resources into programs that *specifically* prepare Black students for college admission and success. Prep programs for low-income, first generation, and underrepresented students are oftentimes not specific enough. Consequently, too few Black students directly benefit from them. Legislators and public system executives who wish to align Black student enrollments with Black representation in the state's population should make money available to create new partnerships, to establish college access programs specifically for Black students, and to increase admission officers' travel budgets to more high schools across the state with the explicit goal of enrolling more Black state residents. Haphazardly awarding such funds would be irresponsible. Instead, public institutions must be required to submit Black student recruitment plans that include goals, strategies, and metrics. In addition, state system offices should launch systemwide campaigns to specifically increase Black undergraduate enrollments.

Any college recruiter from any racial/ethnic group who wishes to enroll more Black state residents could do so by employing the right strategies. However, it is worth noting that, nationally, 85% of college admission directors and 80% of admission officers are White. Undoubtedly, increasing the number of Black recruiters a campus sends to high schools across the state (especially those enrolling high numbers of Black students), to places of religious worship that Black families attend, and to predominantly Black neighborhoods and community centers would help increase a public postsecondary institution's chances of recruiting more Black undergraduates. Diversifying the college admission profession requires intentionality and casting a wider net. We write about a resource below in the Black faculty recruitment and retention section that would also help diversify admission offices.

Last spring, our center published its biennial report on Black male student-athletes and racial inequities in NCAA Division I sports. Eighty-two percent of institutions in the dataset were public. In the study, Professor Shaun Harper suggested admission officers should behave more like coaches who seek to recruit talented Black male high school students to play on revenue-generating sports teams. "A coach does not wait for high school students to express interest in playing for the university – he and his staff scout talent, establish collaborative partnerships with high school coaches, spend time cultivating one-on-one relationships with recruits, visit homes to talk with parents and families, host special visit days for student-athletes whom they wish to recruit, and search far and wide for the most talented prospects," Harper noted. Targeted activities such as these are necessary to recruit more Black students who are not athletes. We reject the excuse that admissible Black undergraduates cannot be found, as public postsecondary institutions confirm year after year that they are able to miraculously locate Black men when millions of dollars are to be made from their labor on football fields and basketball courts.

RECOMMENDATIONS
(CONTINUED)

ENSURING GENDER EQUITY IN AND BEYOND ENROLLMENT

For nearly two decades, higher education scholars and practitioners have invested tremendous effort into narrowing the gender gap in Black student enrollments. That women are now 52% and men are 48% of full-time, degree-seeking Black undergraduates is evidence that these efforts have been successful at public institutions. It is noteworthy that Black women's enrollments did not decline as Black men's increased. What did happen, though, is that Black women's gender-specific needs, experiences, and issues were largely ignored as institutions worked to address Black men's challenges. This was wrong.

On campuses where Black undergraduate women considerably outnumber Black undergraduate men, or vice versa, we recommend creating gender-specific outreach and enrollment strategies. Together, specificity and strategy can help achieve gender balance. Systemwide Black male initiatives, recruitment plans aimed at enrolling more Black men who are not student-athletes, and campus resource centers and student organizations aimed at improving academic success for Black undergraduate men are all fine with us – so long as institutions also commit energy and resources to understanding and meeting Black women's gender-specific needs. Just because Black women perform better on equity indicators such as the four used in this study does not mean there are not other inequities that specifically disadvantage them. We suggest conducting qualitative studies on Black women's and men's uniquely gendered experiences, as well as disaggregating quantitative data by race and gender. Analyzing Black women's educational outcomes in comparison to women from other racial/ethnic groups, as opposed to always using Black men as their comparison, would also reveal particular racial inequities.

GRADUATING BLACK STUDENTS AT HIGHER RATES

Decades of research makes clear that high school preparation, affordability and financial aid, the investment of academic effort, and high levels of engagement inside and outside of classrooms are serious determinants of college completion (Mayhew et al., 2016). Leaders at campus and system levels, as well as state and federal policymakers, need to take this research seriously and invest resources into initiatives that specifically prepare Black students for college and ensure they have the financial support necessary to persist once they enroll. Funding Pell Grants at levels that actually cover the cost of attendance for low-income Black students is a serious recommendation for federal policymakers. Giving institutions the resources they need to strategically address longstanding racial inequities must be among state and federal policymakers' highest priorities.

In their 2018 study, USC Race and Equity Center researchers Shaun Harper and Charles Davis, along with their collaborator Edward Smith, discovered that college completion is not just about financial aid and the other aforementioned factors. Their research makes clear that Black students also drop out of college because of the racism they frequently encounter on campus. Educators and administrators must understand the relationship between environmental racism and Black student attrition. Data from our center's National Assessment of Collegiate Campus Climates, an annual quantitative survey, would be helpful. Once institutions have data about how Black undergraduates differently and specifically experience the racial climate, various stakeholders across campus must begin to strategically address students' encounters with racial microaggressions, racist stereotypes, erasure in the curriculum, and overt forms of racism. Those experiences, not just academic readiness and financial aid, help distinguish Black undergraduates who drop out of college from those who ultimately persist through baccalaureate degree attainment.

RECRUITING AND RETAINING FULL-TIME BLACK FACULTY MEMBERS

Since its publication in the *Journal of Higher Education* in 2004, "Interrupting the Usual: Successful Strategies for Diversifying the Faculty" has become one of the most cited peer-reviewed articles on the topic of faculty diversity. It also has been used to guide practice on a countless number of campuses across the nation. We highly recommend that public institution leaders read it and employ strategies offered therein. *Diversifying the Faculty: A Guidebook for Search Committees* is another incredibly useful publication for campus leaders, faculty members, and search committees.

Institutions must go beyond simply posting job announcements on their HR websites and in the *Chronicle of Higher Education*. Search committees have to be trained on bias, held accountable for producing racially diverse finalist pools, and expected to write position descriptions that amplify the institution's commitment to diversity, equity, and inclusion. Aggressively disseminating ads through academic networks that include several Black academicians also is required for success.

The USC Race and Equity Center will soon launch PRISM, a professional networking and racial equity recruitment resource for colleges and universities. Eventually, PRISM will include thousands of employable people of color with standardized profiles, as well as downloadable CVs/resumes and work samples. Institutions will be able to search for and direct message professionals of color whom they deem qualified and potentially attractive for opportunities on their campuses. This will be one way to ensure that more current and prospective Black faculty members know about positions at public institutions. In addition to faculty members across academic ranks and fields, PRISM will include administrators of color across sectors (admissions, student affairs, academic affairs, and business services, to name a few).

Recruiting more Black full-time faculty members without addressing racial climate and workload imbalance issues and ensuring that White faculty colleagues respect their scholarship would be a waste of institutional resources. Turner, González, and Wood (2008) published a comprehensive synthesis of research about faculty of color. White professors and leaders should read this article, discuss it, and begin working in collaboration with Black colleagues and other faculty members of color on their campuses to strategically correct troublesome experiential realities. Anything short of this will guarantee perpetual imbalances in Black student-to-Black faculty ratios and high turnover rates among Black professors.

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ABOUT THE CENTER

The University of Southern California is home to a dynamic research and organizational improvement center that helps professionals in educational institutions, corporations, and other contexts strategically develop and achieve equity goals, better understand and correct climate problems, avoid and recover from racial crises, and engineer sustainable cultures of inclusion and respect. Evidence, as well as scalable and adaptable models of success, inform our rigorous approach.

The USC Race and Equity Center's strength largely resides in its interdisciplinary network of faculty affiliates. We unite more than 100 professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources. When journalists, policymakers, and organizational leaders call us for expertise and assistance, we leverage our brilliant cast of faculty affiliates.

Rigorous, evidence-based work that educates our nation, transforms institutions and organizations, boldly confronts racism, and strategically achieves equity is what we do at the USC Race and Equity Center. The Center is home to the National Assessment of Collegiate Campus Climates, the USC Equity Institutes, PRISM (a professional networking and racial equity recruiting resource), and the Alliance for Equity, Diversity, and Inclusion in Business.

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'SEGREGATION FOREVER'?:

The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities

THE EDUCATION TRUST

#EndCollegeSegregation

The Education Trust

"I didn't feel I should sneak in.
I didnt feel I should go around the back door.
If (Wallace) was standing in the door,
I had a EVERY RIGHT
in the world to face him
AND TO GO TO SCHOOL."

– Vivian Malone

Photo by: Schulmann-Sachs/picture-alliance/dpa/AP Images

TABLE OF CONTENTS

'SEGREGATION FOREVER'?:

The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities

BY: **ANDREW HOWARD NICHOLS, PH.D.,**
SENIOR DIRECTOR OF HIGHER EDUCATION RESEARCH AND DATA ANALYTICS

THIS REPORT EXAMINES how access for Black and Latino students at the nation's 101 most selective public colleges and universities has changed since 2000, and whether these institutions are serving an undergraduate student body that represents the racial and ethnic diversity of their particular state's population.

Access scores, ranging from 0 to 100, measure how well each institution's Black and Latino enrollment reflects the state's racial and ethnic demography. (See "How colleges were graded" on page 5 for more details.) Letter grades further reflect an institution's access score. Scores of 90 or higher received A's. Scores in the 80s, 70s, and 60s received B's, C's, and D's, respectively. And scores below 60 received failing grades or F's.

Our findings show very little progress has been made since 2000, and the overwhelming majority of the nation's most selective public colleges are still inaccessible for Black and Latino undergraduates. Over half of the 101 institutions earned D's and F's for access for BOTH Black and Latino students (see Table 1). While underrepresentation at these institutions is problematic for both groups, the findings are much worse for Black students who have less access at these institutions than they did in 2000. (See Appendix Tables A and B for a comprehensive list of the access grades, scores, and enrollment data for each institution.)

BLACK STUDENT ACCESS

- Over 75% of these colleges received F grades for their representation of Black students. Fewer than 1 out of 10 (9%) received an A, indicating that the percentage of Black students on campus was representative of the state's Black population.
- Institutions in states with larger Black populations were the least accessible. Nearly all of the 32 institutions in the 14 Southern states, which account for over half of the nation's Black population, received failing grades. The three institutions without failing grades were in Kentucky and West Virginia, which are the two Southern states with the lowest share of Black residents.
- Since 2000, the percentage of Black students has decreased at nearly 60% of the 101 most selective public colleges and universities.

LATINO STUDENT ACCESS

- Nearly half of these colleges received F grades for their representation of Latino students. Just 1 out of 7 (14%) received an A, indicating that the percentage of Latino students on campus was representative of the state's Latino population.
- The institutions in the nine states with 75% of the nation's Latino population were — on average — less accessible. Twenty-seven of 37 institutions (73%) received D's and F's.
- While all of the 101 selective public institutions saw gains in the percentage of Latino students since 2000, the gains at 65% of these institutions were less than the growth in the state's Latino population.

IMPROVING ACCESS FOR BLACK AND LATINO STUDENTS AT THE 101 COLLEGES AND UNIVERSITIES included in this report is a matter of will. With larger endowments and more funding, these institutions have the resources to do so, but their leaders must make a conscious commitment to increasing access. Policymakers can also help institutions become more accessible.

HERE ARE 10 ACTIONS CAMPUS LEADERS AND POLICYMAKERS CAN TAKE TO ENSURE MORE BLACK AND LATINO STUDENTS HAVE THE CHANCE TO ATTEND OUR NATION'S SELECTIVE PUBLIC COLLEGES.

1. Adopt goals to increase access
2. Increase access to high-quality guidance counselors
3. Use race more prominently in admissions decisions
4. Rescind state bans on affirmative action
5. Increase aid to Black and Latino students
6. Alter recruitment strategies
7. Improve campus racial climates
8. Use outcomes-based funding policies equitably
9. Leverage federal accountability
10. Reduce the role of standardized testing and/or consider making tests optional

In June 1963, Alabama's segregationist governor, George Wallace, and a group of state troopers stood in front of the University of Alabama's Foster Auditorium in an attempt to intimidate and deny access to two Black students, Vivian Malone and James Hood. Malone and Hood were seeking to complete their registration and effectively integrate the campus. Although the Supreme Court's Brown v. Board of Education decision in 1954 made racial segregation in public education illegal, the Alabama governor defiantly vowed to honor the infamous pledge he made during his inaugural address in January of 1963 — "Segregation now, segregation tomorrow, and segregation forever!"

Gov. Wallace was eventually forced to stand down and allow Malone and Hood to complete their registration after federal authorities, accompanied by federalized troops from the Alabama National Guard, demanded he step aside. But it's surely no coincidence that Wallace chose to make his "stand in the schoolhouse door" at the state's premier, most cherished, and best resourced public institution. On that day, he was delivering a clear message: You (Black people) are not welcome at this institution, which belongs to us (White people).

Fast forward nearly 60 years, and evidence of this sentiment remains. Today, Black students are severely underrepresented at the state's flagship. Only 10% of the university's students are Black, while one-third of the eligible college-aged population in Alabama is Black. Sadly, this is far too common at many of the nation's most renowned public colleges and universities. Many have strayed from their public mission and become more selective, abandoning their responsibility to provide access and opportunity to residents of their state. Few enroll a student body that reflects the racial and ethnic demography of the state's residents who fund and support the institution through taxes.

In this report, we dig into the data and examine the state of access for Black and Latino students at 101 of the nation's most selective public colleges and universities.[1] More specifically, this report examines how access for Black and Latino students at these institutions has changed since 2000 and whether these institutions are serving an undergraduate student body that represents the racial and ethnic diversity of their particular state's population. We grade each of these 101 institutions on their commitment to access for both Black and Latino students (see Appendix Tables A and B) and provide a list of some of the least accessible selective public institutions in the country (see Table 1). The findings in this report make it clear that despite some marginal gains in access for Latino students since the turn of the century, both Black and Latino students continue to be woefully underrepresented at these institutions. And in many instances, access has even regressed.

How COLLEGES AND UNIVERSITIES Were Graded

Each of the 101 institutions in this report were given a set of access scores and grades for their commitment to access for Black and Latino students. These scores range from 0 to 100, with 0 being the worst score and 100 being the best score an institution can receive. We then used these scores to assign each institution a letter grade using the traditional grading scale. Scores of 90 or higher received A's. Scores in the 80s, 70s, and 60s received B's, C's, and D's, respectively. And finally, scores below 60 received F grades.

The access scores and grades indicate how well the percentage of Black and Latino students at the institution reflects the percentage of college-eligible Black and Latino residents in that institution's state. For example, in Massachusetts, 15.0% of the state's 18- to 24-year-olds with a high school diploma and no bachelor's degree are Latino. If the percentage of Latino undergraduates at the University of Massachusetts Amherst was 15.0% or higher, the institution would receive a perfect Latino access score of 100. However, only 5.8% of undergraduates are Latino, so the institution receives a Latino access score of 39 and an F grade *(see below)*.

2017 LATINO ACCESS FOR UMASS AMHERST: $\left(\frac{\text{5.8\% of students are Latino}}{\text{15\% of state residents are Latino}}\right) \times 100 = 39$ (F grade)

WHY IT MATTERS WHO ATTENDS A 'SELECTIVE' COLLEGE OR UNIVERSITY?

When the college admissions scandal dominated headlines in 2019, people may have wondered why 30 parents spent a combined $25 million to ensure their children got into "elite" colleges.[2] Well, the truth is attending a selective institution can pay dividends. As a rule of thumb, selective colleges and universities have more financial resources and spend more (per student) on everything from the facilities they provide to the faculty they hire and the financial aid they give students. Also, students who attend these institutions are more likely to graduate and go on to earn more[3] and hold influential positions in business and politics.[4]

So why is this a problem? Well, it isn't, per se. The issue is that these selective institutions don't serve enough students who are Black, Latino, or from low-income backgrounds. These students also deserve access to the opportunities, benefits, and social capital that these colleges afford. And while it is easy to believe that we are just talking about the Ivies and a handful of other ritzy private institutions, the truth is that some public colleges and universities also serve very few Black or Latino students.[5]

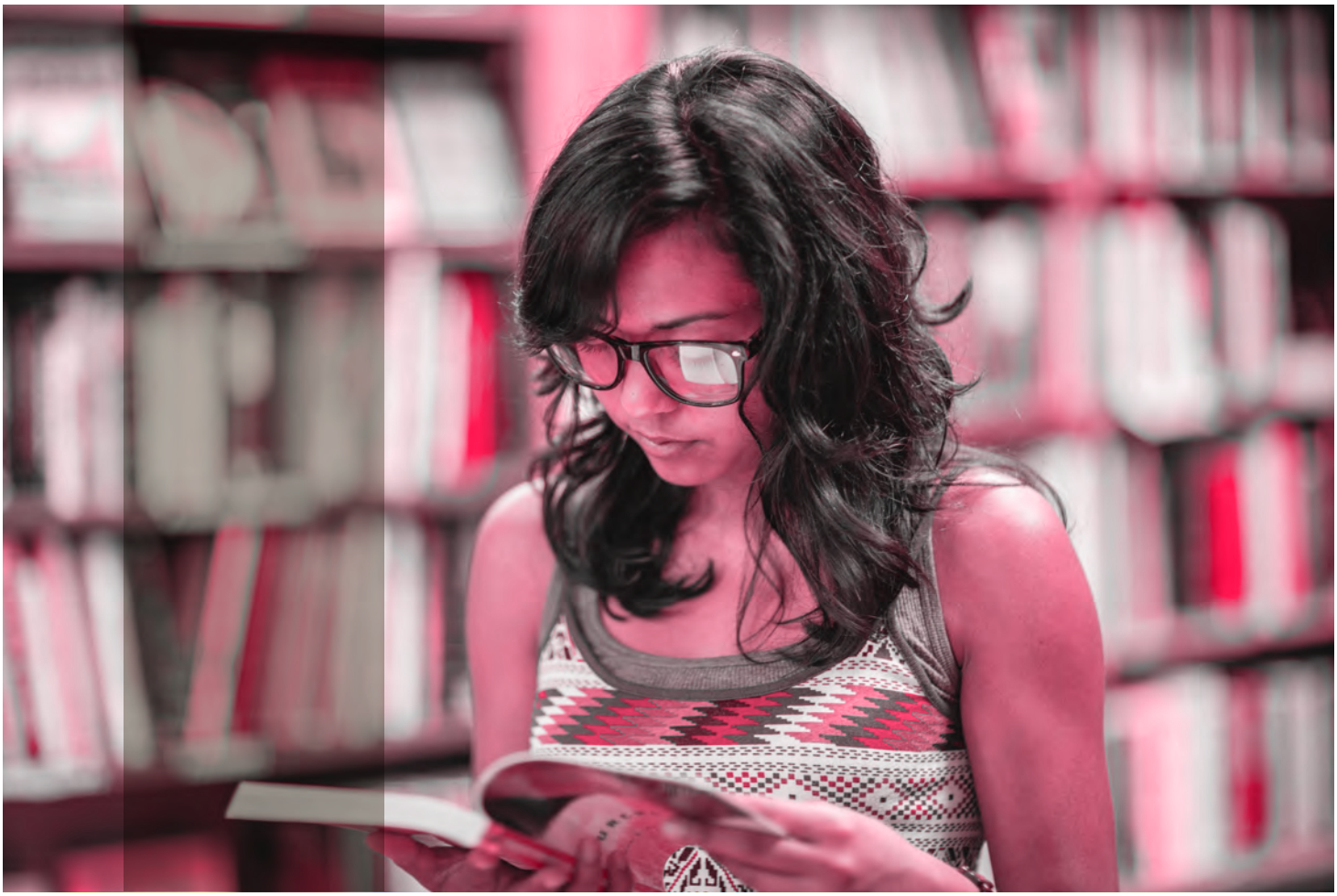
Previous Education Trust reports, Engines of Inequality and Opportunity Adrift, focused on the lack of access for students of color and students from low-income backgrounds at the nation's 50 public flagships.[6] However, in this report, we include another 51 public institutions that are equally as selective and exclusive, such as the University of California-Los Angeles, Clemson University, and Binghamton University. The 101 selective public institutions that we examine in this report have — on average — the same percentage of Black and Latino students as the 60 most academically selective *private* colleges in the nation.[7]

Because these 101 colleges and universities are tax-exempt, taxpayer supported institutions, the underrepresentation of Black and Latino students at these public campuses is even more egregious. As Ed Trust has argued previously, the student body at these institutions should better represent the racial and ethnic diversity of the taxpaying residents in their states. This underrepresentation not only restricts opportunity for Black and Latino students, but it has negative implications for the campus learning environment. Research shows that a lack of diversity can negatively affect campus racial climate, which can in turn have a negative influence on engagement, sense of belonging, and degree completion.[8] Also, more racial and ethnic diversity on campus enhances learning and development for all students.[9]

Selective public colleges and universities cannot continue to hide behind biased admissions standards, such as high-stakes standardized testing, that simply reflect the systemic inequities that Black and Latino students encounter throughout the education pipeline. These inequities start in preschool, where Black and Latino students have less access to high-quality early childhood education.[10] As they progress through the pipeline, these students are more likely to attend schools with less funding, fewer

experienced and effective teachers, and limited rigorous curricular options.[11] They also encounter frequent racial bias, being more likely than their White peers to be punished for similar offenses and to encounter teachers who expect less of them.[12]

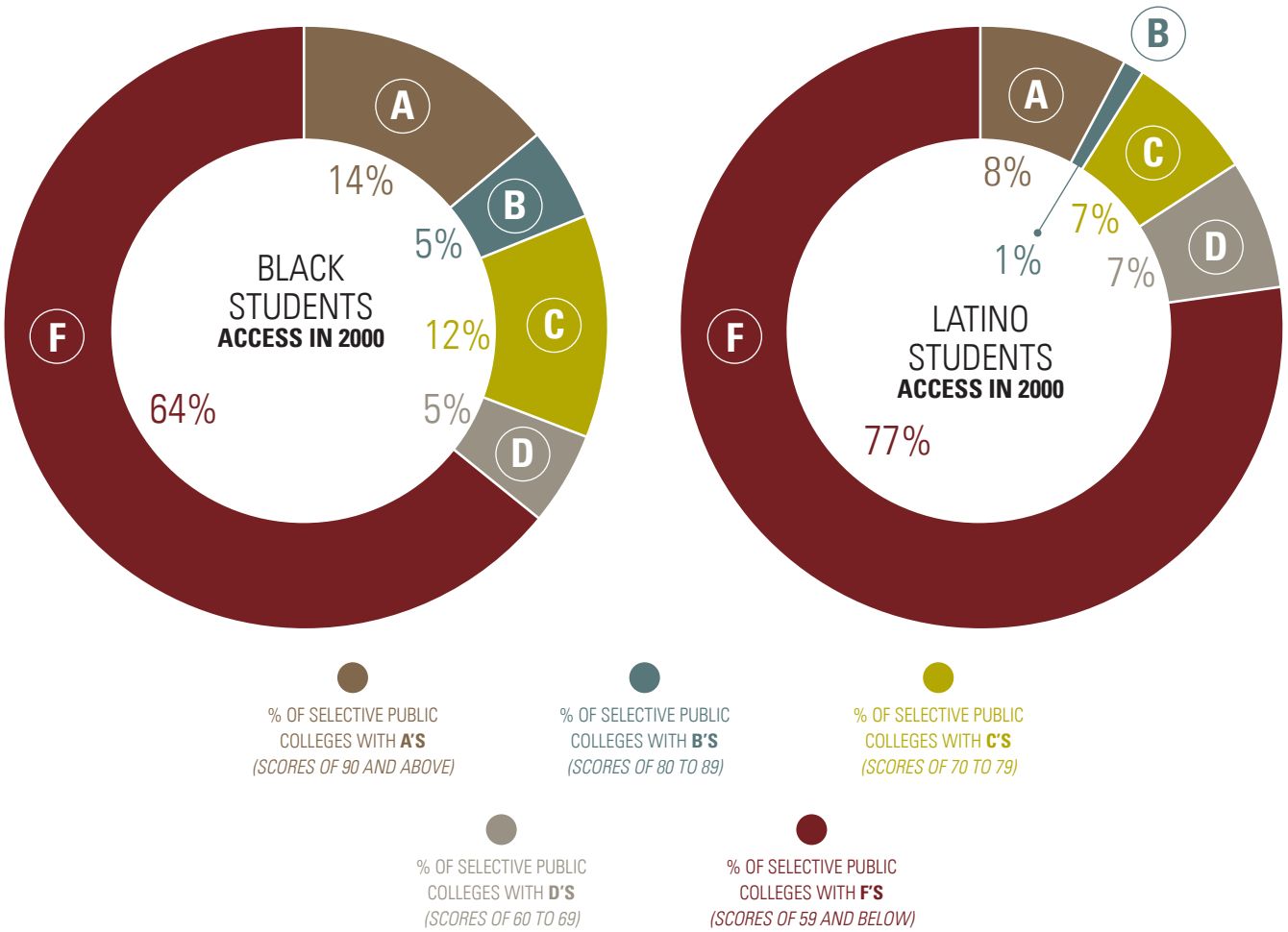
At the conclusion of this report, we provide campus leaders and policymakers with 10 recommendations that can help increase the representation of Black and Latino students at the 101 colleges highlighted herein. While taking action is long overdue, the need to act now is even more necessary, given the expected impact the COVID-19 pandemic will have on the enrollment patterns of students of color. Compared to 24% of White high school seniors, over 40% of high school students of color say they are either unsure about attending college in the fall or have already decided not to attend.[13] This data suggests that current inequities in college access will likely be exacerbated, and the effects will not just limit the social and economic opportunities of these individuals. They will also have a damning collective impact on our nation, which is strengthened by a more educated populous.[14]



HOW ACCESSIBLE WERE THESE INSTITUTIONS FOR BLACK AND LATINO STUDENTS IN 2000?

In 2000, Black and Latino students were severely underrepresented at most selective public colleges and universities (see Figure 1). For Black student access, nearly two-thirds of institutions had failing grades, and another 5% had D grades. Nearly 20% of institutions received A or B grades, with 14% earning A grades and 5% earning B grades. Another 12% of these selective public colleges received C grades. While access for Black students was limited, it was even worse for Latino students. Over three-quarters of institutions had F grades and another 7% had D grades. Only 8% of institutions earned an A, and just 1% received a B.

FIGURE 1: Percent Distribution of Access Grades and Scores at Selective Public Colleges and Universities in 2000



Note: Calculations may not be exact due to rounding. Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS) and the United States Census Bureau's Census 2000. See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details.

HAVE INSTITUTIONS INCREASED BLACK AND LATINO STUDENT ENROLLMENT SINCE 2000?

When you examine the percentage point gains in Black and Latino student enrollment at these institutions, the results are mixed. While these institutions are enrolling more Latino students, Black student access is regressing. As noted in Figure 2, roughly 4 out of 10 of these institutions saw any increase in the percentage of Black students on their campuses. On average, the increases were small, with the average increase being just 1.3 percentage points. Thirty-seven of the 43 (86.0%) institutions that showed improvement had increases of 2.0 percentage points or less. And only six saw increases that exceeded 2.0 percentage points.

Nearly 6 in 10 selective public colleges saw decreases in the percentage of Black students on their campuses. The average decrease was 2.1 percentage points, which was higher than the average increase. Of the 58 institutions that saw declines in the percentage of Black students, 19 saw declines of 2 percentage points or more. And in the worst instances, five institutions saw decreases that exceeded 5 percentage points.

While the majority of these selective public colleges saw declines in the percentage of Black students on campus, all institutions had fairly considerable gains in the percentage of Latino students — the average gain being 5.8 percentage points. Nearly 44% of institutions had gains that exceeded 5.0 percentage points, and 17% had gains of 10 percentage points or more.

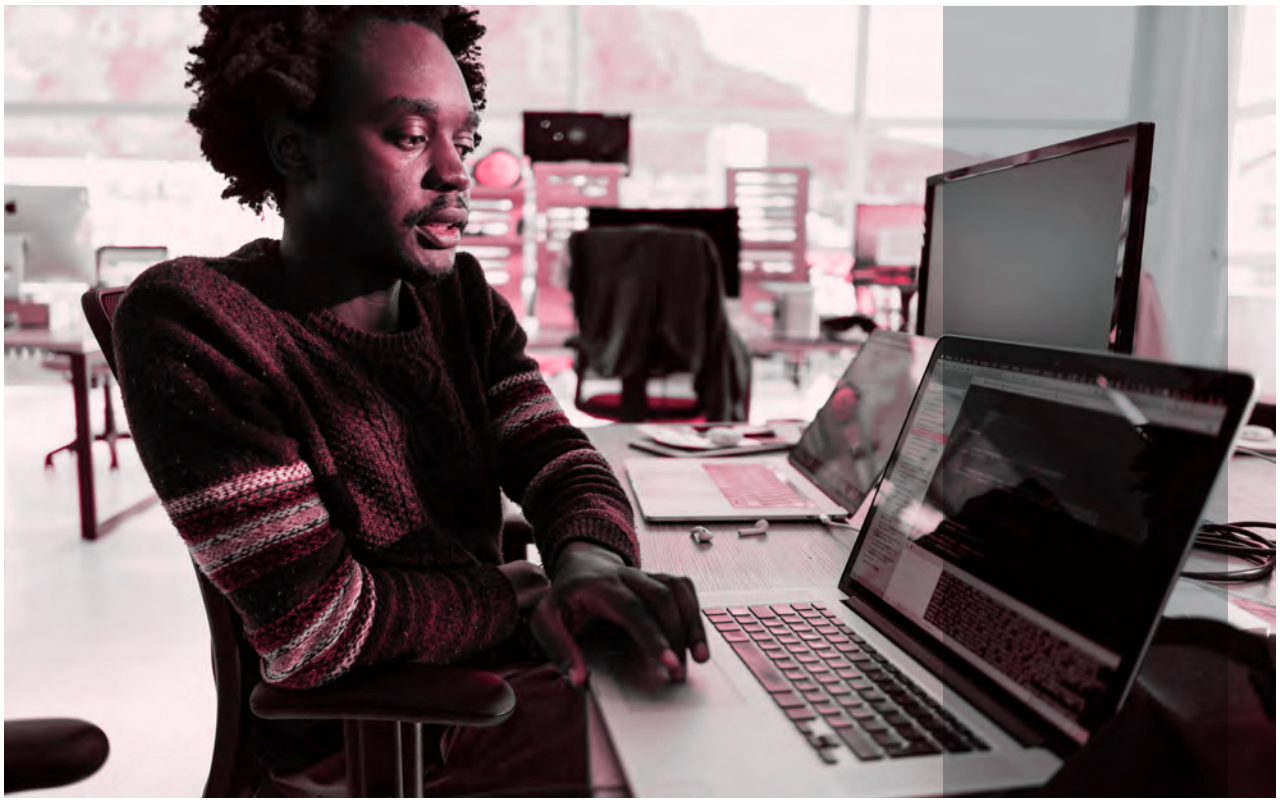
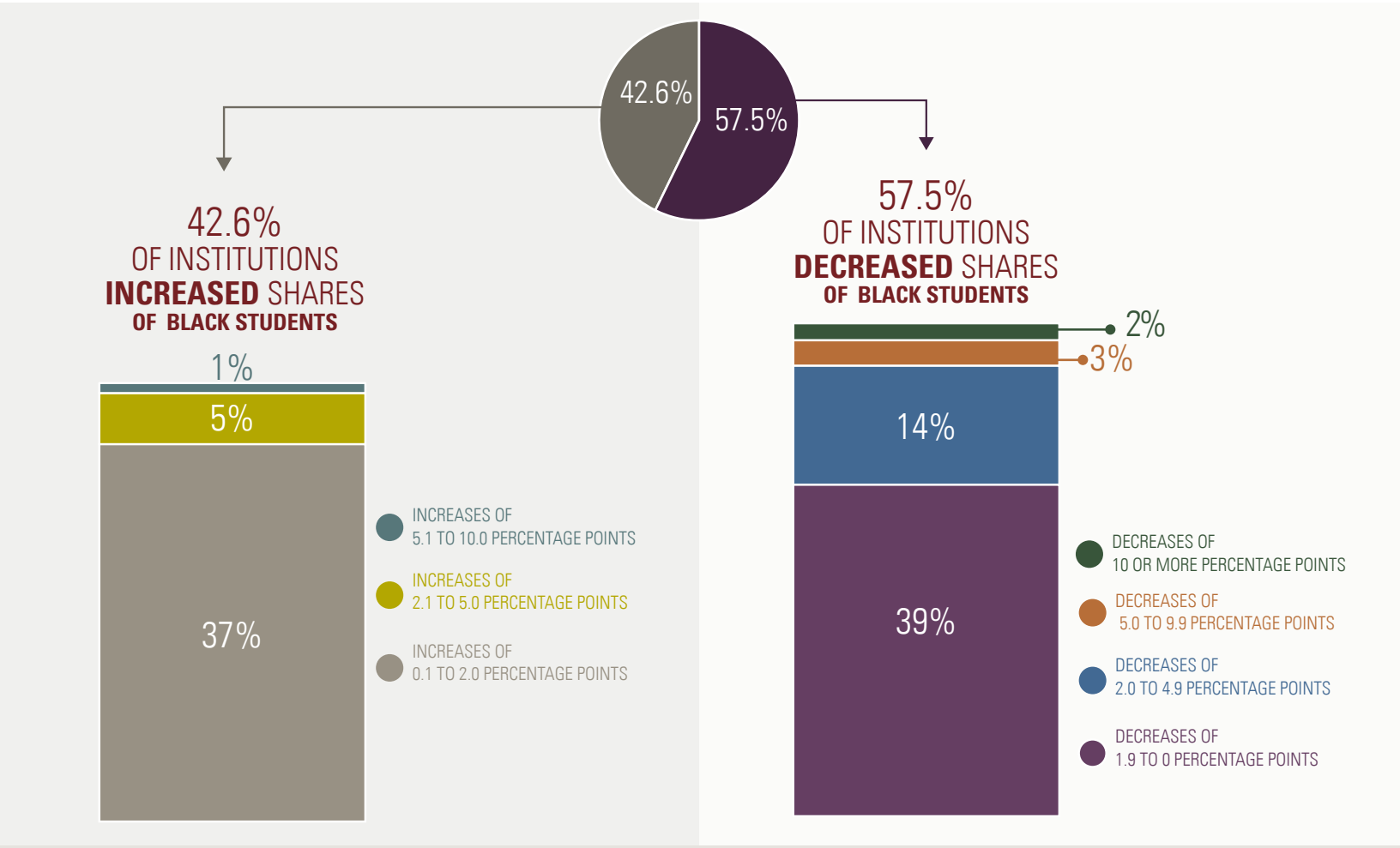
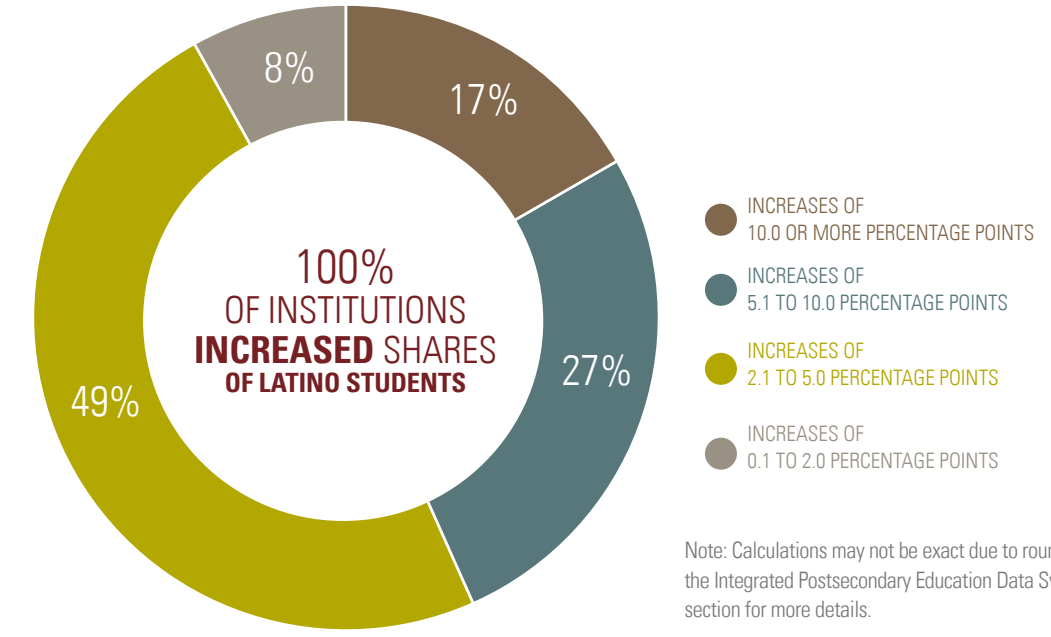


FIGURE 2: Change in the Share of Black and Latino Students at Selective Public Colleges Since 2000





Note: Calculations may not be exact due to rounding. Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS). See the "About the Data" section for more details.

HAVE BLACK AND LATINO STUDENT ENROLLMENTS KEPT PACE WITH STATES' DEMOGRAPHIC CHANGES?

Although gains or declines in the percentages of Black and Latino students on campus are notable, these changes must be placed in the context of the institution's state demographics. The underlying changes in a state's racial and ethnic demographic makeup are key factors to consider when assessing institutional progress (or the lack thereof). For example, the University of California-Berkeley's 4.3 percentage point increase in Latino undergraduates since 2000 (10.4% to 14.8%) may be viewed positively in a vacuum, but seems less noteworthy when the Latino population in California increased at 3.3 times that rate.

In fact, the percentages of Black and Latino residents have increased in nearly every state since the year 2000. In all states except California, Alaska, and Oklahoma, the share of Black residents went up. In nearly half of states (24) the population share of Black residents increased by more than 2.0 percentage points. In only one of those states (Delaware) did growth exceed 5 percentage points.

Population gains were much larger for Latinos, and in all states, the percentage of Latino residents increased. In more than half of states (26) the growth exceeded 5.0 percentage points, and gains exceeded 10.0 percentage points in 7 of those 26 states. Keeping these demographic changes in mind, the percentages of Black and Latino students should have increased at nearly all selective public colleges and universities. While this did occur for Latino students, nearly 6 out of 10 of these institutions saw declines in the percentage of Black undergraduates on campus (see Figure 2).

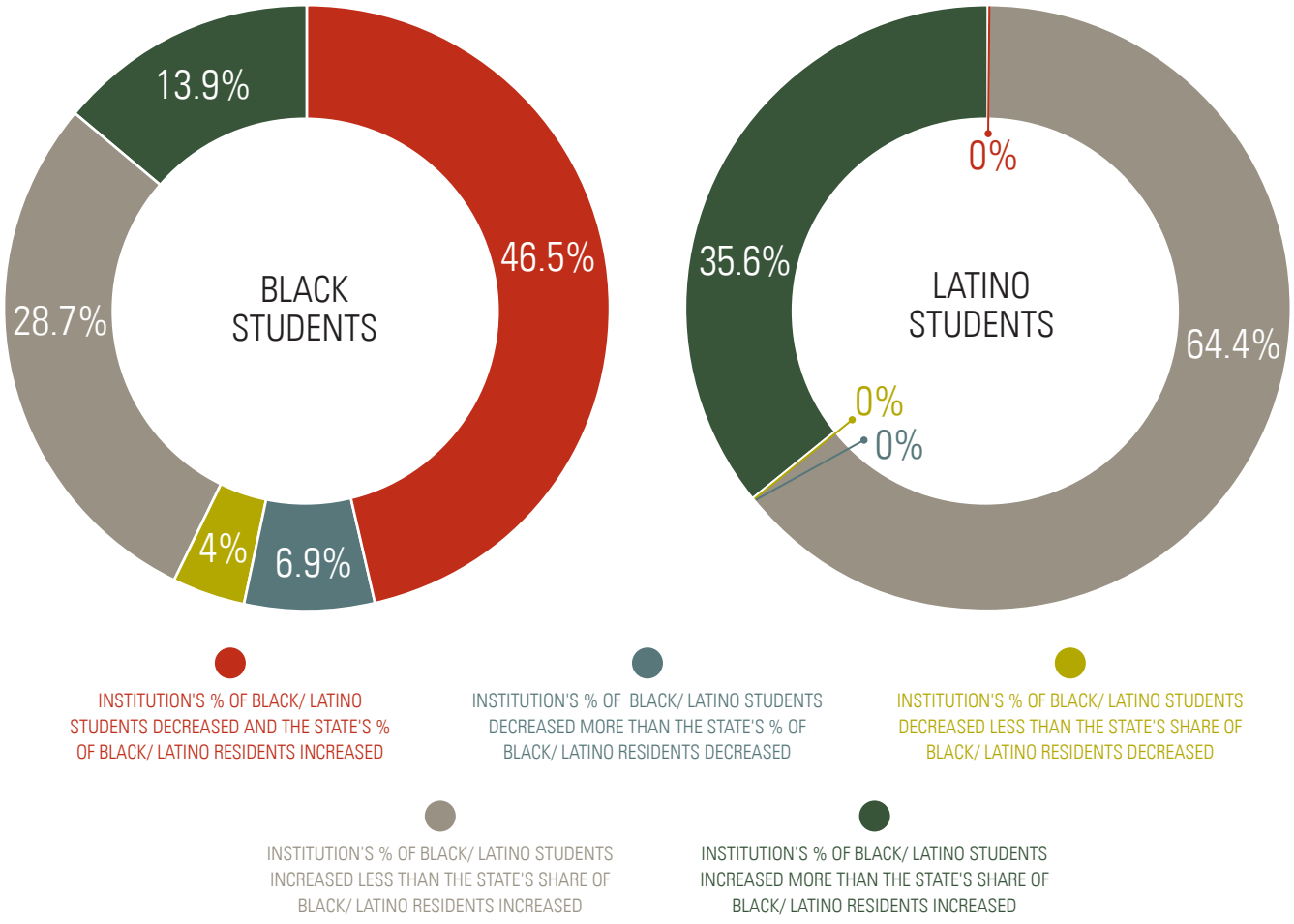
Figure 3 places these institutional gains and declines in enrollment within the context of a state's racial and ethnic demographic changes. For Black students, the data shows that just 14% of selective public colleges and universities increased the percentage of Black students on campus *and* did so in excess of the state's Black population growth. Nearly 3 out of 10 institutions increased their percentage of Black students but failed to keep pace with the state population's increase. In the worst cases, 46.5% of institutions saw their share of Black students decline while the percentage of Black residents in the state

KEEPING THESE DEMOGRAPHIC CHANGES IN MIND, the percentages of Black and Latino students should have increased at nearly all selective public colleges and universities. While this did occur for Latino students, nearly 6 out of 10 of these institutions saw declines in the percentage of Black undergraduates on campus.

went up. For example, the percentage of Black residents in Ohio went up 3.6 percentage points, but the percentage of Black students at the University of Cincinnati went down over 7 percentage points.

For Latino students the story is somewhat more positive. Every single institution had an increase in the percentage of Latino students on campus, and in over one-third of these institutions, this enrollment gain surpassed the increase in the percentage of Latinos in the state. At the University of Central Florida, for instance, the percentage of Latino students went up 14.5 percentage points, and the percentage of Latino residents in Florida only went up nearly 10 percentage points. In the other two-thirds of institutions where enrollment gains did not surpass demographic increases in the state, the average growth was still nearly 5.0 percentage points.

FIGURE 3: Comparing Changes in State Demography and Enrollment at Selective Public Colleges and Universities



Note: Calculations may not be exact due to rounding. Source: Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS), the United States Census Bureau's Census 2000, and the United States Census Bureau's American Community Survey (2015-2017). See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details.

WHAT IS THE CURRENT STATE OF ACCESS FOR BLACK AND LATINO STUDENTS?

On average, access for Black students at selective public institutions has regressed since 2000. While a handful of institutions have been able to improve, access at the overwhelming majority of institutions has gotten worse. As seen in Figure 4, just 23% of institutions received passing access grades in 2017. And the percentage of institutions receiving A's, B's, and C's decreased by a total of 13 percentage points. Ten percent earned A or B grades, and 13% received C's or D's. The percentage of institutions receiving failing scores increased by 13 percentage points. Slightly more than three-quarters (77%) of institutions received failing grades in 2017. The average failing score of 35 was extremely low, and nearly two-thirds of the F grades were scores of 39 and below.

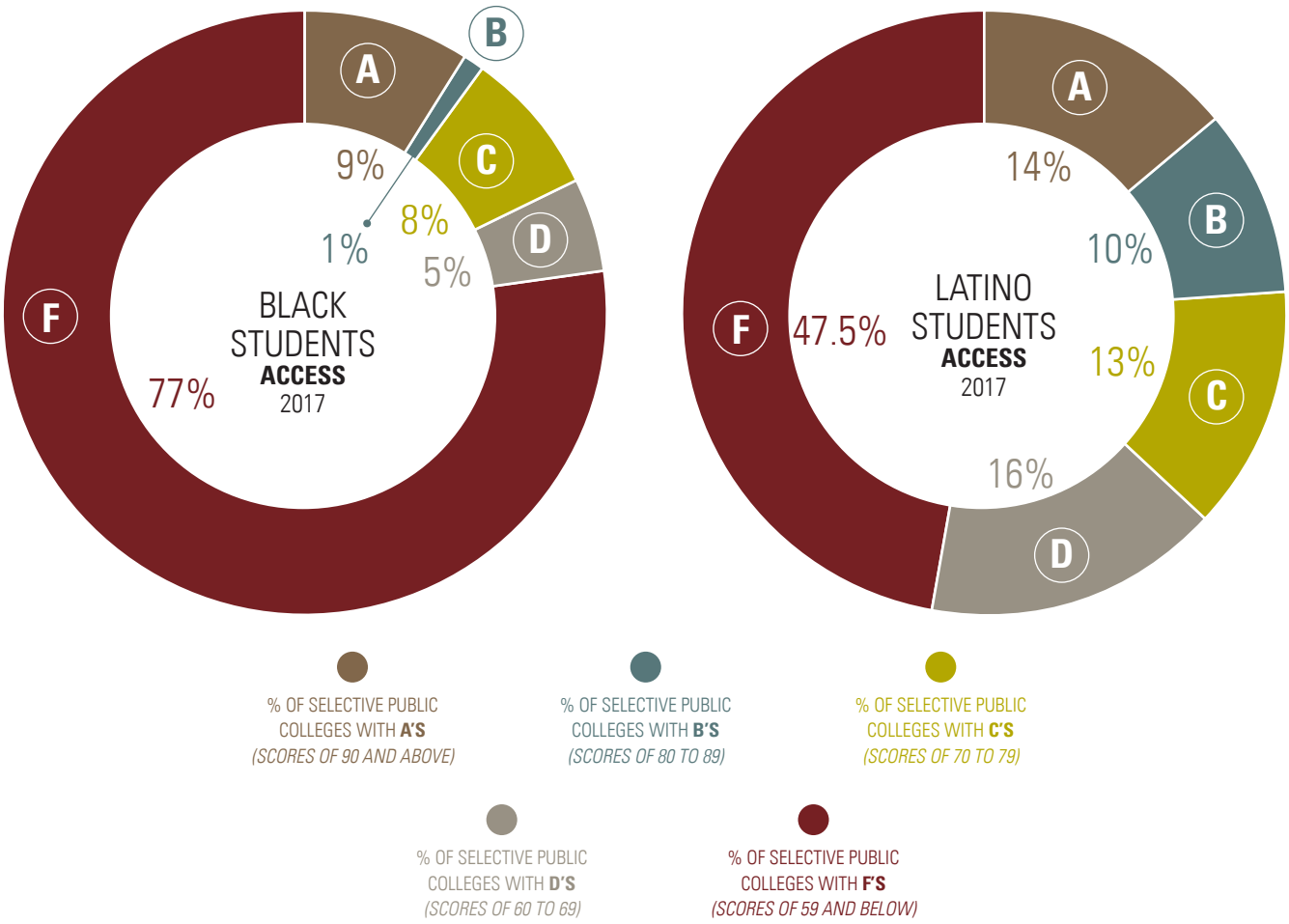
While access scores for Black students were low overall, institutions in states that had higher percentages of Black residents were less accessible. At the 41 colleges in states where 15% of more of the population was Black, the average score was 35. However, the 60 colleges and universities in states where Black residents accounted for less than 15% of the population had an average access score of 52, roughly 17 points higher. Many of the institutions with the lowest scores were in Southern states.[15] In the 14 Southern states, which account for over half of the country's Black population, 29 of 32 colleges had failing grades. The average score was 37. The only three institutions without failing grades were in Kentucky and West Virginia, which are the two Southern states with the lowest shares of Black residents.

Access for Latino students at these public institutions is still problematically low, but progress has been made since 2000. The percentage of failing institutions has decreased by 30 percentage points, but nearly half of institutions still received F's in 2017. The average failing score was 48, and only 1 of 5 institutions with F grades had scores below 39. On a more positive note, roughly one-quarter of colleges earned A or B grades. These numbers are up 15 percentage points since 2000. The percentage of selective public colleges receiving C and D grades is also up 15 percentage points, with 30% having access scores between 79 and 60.

Access for Latino students was also worse at public selective colleges located in states with larger Latino populations. In states where 20% of the population was Latino, the average Latino access score was 56. On average, access scores were 69 at the 63 institutions in states where the Latino population was less than 20%. In the nine states that account for 75% of the nation's Latino population, nearly 75% of the selective public colleges and institutions earned D and F grades.[16]

ON AVERAGE, ACCESS FOR BLACK STUDENTS at selective public institutions has regressed since 2000. While a handful of institutions have been able to improve, access at the overwhelming majority of institutions has gotten worse.

FIGURE 4: Percent Distribution of Access Grades and Scores at Selective Public Colleges and Universities (2017 and 2000)



	Black Student Access *Change Since 2000 (percentage points)*	Latino Student Access *Change Since 2000 (percentage points)*
*% of selective public colleges with **A's** (Scores of 90 and above)*	**-5 pps**	**+6 pps**
*% of selective public colleges with **B's** (Scores of 80 to 89)*	**-4 pps**	**+9 pps**
*% of selective public colleges with **C's** (Scores of 70 to 79)*	**-4 pps**	**+6 pps**
*% of selective public colleges with **D's** (Scores of 60 to 69)*	**0 pps**	**+9 pps**
*% of selective public colleges with **F's** (Scores of 59 and below)*	**+13 pps**	**-30 pps**

Note: Calculations may not be exact due to rounding. Source: Ed Trust analysis of data from the Integrated Postsecondary Education Data System (IPEDS), the United States Census Bureau's American Community Survey (2015-2017), and the United States Census Bureau's Census 2000. See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details

LIMITED PROGRESS, INSUFFICIENT ACCESS FOR BLACK AND LATINO STUDENTS

Although a few institutions have made marginal progress, the overwhelming majority of the nation's most selective public colleges and universities are largely inaccessible to Black and Latino students. Fifty-five percent of these institutions had D and F grades for access for BOTH Black and Latino students (40% earned F grades for both). These colleges are listed in Table 1. Additional grades, scores, and data for all public selective colleges and universities are provided in Appendix Table A (Black students) and B (Latino students).

Sadly, there are very few bright spots in the data. It appears that a handful of institutions may be relatively accessible to either Black or Latino students, but hardly any provide access to both. In fact, only three institutions (i.e., the University of Louisville, the University of Maine, and the University of New Mexico) earned an A or B for both Black and Latino student access. And it should be noted that the University of Maine is not very racially or ethnically diverse despite being representative of its state demography. Less than 6% of its undergraduates are Black or Latino, collectively.

The data paints a bleak picture of the current state of access for Black students. Overall, these selective public institutions are regressing toward segregation and becoming less accessible. Seventy-seven percent of institutions failed to expand Black student access. Only 10 institutions had Black enrollments that were relatively representative of their state's Black population. While these institutions earned A and B grades for Black student access, only two of these colleges — SUNY Albany and the University of Louisville — had a Black student body that exceeded 10%. At the other eight colleges, the percentage of Black students was under 3%. However, these institutions were located in states where less than 2.5% of the population was Black.

In states with larger Black populations, selective public colleges are missing the mark. Of the 57 colleges in states with Black populations that exceeded 13%, all but one received a D or F grade. The exception was SUNY Albany, which improved its Black student access score by 44 points, going from an F in 2000 to an A in 2017. The institution increased the percentage of Black students on campus by 8.5 percentage points even though the percentage of Black college-eligible residents in the state increased by less than a full percentage point.

ALTHOUGH A FEW INSTITUTIONS HAVE MADE MARGINAL PROGRESS, the overwhelming majority of the nation's most selective public colleges and universities are largely inaccessible to Black and Latino students.

For Latino students, the narrative is bit more nuanced. Every single institution increased the percentage of Latino students on campus since 2000 and roughly 85% saw their Latino access scores improve. This improvement should be commended, but it must be noted that many of these institutions enrolled very few Latinos in 2000. Nearly two-thirds of these institutions had Latino enrollments at or below 5%, and roughly 80% of these colleges had Latino enrollments below 10%. Frankly, failing to improve Latino representation would have been a difficult task given the low enrollment figures in 2000 and the considerable growth in the Latino population in nearly every state. Also, keep in mind that while all institutions saw improvement, nearly two-thirds of these colleges failed to make enrollment gains that either kept pace with or exceeded the Latino population growth in their state.

The improvement in access for Latino students since 2000 should not overshadow the fact that, by and large, selective public colleges and universities are still not enrolling enough Latino students. Nearly two-thirds of these institutions received D and F grades. Also, many of the institutions receiving D and F grades were in states with the most Latino residents. Over 70% of institutions in states where the college-eligible Latino population exceeded 10% received D and F grades. And while more institutions got A and B grades on Latino student access than on Black student access, at nearly half (11) of the 24 institutions, Latinos accounted for less than 5% of the student body.

There were 10 institutions that stood out for their commitment to Latino student access. At least 5% of the students were Latino at these colleges and universities, which received A or B grades for Latino student access while having Latino enrollment gains that exceeded their state's population growth. These institutions were the University of New Mexico, the University of Central Florida, the University of Illinois at Chicago, the College of William and Mary, CUNY Hunter College, George Mason University, CUNY Bernard M. Baruch College, Louisiana State University, the University of Iowa, and the New Jersey Institute of Technology. Among these institutions, the University of Central Florida made considerable gains. Its access grade improved from an F to a B. The percentage of Latino students increased by nearly 15 percentage points, while the percentage of Latinos in Florida only increased by roughly 10 percentage points.

FOR LATINO STUDENTS, the narrative is bit more nuanced. Every single institution increased the percentage of Latino students on campus since 2000 and roughly 85% saw their Latino access scores improve. This improvement should be commended, but it must be noted that many of these institutions enrolled very few Latinos in 2000.

TABLE 1: The Least Accessible Selective Public Colleges and Universities for Black and Latino Students

Institution Name	State	Black Student Access Grade (2017)	Latino Student Access Grade (2017)
University of Alaska Fairbanks	AK	F	F
University of California-Santa Cruz	CA	F	D
University of California-Santa Barbara	CA	F	F
University of California-Irvine	CA	F	F
University of California-Los Angeles	CA	F	F
University of California-Davis	CA	F	F
University of California-San Diego	CA	F	F
California Polytechnic State University-San Luis Obispo	CA	F	F
University of California-Berkeley	CA	F	F
Colorado State University-Fort Collins	CO	F	F
University of Colorado Boulder	CO	F	F
Colorado School of Mines	CO	F	F
University of Connecticut	CT	F	F
Florida State University	FL	F	D
New College of Florida	FL	F	D
Georgia Institute of Technology-Main Campus	GA	F	D
University of Georgia	GA	F	F
University of Illinois at Urbana-Champaign	IL	F	F
Indiana University-Bloomington	IN	F	D
Purdue University-Main Campus	IN	F	F
University of Kansas	KS	F	F
University of Maryland-Baltimore County	MD	F	D
University of Massachusetts-Amherst	MA	F	F
Michigan State University	MI	F	D
Michigan Technological University	MI	F	F
University of Minnesota-Twin Cities	MN	F	F
Missouri University of Science and Technology	MO	F	D
Truman State University	MO	F	F
University of Nebraska-Lincoln	NE	F	F
University of Nevada-Reno	NV	F	F
Rutgers University-New Brunswick	NJ	F	F
The College of New Jersey	NJ	F	F
Stony Brook University	NY	F	F
Binghamton University	NY	F	F
SUNY College at Geneseo	NY	F	F
University at Buffalo	NY	F	F
SUNY College of Environmental Science and Forestry	NY	F	F
University of North Carolina at Asheville	NC	F	F
North Carolina State University at Raleigh	NC	F	F
University of Cincinnati-Main Campus	OH	F	D
Pennsylvania State University-Main Campus	PA	F	D
University of Pittsburgh-Pittsburgh Campus	PA	F	F
University of Rhode Island	RI	D	F
University of South Carolina-Columbia	SC	F	D
Clemson University	SC	F	F
The University of Tennessee-Knoxville	TN	F	D
Texas Tech University	TX	F	F
The University of Texas at Austin	TX	F	F
Texas A & M University-College Station	TX	F	F
The University of Texas at Dallas	TX	F	F
University of Virginia-Main Campus	VA	F	F
Virginia Military Institute	VA	F	F
Virginia Polytechnic Institute and State University	VA	F	F
Christopher Newport University	VA	F	F
University of Washington-Seattle Campus	WA	D	F
University of Wisconsin-Madison	WI	F	D

Note: Additional data on these institutions and others are provided in the Appendix.

HOW CAN CAMPUS LEADERS AND POLICYMAKERS IMPROVE ACCESS FOR BLACK AND LATINO STUDENTS?

Improving access for Black and Latino students at the 101 institutions included in this report is a matter of political will and institutional prioritization. With larger endowments and more funding, these institutions have the resources to do so, but their leaders must make a conscious commitment to increasing access. Below are several actions that institutional leaders can take to improve access for Black and Latino students at selective public colleges and universities. We also offer a few actions policymakers should take to help institutions become more accessible.

1. Adopt goals to increase access:

Public colleges and universities must develop specific goals to increase access for Black and Latino students on their campuses. With foundation support, institutions should seek to form a coalition, similar to the University Innovation Alliance, that is focused exclusively on enrolling and graduating more students of color, especially those who are Black and Latino. This type of alliance would lead to a large, scalable effort, by allowing institutions to learn from one another and share what is effective.

2. Increase access to high-quality guidance counselors:

Meeting with high school counselors improves a student's likelihood of completing the FAFSA, attending any college, and attending a four-year institution.[17] However, Black and Latino students disproportionately attend schools that have inadequate numbers of counselors and, in some cases, no counselor at all.[18] Policymakers must ensure that Black and Latino students have access to more guidance counselors, and that these counselors have manageable caseloads that allow them to properly serve their students. According to the American School Counselor Association, the recommended student-to-counselor ratio is 250:1. The public schools in only three states meet this benchmark.[19]

3. Use race more prominently in admissions decisions:

Except in a handful of states, it is legal to use race in college admissions decisions. The Supreme Court has affirmed its constitutionality in several cases, including most recently in the Fisher v. The University of Texas cases.[20] Despite the legality of such policies, very few institutions use race in their admissions decisions, and public institutions are the least likely to do so.[21] Just 6.8% of institutions have indicated that race is used in a considerable way in admissions decisions for first-year students. And only 17.8% of institutions say race has a moderate influence. Admissions staff must utilize a holistic admissions process that incorporates race as a significant factor in their decisions.

4. Rescind state bans on affirmative action:

In nine states, the use of affirmative action has been banned. And in those states the evidence shows that many selective public colleges and universities have seen declines in the representation of Black and Latino students on campus.[22] The most effective way to reverse these trends is to use of race-based affirmative action, as income-based approaches have proven less effective at increasing the representation of students of color.[23]

5. Increase aid to Black and Latino students:

Instead of using financial aid dollars to attract out-of-state and wealthy students, selective public colleges and universities should use these funds to attract more Black and Latino students.[24] Black and Latino students, who are more likely to come from families with less income and wealth, are more likely to have unmet financial need.[25] Inadequate financial aid may lead students to enroll at less expensive institutions, which may lack the resources to offer the necessary support programs that help students succeed. While Latino students don't borrow as much, Black students take on more debt than anyone.[26] These students could benefit considerably from increased investments in need-based aid. Yet while selective public colleges and universities are among the most well-resourced institutions, they are surprisingly unaffordable.[27] More generous financial aid packages could bolster Black and Latino enrollments. Campus leaders should assess whether their practices actually ensure that funds are going to students who need them the most, and state policymakers must increase appropriations that support need-based financial aid.

6. Alter recruitment strategies:

Selective public colleges and universities will continue to see low enrollments of Black and Latino students if they do not change their recruitment strategies. Research shows that public research institutions are putting their efforts toward recruiting out-of-state students instead of recruiting widely within their own states.[28] Outreach efforts are also most likely to target high schools that do not have high percentages of Black, Latino, and other students of color. Colleges must begin to more aggressively recruit their own state residents and focus on high schools and community colleges with high numbers of Black and Latino students. In addition, recruiters must spend more time developing relationships at schools located in low-income communities where Black and Latino students are overrepresented. While institutional leaders must find a way to expand their recruitment efforts, state policymakers must also ensure institutions have the funding to do so.

7. Improve campus racial climates:

Campus leaders should also focus their energies on improving campus racial climates. This would make colleges and universities more attractive to prospective Black and Latino students and help institutions retain the Black and Latino students they currently enroll.[29] A large body of evidence shows that Black and Latino students often perceive predominantly White campuses as alienating, unwelcoming, and racist.[30] And poor racial climates can negatively influence students' academic and social engagement, sense of belonging, and chances of completing a degree.[31] Administrators can improve campus racial climates by ensuring that racism and hate crimes on campus are handled swiftly and appropriately, hiring more faculty and staff of color, integrating diverse perspectives and materials in course curricula, and ensuring that students have the social and cultural support they need. Selective public four-year institutions could learn from the colleges in the California Community College Equity Leadership Alliance, which have made commitments to combat racial inequity and racism on their campuses.[32] Why can't these public selective institutions make similar commitments and partner with USC's Race and Equity Center?

8. Use outcomes-based funding policies equitably:

Approximately 35 states have funding models that award financial resources to institutions contingent on institutional performance.[33] Under many of these models, public colleges and universities are provided funds based on how they do on a select set of key metrics related to an institution's mission and state goals. While most of these metrics focus heavily on student success, it is critical that student access is considered as well. Colleges should be rewarded for equitably serving a student body that reflects the demography of the state. Incentivizing access with more (or less) funding can be an effective tool to get selective institutions to place more emphasis on recruiting and enrolling Black and Latino students.

9. Leverage federal accountability:

When the federal government seeks to reauthorize the Higher Education Act for the first time since 2008, policymakers must include measures that ensure institutions are serving a racially and socioeconomically diverse student body. As we suggest in our federal accountability principles, this can be done by directing additional federal dollars to institutions that meet minimum standards for enrolling students of color and students from low-income backgrounds.[34] Institutions should set goals for improving racial diversity using the benchmarks in our Broken Mirrors I and II reports.[35] Colleges should also ensure that at least 20% of their undergraduates are from low-income backgrounds.

10. Reduce the role of standardized testing and/or consider making tests optional:

Selective public colleges and universities should reduce and/or consider suspending the use of the SAT or ACT as admissions criteria. These tests are not strong predictors of college success and can disproportionately constrict access for Black and Latino students, who — on average — don't score as highly as their White and Asian peers. Instead, these institutions should place more emphasis on high school grades, which are a better predictor of college success.[36] Emerging evidence suggests that making standardized tests optional may lead more students of color to apply and be admitted.[37] Furthermore, the study found that there were no differences in college academic performance between students that did and didn't submit test scores.

ABOUT THE DATA

The 101 selective public colleges and universities included in this analysis were identified using four criteria: First, all 50 of the institutions that are designated as state flagships were deemed selective. These institutions are typically among the most selective and well-resourced public institutions in the state. Second, public institutions with an average 2017 SAT score (or the 2017 ACT equivalent) of 1150 or higher were defined as selective. An average score of 1150 or higher places these institutions among the top 20% of all institutions, both public and private. Third, public institutions were designated as selective if the Carnegie Foundation classified them as "more selective" AND "highest research activity" in their 2015 Classification scheme.[38] And finally, institutions were considered selective if they are recognized by their state as a public honors college. If a public institution fulfilled any of these criteria, it was considered selective and included in this analysis if its data was available. Because this report examines change in access since 2000, the New College of Florida, which was founded in 2001, was not included in the analysis. However, its data is included in Table 1 and in the Appendix.

Fall enrollment data from the Integrated Postsecondary Education Data System (IPEDS) and data from the United States Census Bureau's Census 2000 and American Community Survey (ACS, 2015-2017) were used in this report. A three-year average of IPEDS enrollment data from 1998, 1999, and 2000 was used to create institutional estimates for the percentages of Black and Latino students at the colleges in 2000. Similarly, IPEDS enrollment data from 2015, 2016, and 2017 were used to create estimates for enrollment in 2017. These three-year averages were used to soften the influence of any potential yearly data anomalies. The Census 2000 and ACS data from 2015, 2016, and 2017 were used to create population estimates of the percentage of 18- to 24-year-old college eligible residents in each state who were Black and Latino in 2000 and 2017.[39] Three years of ACS data were used to ensure the sample size was large enough to produce accurate estimates.

*Editor's note: The Education Trust follows new guidelines of The Associated Press, which recommends the word "data" take singular verbs and pronouns when writing for general audiences and in data journalism contexts.

APPENDIX

TABLE A: Black Student Access Data for Selective Public Colleges and Universities

Institution Name (*Designates State Flagship)	State	% of Black Students (2017)	% of 18- to 24-year-olds in the State Who Are Black (2017)	Black Student Access Score / Grade** (2017)	% of Black Students (2000)	% of 18- to 24-year-olds in the State Who Are Black (2000)	Black Student Access Score / Grade** (2000)	Percentage Point Change in Black Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Black Since 2000	Change in Black Student Access Score / Grade
Auburn University	AL	6.4%	33.0%	19 / F	6.6%	29.2%	23 / F	-0.2	3.9	-3 / From F to F
The University of Alabama*	AL	10.5%	33.0%	32 / F	14.0%	29.2%	48 / F	-3.5	3.9	-16 / From F to F
University of Alabama in Huntsville	AL	11.4%	33.0%	35 / F	14.2%	29.2%	49 / F	-2.8	3.9	-14 / From F to F
University of Alaska Fairbanks*	AL	2.2%	4.5%	48 / F	3.3%	5.3%	62 / D	-1.2	-0.9	-14 / From D to F
Arizona State University-Tempe	AZ	3.8%	5.1%	74 / C	3.1%	3.4%	91 / A	0.7	1.7	-17 / From A to C
University of Arizona*	AZ	3.9%	5.1%	76 / C	2.8%	3.4%	83 / B	1.1	1.7	-7 / From B to C
University of Arkansas*	AR	4.7%	19.0%	25 / F	6.4%	18.5%	34 / F	-1.7	0.4	-10 / From F to F
California Polytechnic State University-San Luis Obispo	CA	0.8%	6.3%	12 / F	1.2%	6.7%	18 / F	-0.5	-0.4	-6 / From F to F
University of California-Berkeley*	CA	1.9%	6.3%	31 / F	4.7%	6.7%	71 / C	-2.8	-0.4	-40 / From C to F
University of California-Davis	CA	2.2%	6.3%	36 / F	2.8%	6.7%	43 / F	-0.6	-0.4	-7 / From F to F
University of California-Irvine	CA	1.9%	6.3%	30 / F	2.0%	6.7%	30 / F	-0.1	-0.4	1 / From F to F
University of California-Los Angeles	CA	3.2%	6.3%	51 / F	4.8%	6.7%	72 / C	-1.6	-0.4	-21 / From C to F
University of California-Riverside	CA	4.1%	6.3%	66 / D	5.4%	6.7%	81 / B	-1.3	-0.4	-16 / From B to D
University of California-San Diego	CA	1.4%	6.3%	23 / F	1.6%	6.7%	23 / F	-0.1	-0.4	-1 / From F to F
University of California-Santa Barbara	CA	2.2%	6.3%	35 / F	2.5%	6.7%	38 / F	-0.3	-0.4	-3 / From F to F
University of California-Santa Cruz	CA	1.9%	6.3%	31 / F	2.2%	6.7%	32 / F	-0.2	-0.4	-1 / From F to F
Colorado School of Mines	CO	1.1%	4.9%	22 / F	1.3%	4.0%	32 / F	-0.2	0.9	-11 / From F to F
Colorado State University-Fort Collins	CO	2.4%	4.9%	49 / F	1.6%	4.0%	41 / F	0.7	0.9	8 / From F to F
University of Colorado Boulder*	CO	1.6%	4.9%	33 / F	1.9%	4.0%	47 / F	-0.2	0.9	-13 / From F to F
University of Connecticut*	CT	5.7%	12.9%	44 / F	5.0%	11.4%	44 / F	0.7	1.5	0 / From F to F
University of Delaware*	DE	5.8%	27.1%	22 / F	6.1%	20.8%	29 / F	-0.3	6.3	-8 / From F to F
Florida State University	FL	8.2%	20.6%	40 / F	12.5%	18.1%	69 / D	-4.3	2.5	-29 / From D to F
New College of Florida	FL	2.9%	20.6%	14 / F	N/A	N/A	N/A	N/A	N/A	N/A
University of Central Florida	FL	11.2%	20.6%	55 / F	7.5%	18.1%	42 / F	3.7	2.5	13 / From F to F
University of Florida*	FL	6.3%	20.6%	31 / F	7.4%	18.1%	41 / F	-1.1	2.5	-10 / From F to F
University of South Florida-Main Campus	FL	10.4%	20.6%	51 / F	10.7%	18.1%	59 / F	-0.3	2.5	-9 / From F to F
Georgia Institute of Technology-Main Campus	GA	6.7%	36.2%	19 / F	8.8%	31.3%	28 / F	-2.0	5.0	-9 / From F to F
University of Georgia*	GA	7.6%	36.2%	21 / F	6.0%	31.3%	19 / F	1.6	5.0	2 / From F to F
University of Hawaii at Manoa*	HI	1.4%	3.5%	41 / F	0.9%	3.5%	26 / F	0.5	0.1	15 / From F to F
University of Idaho*	ID	1.3%	1.4%	92 / A	0.6%	0.4%	100 / A	0.7	1.1	-8 / From A to A
University of Illinois at Chicago	IL	8.0%	17.7%	46 / F	9.9%	15.2%	65 / D	-1.9	2.4	-20 / From D to F
University of Illinois at Urbana-Champaign*	IL	5.7%	17.7%	32 / F	7.1%	15.2%	47 / F	-1.4	2.4	-14 / From F to F
Indiana University-Bloomington*	IN	4.2%	10.3%	41 / F	3.9%	8.7%	45 / F	0.3	1.6	-4 / From F to F

CONTINUED: (**TABLE A:** Black Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Black Students (2017)	% of 18- to 24-year-olds in the State Who Are Black (2017)	Black Student Access Score / Grade** (2017)	% of Black Students (2000)	% of 18- to 24-year-olds in the State Who Are Black (2000)	Black Student Access Score / Grade** (2000)	Percentage Point Change in Black Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Black Since 2000	Change in Black Student Access Score / Grade
Purdue University-Main Campus	IN	3.0%	10.3%	29 / F	3.4%	8.7%	39 / F	-0.4	1.6	-10 / From F to F
University of Iowa*	IA	3.3%	5.0%	66 / D	2.3%	2.3%	99 / A	1.0	2.7	-33 / From A to D
University of Kansas*	KS	4.1%	8.6%	48 / F	2.8%	6.6%	43 / F	1.3	2.1	5 / From F to F
University of Kentucky*	KY	7.7%	11.0%	70 / C	5.7%	8.2%	70 / C	1.9	2.8	0 / From C to C
University of Louisville	KY	11.3%	11.0%	100 / A	12.9%	8.2%	100 / A	-1.6	2.8	0 / From A to A
Louisiana State University*	LA	12.2%	36.7%	33 / F	9.6%	33.9%	28 / F	2.6	2.8	5 / From F to F
University of Maine*	ME	2.1%	2.2%	94 / A	0.8%	1.0%	78 / C	1.3	1.2	17 / From C to A
St Mary's College of Maryland	MD	8.6%	33.3%	26 / F	8.5%	30.4%	28 / F	0.0	2.8	-2 / From F to F
University of Maryland-Baltimore County	MD	17.5%	33.3%	53 / F	16.0%	30.4%	53 / F	1.5	2.8	0 / From F to F
University of Maryland-College Park*	MD	12.6%	33.3%	38 / F	14.1%	30.4%	46 / F	-1.4	2.8	-8 / From F to F
University of Massachusetts-Amherst*	MA	4.0%	8.1%	49 / F	4.6%	5.8%	80 / B	-0.6	2.4	-31 / From B to F
University of Massachusetts-Lowell	MA	5.8%	8.1%	72 / C	1.7%	5.8%	30 / F	4.1	2.4	42 / From F to C
Michigan State University	MI	7.1%	16.4%	43 / F	8.7%	14.0%	62 / D	-1.6	2.4	-19 / From D to F
Michigan Technological University	MI	1.0%	16.4%	6 / F	2.2%	14.0%	15 / F	-1.2	2.4	-10 / From F to F
University of Michigan-Ann Arbor*	MI	4.3%	16.4%	26 / F	8.2%	14.0%	58 / F	-3.9	2.4	-32 / From F to F
University of Minnesota-Twin Cities*	MN	4.2%	7.2%	59 / F	3.8%	3.6%	100 / A	0.4	3.6	-41 / From A to F
University of Mississippi*	MS	13.0%	44.7%	29 / F	11.6%	39.9%	29 / F	1.4	4.8	0 / From F to F
Missouri University of Science and Technology	MO	3.3%	14.2%	23 / F	3.8%	11.6%	32 / F	-0.4	2.6	-9 / From F to F
Truman State University	MO	3.5%	14.2%	25 / F	3.2%	11.6%	28 / F	0.3	2.6	-3 / From F to F
University of Missouri-Columbia*	MO	7.8%	14.2%	55 / F	6.4%	11.6%	55 / F	1.4	2.6	0 / From F to F
The University of Montana*	MT	0.9%	0.8%	100 / A	0.5%	0.5%	91 / A	0.5	0.3	9 / From A to A
University of Nebraska-Lincoln*	NE	2.7%	6.4%	43 / F	2.0%	3.6%	55 / F	0.8	2.8	-12 / From F to F
University of Nevada-Reno*	NV	3.4%	9.8%	35 / F	2.3%	7.2%	32 / F	1.1	2.6	3 / From F to F
University of New Hampshire-Main Campus*	NH	1.2%	1.6%	77 / C	0.8%	1.1%	77 / C	0.4	0.6	0 / From C to C
New Jersey Institute of Technology	NJ	8.0%	16.8%	48 / F	12.0%	15.8%	76 / C	-4.0	1.0	-28 / From C to F
Rutgers University-New Brunswick*	NJ	7.4%	16.8%	44 / F	8.0%	15.8%	51 / F	-0.7	1.0	-7 / From F to F
The College of New Jersey	NJ	5.7%	16.8%	34 / F	6.0%	15.8%	38 / F	-0.3	1.0	-4 / From F to F
New Mexico Institute of Mining and Technology	NM	1.9%	2.5%	77 / C	0.9%	2.3%	37 / F	1.1	0.1	41 / From F to C
University of New Mexico-Main Campus*	NM	2.4%	2.5%	98 / A	2.7%	2.3%	100 / A	-0.3	0.1	-2 / From A to A
Binghamton University	NY	5.1%	16.4%	31 / F	5.3%	15.6%	34 / F	-0.2	0.8	-3 / From F to F
CUNY Bernard M Baruch College	NY	9.1%	16.4%	55 / F	21.3%	15.6%	100 / A	-12.3	0.8	-45 / From A to F
CUNY Hunter College	NY	10.1%	16.4%	62 / D	19.7%	15.6%	100 / A	-9.6	0.8	-38 / From A to D
Stony Brook University	NY	6.6%	16.4%	40 / F	9.1%	15.6%	58 / F	-2.5	0.8	-18 / From F to F
SUNY at Albany	NY	17.2%	16.4%	100 / A	8.7%	15.6%	56 / F	8.5	0.8	44 / From F to A
SUNY College at Geneseo	NY	2.8%	16.4%	17 / F	1.8%	15.6%	12 / F	1.0	0.8	6 / From F to F
SUNY College of Environmental Science and Forestry	NY	1.5%	16.4%	9 / F	3.0%	15.6%	19 / F	-1.4	0.8	-10 / From F to F
University at Buffalo*	NY	7.4%	16.4%	45 / F	8.3%	15.6%	53 / F	-0.9	0.8	-8 / From F to F

APPENDIX

CONTINUED: (**TABLE A:** Black Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Black Students (2017)	% of 18- to 24-year-olds in the State Who Are Black (2017)	Black Student Access Score / Grade** (2017)	% of Black Students (2000)	% of 18- to 24-year-olds in the State Who Are Black (2000)	Black Student Access Score / Grade** (2000)	Percentage Point Change in Black Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Black Since 2000	Change in Black Student Access Score / Grade
North Carolina State University at Raleigh	NC	6.1%	24.9%	24 / F	10.4%	23.0%	45 / F	-4.3	2.0	-21 / From F to F
University of North Carolina at Asheville	NC	4.3%	24.9%	17 / F	3.5%	23.0%	15 / F	0.9	2.0	2 / From F to F
University of North Carolina at Chapel Hill*	NC	8.0%	24.9%	32 / F	11.2%	23.0%	49 / F	-3.2	2.0	-17 / From F to F
University of North Dakota*	ND	2.4%	3.5%	70 / C	0.8%	1.0%	75 / C	1.7	2.4	-5 / From C to C
Miami University-Oxford	OH	3.1%	14.4%	21 / F	3.7%	10.9%	34 / F	-0.6	3.6	-13 / From F to F
Ohio State University-Main Campus*	OH	5.6%	14.4%	39 / F	7.7%	10.9%	71 / C	-2.1	3.6	-32 / From C to F
University of Cincinnati-Main Campus	OH	7.3%	14.4%	50 / F	14.5%	10.9%	100 / A	-7.2	3.6	-50 / From A to F
University of Oklahoma-Norman Campus*	OK	4.7%	8.0%	59 / F	7.3%	9.2%	80 / B	-2.6	-1.1	-21 / From B to F
University of Oregon*	OR	2.1%	2.4%	88 / B	1.5%	1.8%	83 / B	0.5	0.5	4 / From B to B
Pennsylvania State University-Main Campus*	PA	4.2%	14.0%	30 / F	3.9%	10.4%	38 / F	0.3	3.6	-7 / From F to F
University of Pittsburgh-Pittsburgh Campus	PA	5.1%	14.0%	37 / F	9.4%	10.4%	90 / A	-4.2	3.6	-54 / From A to F
University of Rhode Island*	RI	5.2%	7.6%	68 / D	3.8%	5.2%	73 / C	1.4	2.5	-5 / From C to D
Clemson University	SC	6.7%	32.0%	21 / F	7.5%	30.3%	25 / F	-0.9	1.7	-4 / From F to F
University of South Carolina-Columbia*	SC	9.1%	32.0%	28 / F	19.1%	30.3%	63 / D	-10.1	1.7	-35 / From D to F
University of South Dakota*	SD	2.9%	2.1%	100 / A	0.9%	0.5%	100 / A	2.0	1.6	0 / From A to A
The University of Tennessee-Knoxville*	TN	6.7%	21.2%	32 / F	5.8%	18.3%	31 / F	0.9	2.9	0 / From F to F
Texas A & M University-College Station	TX	3.0%	13.9%	22 / F	2.7%	12.8%	21 / F	0.3	1.0	1 / From F to F
Texas Tech University	TX	6.2%	13.9%	45 / F	3.1%	12.8%	24 / F	3.1	1.0	21 / From F to F
The University of Texas at Austin*	TX	4.1%	13.9%	30 / F	3.5%	12.8%	27 / F	0.7	1.0	3 / From F to F
The University of Texas at Dallas	TX	5.9%	13.9%	43 / F	6.7%	12.8%	52 / F	-0.8	1.0	-10 / From F to F
University of Utah*	UT	1.4%	1.5%	92 / A	0.6%	0.8%	73 / C	0.8	0.7	18 / From C to A
University of Vermont*	VT	1.4%	2.4%	57 / F	0.5%	1.3%	37 / F	0.9	1.1	21 / From F to F
Christopher Newport University	VA	7.6%	22.3%	34 / F	16.2%	20.9%	78 / C	-8.6	1.5	-44 / From C to F
College of William and Mary	VA	7.3%	22.3%	33 / F	4.5%	20.9%	21 / F	2.8	1.5	11 / From F to F
George Mason University	VA	10.7%	22.3%	48 / F	9.1%	20.9%	44 / F	1.6	1.5	4 / From F to F
University of Virginia-Main Campus*	VA	6.4%	22.3%	29 / F	9.7%	20.9%	46 / F	-3.3	1.5	-18 / From F to F
Virginia Military Institute	VA	6.0%	22.3%	27 / F	6.1%	20.9%	29 / F	-0.1	1.5	-2 / From F to F
Virginia Polytechnic Institute and State University	VA	3.9%	22.3%	18 / F	4.1%	20.9%	20 / F	-0.2	1.5	-2 / From F to F
University of Washington-Seattle Campus*	WA	2.7%	4.4%	62 / D	2.8%	3.9%	72 / C	-0.1	0.5	-10 / From C to D
West Virginia University*	WV	4.5%	6.3%	71 / C	4.0%	4.1%	100 / A	0.5	2.3	-28 / From A to C
University of Wisconsin-Madison*	WI	2.1%	7.9%	27 / F	2.0%	5.2%	38 / F	0.2	2.7	-11 / From F to F
University of Wyoming*	WY	1.1%	1.1%	100 / A	1.1%	0.9%	100 / A	0.0	0.2	0 / From A to A

Notes: Access scores = (% at institution who are Black ÷ % of 18- to 24-year-olds in the state who are Black) X 100. Discrepancies in scores are due to rounding. New College of Florida was founded in 2001, so N/A is listed for 2000 data and all change over time measures. **Underlined scores were capped at 100. In these instances, the % enrolled exceeded the % of the population.


2018

APPENDIX

TABLE B: Latino Student Access Data for Selective Public Colleges and Universities

Institution Name (*Designates State Flagship)	State	% of Latino Students (2017)	% of 18- to 24-year-olds in the State Who Are Latino (2017)	Latino Student Access Score / Grade** (2017)	% of Latino Students (2000)	% of 18- to 24-year-olds in the State Who Are Latino (2000)	Latino Student Access Score / Grade** (2000)	Percentage Point Change in Latino Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Latino Since 2000	Change in Latino Student Access Score / Grade
Auburn University	AL	3.3%	3.9%	84 / B	0.8%	1.5%	53 / F	2.5%	2.4%	30 / From F to B
The University of Alabama*	AL	4.3%	3.9%	100 / A	0.8%	1.5%	53 / F	3.5%	2.4%	47 / From F to A
University of Alabama in Huntsville	AL	4.3%	3.9%	100 / A	1.6%	1.5%	100 / A	2.6%	2.4%	0 / From A to A
University of Alaska Fairbanks*	AK	5.9%	10.9%	54 / F	2.4%	5.9%	40 / F	3.6%	5.0%	14 / From F to F
Arizona State University-Tempe	AZ	19.6%	40.3%	49 / F	10.8%	26.8%	40 / F	8.7%	13.5%	8 / From F to F
University of Arizona*	AZ	25.9%	40.3%	64 / D	14.4%	26.8%	54 / F	11.5%	13.5%	10 / From F to D
University of Arkansas*	AR	8.1%	9.7%	83 / B	1.4%	2.7%	50 / F	6.8%	7.0%	33 / From F to B
California Polytechnic State University-San Luis Obispo	CA	16.2%	49.0%	33 / F	11.5%	34.7%	33 / F	4.7%	14.3%	0 / From F to F
University of California-Berkeley*	CA	14.8%	49.0%	30 / F	10.4%	34.7%	30 / F	4.3%	14.3%	0 / From F to F
University of California-Davis	CA	20.2%	49.0%	41 / F	9.9%	34.7%	29 / F	10.3%	14.3%	13 / From F to F
University of California-Irvine	CA	26.0%	49.0%	53 / F	10.9%	34.7%	32 / F	15.0%	14.3%	21 / From F to F
University of California-Los Angeles	CA	21.5%	49.0%	44 / F	14.7%	34.7%	42 / F	6.8%	14.3%	2 / From F to F
University of California-Riverside	CA	38.8%	49.0%	79 / C	20.8%	34.7%	60 / D	18.0%	14.3%	19 / From D to C
University of California-San Diego	CA	17.0%	49.0%	35 / F	9.8%	34.7%	28 / F	7.1%	14.3%	6 / From F to F
University of California-Santa Barbara	CA	26.2%	49.0%	53 / F	13.7%	34.7%	39 / F	12.5%	14.3%	14 / From F to F
University of California-Santa Cruz	CA	29.8%	49.0%	61 / D	13.1%	34.7%	38 / F	16.7%	14.3%	23 / From F to D
Colorado School of Mines	CO	7.6%	26.5%	28 / F	6.5%	17.3%	37 / F	1.1%	9.3%	-9 / From F to F
Colorado State University-Fort Collins	CO	12.0%	26.5%	45 / F	5.6%	17.3%	32 / F	6.4%	9.3%	13 / From F to F
University of Colorado Boulder*	CO	11.2%	26.5%	42 / F	5.5%	17.3%	32 / F	5.7%	9.3%	10 / From F to F
University of Connecticut*	CT	9.4%	19.8%	48 / F	4.4%	11.9%	37 / F	5.0%	7.9%	11 / From F to F
University of Delaware*	DE	7.7%	11.0%	70 / C	2.4%	4.2%	57 / F	5.3%	6.8%	14 / From F to C
Florida State University	FL	19.7%	28.6%	69 / D	7.5%	19.0%	39 / F	12.2%	9.6%	29 / From F to D
New College of Florida	FL	17.3%	28.6%	61 / D	N/A	N/A	N/A	N/A	N/A	N/A
University of Central Florida	FL	25.2%	28.6%	88 / B	10.7%	19.0%	56 / F	14.5%	9.6%	32 / From F to B
University of Florida*	FL	21.2%	28.6%	74 / C	10.4%	19.0%	55 / F	10.8%	9.6%	19 / From F to C
University of South Florida-Main Campus	FL	20.6%	28.6%	72 / C	9.8%	19.0%	51 / F	10.8%	9.6%	20 / From F to C
Georgia Institute of Technology-Main Campus	GA	6.6%	10.1%	65 / D	2.8%	6.1%	46 / F	3.8%	4.0%	20 / From F to D
University of Georgia*	GA	5.7%	10.1%	57 / F	1.3%	6.1%	21 / F	4.5%	4.0%	36 / From F to F
University of Hawaii at Manoa*	HI	10.7%	15.2%	70 / C	1.2%	10.3%	12 / F	9.5%	4.9%	58 / From F to C
University of Idaho*	ID	10.1%	17.4%	58 / F	2.3%	6.8%	34 / F	7.8%	10.6%	24 / From F to F
University of Illinois at Chicago	IL	30.6%	21.6%	100 / A	17.1%	14.5%	100 / A	13.5%	7.1%	0 / From A to A
University of Illinois at Urbana-Champaign*	IL	10.2%	21.6%	47 / F	5.3%	14.5%	37 / F	4.9%	7.1%	11 / From F to F
Indiana University-Bloomington*	IN	5.4%	8.3%	64 / D	1.9%	4.1%	46 / F	3.5%	4.3%	18 / From F to D
Purdue University-Main Campus	IN	4.6%	8.3%	56 / F	2.0%	4.1%	48 / F	2.7%	4.3%	7 / From F to F

CONTINUED: (**TABLE B:** Latino Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Latino Students (2017)	% of 18- to 24-year-olds in the State Who Are Latino (2017)	Latino Student Access Score / Grade** (2017)	% of Latino Students (2000)	% of 18- to 24-year-olds in the State Who Are Latino (2000)	Latino Student Access Score / Grade** (2000)	Percentage Point Change in Latino Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Latino Since 2000	Change in Latino Student Access Score / Grade
University of Iowa*	IA	7.3%	7.6%	96 / A	2.2%	3.0%	73 / C	5.2%	4.7%	23 / From C to A
University of Kansas*	KS	7.5%	14.1%	54 / F	2.4%	7.0%	34 / F	5.2%	7.1%	19 / From F to F
University of Kentucky*	KY	4.5%	3.9%	100 / A	0.8%	1.8%	41 / F	3.7%	2.1%	59 / From F to A
University of Louisville	KY	4.5%	3.9%	100 / A	1.2%	1.8%	66 / D	3.3%	2.1%	34 / From D to A
Louisiana State University	LA	6.1%	5.7%	100 / A	2.4%	2.9%	84 / B	3.7%	2.9%	16 / From B to A
University of Maine*	ME	3.1%	3.4%	92 / A	0.7%	1.4%	49 / F	2.4%	2.0%	42 / From F to A
St Mary's College of Maryland	MD	8.3%	11.1%	75 / C	2.1%	5.4%	38 / F	6.2%	5.6%	37 / From F to C
University of Maryland-Baltimore County	MD	6.7%	11.1%	61 / D	2.4%	5.4%	45 / F	4.3%	5.6%	16 / From F to D
University of Maryland-College Park*	MD	9.6%	11.1%	86 / B	5.0%	5.4%	92 / A	4.6%	5.6%	-5 / From A to B
University of Massachusetts-Amherst*	MA	5.8%	15.0%	39 / F	3.8%	8.4%	45 / F	2.0%	6.6%	-6 / From F to F
University of Massachusetts-Lowell	MA	10.3%	15.0%	69 / D	2.5%	8.4%	29 / F	7.8%	6.6%	39 / From F to D
Michigan State University	MI	4.2%	6.4%	65 / D	2.4%	3.5%	67 / D	1.8%	2.9%	-2 / From D to D
Michigan Technological University	MI	1.9%	6.4%	30 / F	0.7%	3.5%	21 / F	1.2%	2.9%	9 / From F to F
University of Michigan-Ann Arbor*	MI	5.2%	6.4%	80 / B	4.1%	3.5%	100 / A	1.0%	2.9%	-20 / From A to B
University of Minnesota-Twin Cities*	MN	3.6%	6.4%	57 / F	1.9%	3.5%	54 / F	1.7%	2.9%	3 / From F to F
University of Mississippi*	MS	3.1%	3.6%	86 / B	0.5%	1.6%	34 / F	2.6%	2.0%	52 / From F to B
Missouri University of Science and Technology	MO	3.4%	5.2%	64 / D	1.3%	2.5%	52 / F	2.1%	2.7%	12 / From F to D
Truman State University	MO	2.7%	5.2%	52 / F	1.6%	2.5%	64 / D	1.1%	2.7%	-12 / From D to F
University of Missouri-Columbia*	MO	3.7%	5.2%	71 / C	1.5%	2.5%	59 / F	2.3%	2.7%	13 / From F to C
The University of Montana*	MT	4.5%	6.0%	75 / C	1.3%	2.2%	61 / D	3.2%	3.8%	14 / From D to C
University of Nebraska-Lincoln*	NB	5.8%	12.0%	48 / F	1.6%	5.2%	31 / F	4.2%	6.8%	17 / From F to F
University of Nevada-Reno*	NV	19.7%	38.5%	51 / F	5.7%	20.0%	28 / F	14.1%	18.4%	23 / From F to F
University of New Hampshire-Main Campus*	NH	3.4%	4.5%	76 / C	1.0%	2.2%	44 / F	2.4%	2.3%	31 / From F to C
New Jersey Institute of Technology	NJ	20.0%	24.9%	80 / B	12.4%	18.1%	68 / D	7.6%	6.7%	12 / From D to B
Rutgers University-New Brunswick*	NJ	13.0%	24.9%	52 / F	7.6%	18.1%	42 / F	5.4%	6.7%	10 / From F to F
The College of New Jersey	NJ	12.6%	24.9%	51 / F	5.3%	18.1%	29 / F	7.2%	6.7%	21 / From F to F
New Mexico Institute of Mining and Technology	NM	30.1%	57.0%	53 / F	19.4%	44.0%	44 / F	10.6%	13.0%	9 / From F to F
University of New Mexico-Main Campus*	NM	46.4%	57.0%	81 / B	31.5%	44.0%	72 / C	15.0%	13.0%	10 / From C to B
Binghamton University	NY	10.7%	22.0%	49 / F	5.4%	16.1%	34 / F	5.3%	5.8%	15 / From F to F
CUNY Bernard M Baruch College	NY	24.5%	22.0%	100 / A	19.5%	16.1%	100 / A	5.0%	5.8%	0 / From A to A
CUNY Hunter College	NY	29.5%	22.0%	100 / A	22.2%	16.1%	100 / A	7.3%	5.8%	0 / From A to A
Stony Brook University	NY	11.6%	22.0%	53 / F	7.4%	16.1%	46 / F	4.3%	5.8%	7 / From F to F
SUNY at Albany	NY	15.9%	22.0%	72 / C	6.0%	16.1%	37 / F	9.9%	5.8%	35 / From F to C
SUNY College at Geneseo	NY	7.6%	22.0%	35 / F	3.0%	16.1%	19 / F	4.6%	5.8%	16 / From F to F
SUNY College of Environmental Science and Forestry	NY	5.5%	22.0%	25 / F	2.3%	16.1%	14 / F	3.2%	5.8%	11 / From F to F

APPENDIX

CONTINUED: (**TABLE B:** Latino Student Access Data for Selective Public Colleges and Universities)

Institution Name (*Designates State Flagship)	State	% of Latino Students (2017)	% of 18- to 24-year-olds in the State Who Are Latino (2017)	Latino Student Access Score / Grade** (2017)	% of Latino Students (2000)	% of 18- to 24-year-olds in the State Who Are Latino (2000)	Latino Student Access Score / Grade** (2000)	Percentage Point Change in Latino Enrollment Since 2000	Percentage Point Change in 18- to 24-year-olds in the State Who Are Latino Since 2000	Change in Latino Student Access Score / Grade
University at Buffalo*	NY	6.8%	22.0%	31 / F	3.5%	16.1%	22 / F	3.3%	5.8%	9 / From F to F
North Carolina State University at Raleigh	NC	4.8%	10.8%	45 / F	1.7%	5.5%	31 / F	3.1%	5.2%	14 / From F to F
University of North Carolina at Asheville	NC	5.6%	10.8%	52 / F	1.3%	5.5%	24 / F	4.3%	5.2%	28 / From F to F
University of North Carolina at Chapel Hill*	NC	7.7%	10.8%	71 / C	1.3%	5.5%	23 / F	6.4%	5.2%	48 / From F to C
University of North Dakota*	ND	3.4%	5.3%	63 / D	0.9%	1.3%	70 / C	2.4%	4.0%	-7 / From C to D
Miami University-Oxford	OH	4.1%	4.4%	93 / A	1.7%	2.3%	72 / C	2.5%	2.1%	21 / From C to A
Ohio State University-Main Campus*	OH	3.9%	4.4%	89 / B	1.8%	2.3%	79 / C	2.1%	2.1%	10 / From C to B
University of Cincinnati-Main Campus	OH	3.0%	4.4%	68 / D	1.0%	2.3%	43 / F	2.0%	2.1%	26 / From F to D
University of Oklahoma-Norman Campus*	OK	9.3%	12.7%	73 / C	3.8%	5.4%	69 / D	5.5%	7.2%	4 / From D to C
University of Oregon*	OR	11.0%	18.6%	59 / F	3.0%	8.0%	37 / F	8.0%	10.6%	22 / From F to F
Pennsylvania State University-Main Campus*	PA	6.2%	9.1%	68 / D	2.9%	3.8%	76 / C	3.3%	5.3%	-8 / From C to D
University of Pittsburgh-Pittsburgh Campus	PA	3.5%	9.1%	38 / F	1.2%	3.8%	33 / F	2.2%	5.3%	6 / From F to F
University of Rhode Island*	RI	9.7%	18.1%	54 / F	3.6%	8.2%	44 / F	6.1%	9.9%	10 / From F to F
Clemson University	SC	3.5%	7.0%	49 / F	0.9%	3.2%	28 / F	2.6%	3.8%	21 / From F to F
University of South Carolina-Columbia*	SC	4.4%	7.0%	63 / D	1.4%	3.2%	44 / F	3.0%	3.8%	19 / From F to D
University of South Dakota*	SD	3.4%	5.0%	68 / D	0.6%	1.4%	40 / F	2.9%	3.6%	28 / From F to D
The University of Tennessee-Knoxville*	TN	3.7%	5.7%	64 / D	1.1%	2.5%	42 / F	2.6%	3.2%	22 / From F to D
Texas A & M University-College Station	TX	22.6%	45.4%	50 / F	9.6%	32.2%	30 / F	13.0%	13.2%	20 / From F to F
Texas Tech University	TX	25.0%	45.4%	55 / F	10.3%	32.2%	32 / F	14.8%	13.2%	23 / From F to F
The University of Texas at Austin*	TX	22.6%	45.4%	50 / F	13.7%	32.2%	43 / F	8.9%	13.2%	7 / From F to F
The University of Texas at Dallas	TX	18.2%	45.4%	40 / F	7.8%	32.2%	24 / F	10.4%	13.2%	16 / From F to F
University of Utah*	UT	11.8%	14.9%	79 / C	2.8%	6.8%	42 / F	8.9%	8.1%	37 / From F to C
University of Vermont*	VT	4.2%	3.2%	100 / A	1.1%	1.8%	62 / D	3.0%	1.4%	38 / From D to A
Christopher Newport University	VA	4.9%	10.9%	45 / F	2.3%	5.8%	39 / F	2.6%	5.1%	5 / From F to F
College of William and Mary	VA	9.1%	10.9%	83 / B	2.8%	5.8%	48 / F	6.3%	5.1%	36 / From F to B
George Mason University	VA	13.5%	10.9%	100 / A	7.2%	5.8%	100 / A	6.3%	5.1%	0 / From A to A
University of Virginia-Main Campus*	VA	6.2%	10.9%	57 / F	2.1%	5.8%	37 / F	4.1%	5.1%	20 / From F to F
Virginia Military Institute	VA	6.0%	10.9%	55 / F	2.6%	5.8%	45 / F	3.4%	5.1%	10 / From F to F
Virginia Polytechnic Institute and State University	VA	5.8%	10.9%	53 / F	1.8%	5.8%	32 / F	4.0%	5.1%	22 / From F to F
University of Washington-Seattle Campus*	WA	7.5%	16.6%	45 / F	3.8%	8.1%	47 / F	3.7%	8.5%	-2 / From F to F
West Virginia University*	WV	3.6%	1.5%	100 / A	1.1%	1.0%	100 / A	2.5%	0.5%	0 / From A to A
University of Wisconsin-Madison*	WI	4.9%	7.9%	62 / D	2.2%	4.0%	56 / F	2.6%	3.9%	5 / From F to D
University of Wyoming*	WY	7.0%	12.1%	58 / F	3.7%	7.1%	53 / F	3.3%	5.0%	6 / From F to F

Notes: Access scores = (% at institution who are Latino ÷ % of 18- to 24-year-olds in the state who are Latino) X 100. Discrepancies in scores are due to rounding. New College of Florida was founded in 2001, so N/A is listed for 2000 data and all change over time measures. **Underlined scores in green were capped at 100. In these instances, the % enrolled exceeded the % of the population.

ENDNOTES:

1. The 101 selective public colleges and universities included in this analysis satisfy at least one of these four criteria: 1) designated as their state's public flagship institution, 2) has an average 2017 SAT score (or the 2017 ACT equivalent) of 1150 or higher, 3) has a 2015 Carnegie Classification as "more selective" AND "highest research activity," or are recognized by their state as a public honors college (See 'About the Data' for more information).

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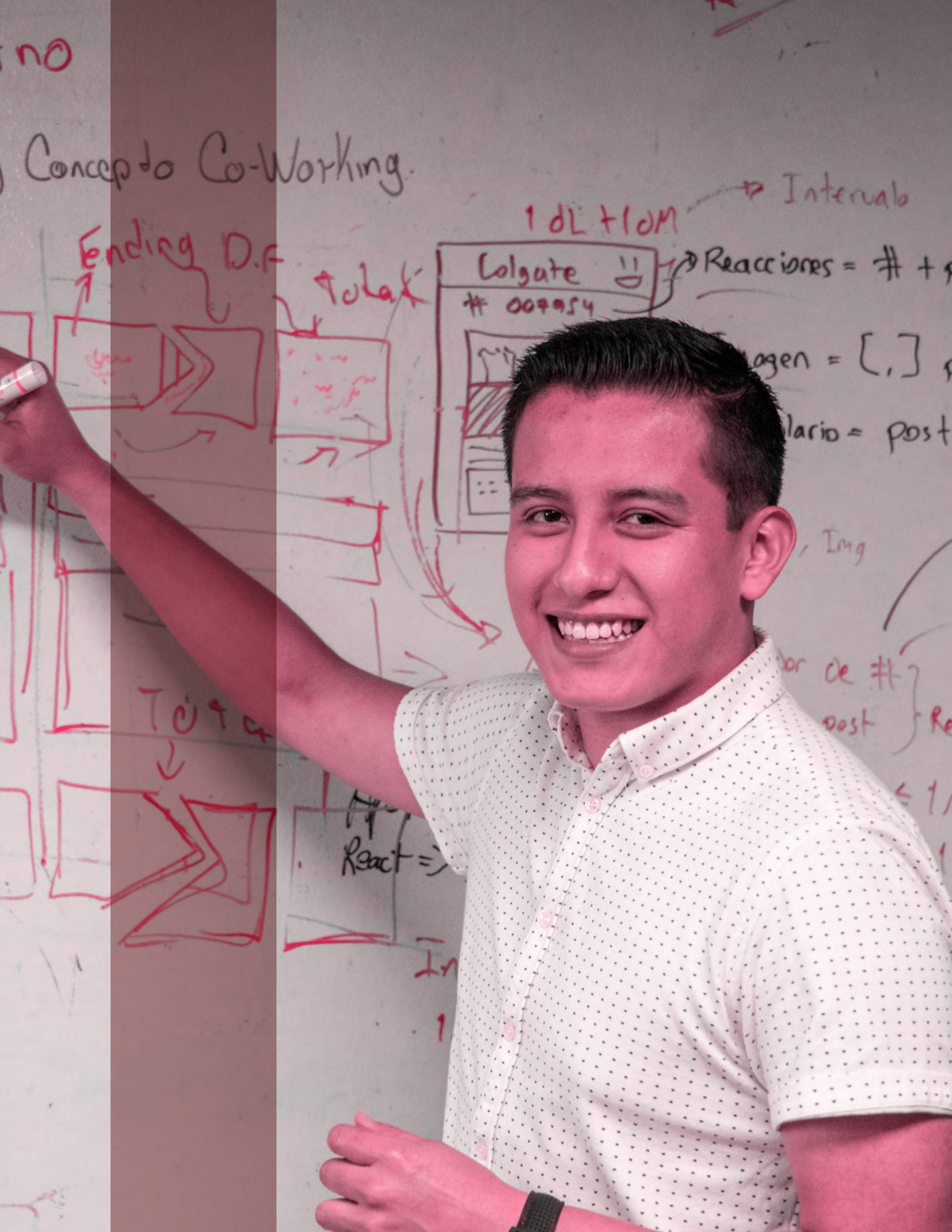
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39. We define the college eligible population as state residents with a high school diploma and no bachelor's or graduate degree.

ABOUT THE EDUCATION TRUST

The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families. Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college; increase college access and completion, particularly for historically underserved students; engage diverse communities dedicated to education equity; and increase political and public will to act on equity issues.

ACKNOWLEDGMENTS

Special thanks to the Joyce Foundation for providing support for this project.

The Education Trust

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www.EdTrust.org

Dear Members of the Anti-Racist Task Force,

Thank you very much for your work on this important initiative. I am writing to request that you address FSU's mascot and team name, and to express my support for change.

August 4, 2020

Dr. Maxine Jones via email

Dear Dr. Jones RE: Retain the name of Doak Campbell Stadium

EXPRESSING STRONG SUPPORT TO KEEP THE NAME DOAK CAMPBELL STADIUM.

We cannot change history. Dr. Campbell, as President of Florida State College for Women in transition to FSU, in 1947 should not be judged with a year-2020 filter. Remember the Board of Control had control of admissions, at the direction of the Legislature.

Like many of my fellow Alumni, I am totally in **favor** of keeping the name of FSU's first president, **Dr. Doak Campbell, on the football stadium.** Changing the name would not only change history, it would show a lack of understanding of the 1947 struggle to make FSU separate from UF.

No one other than Dr. Campbell deserves to have his name on Florida State University's football stadium. Without the efforts of Dr. Campbell and his wife, Mrs. Edna Campbell, **we would not have a football team therefore, no need for a stadium, or baseball field or basketball court, etc.**

Hundreds of press clippings or other statements should not overshadow the value of the contribution of the Campbells made to the creation of FSU.

Dr. Campbell, working with the Tallahassee businessmen (many alumni of UF) and others, convinced the Board of Control and a legislature with numerous UF alumni to create FSU complete with intercollegiate athletics. Dr. Campbell had the vision of what football could do for FSU and Tallahassee.

The legislature, heavy with UF alumni, wanted to keep the new coed University of Florida in Gainesville, complete with athletics, and create the coed University of Florida in Tallahassee without athletics or as a "B" team.

Many of those numerous UF alumni in the legislature had wives, mothers, sisters etc. who were Alumnae of FSCW. "Miss Edna" (Campbell) was a wonderful hostess to many teas, luncheons, coffees especially for those wives. "Miss Edna's" not so subtle message to these ladies was to "help" their Legislative husbands understand the need for the coed Florida State University as an autonomous part of the system under the Board of Control with the same standing as UF. This included the right to participate in intercollegiate athletics.

I heard this story from my Mother and many of her legislative-wife friends how they assisted "Miss Edna" in the successful quest to create our Florida State University. [one vote at a time]

Attached as a separate document please find a copy of the

Laws of Florida 1947: Committee Substitute for House Bills 1 and 42. Section 1. "Amends" 239.01 Florida Statutes 1941; Section 2. UNIVERSITY SYSTEM DEFINED

Also attached is copy of the statute providing that the Board of Control had complete management of the Universities, including admission standards.

The latter is to point that no university president in Florida could have admitted a student other than as described in the laws of Florida. Dr. Campbell could not have admitted anyone other than "white male and white female" to FSU.

Also attached is a non-inclusive list of student athletes who would had had no reason to attend FSU if Dr. Campbell had not been successful in the creation of FSU.

Thank you for taking the time to read my letter. Many of my friends who also support FSU strongly feel that; in recognition of his role in establishing FSU, **PLEASE RETAIN THE NAME DOAK CAMPBELL STADIUM**.

Many people will probably have comments on this issue. I am giving my opinion as an FSU person. I have two degrees from FSU, Bachelor of Science from College of Social Sciences (History and Social Science) and Master of Science (History, Urban & Regional Planning, Public Administration), former member of National Alumni Association Board, member of Seminole Boosters since 1978, baseball and football season ticket holder, (same seats my Mother had for decades)former member Board of Jacksonville Seminole Boosters, Past President of the Extra Point Club, honorary member of the Alumni Emeritus Society Board of Directors, Member of Alumni Circle of Gold.

That we (FSU) would most likely not be the University some 350,000 alumni have loved is emphasized by the fact that without athletics there are many notable FSU alumni and other loyalist who would have had no reason to attend FSU.

A non-inclusive short list:

Football

Burt Reynolds actor,

T.K Wetherell (Speaker of Florida House of Representatives, President of FSU

Lee Corso (college head coach, sports announcer, football);

Fred Biletnikoff (Super Bowl XI MVP Oakland — WR, NFL College hall of fame, Super Bowl XXXVII —

Bob Uric, actor

Dexter Jackson, NFL (Tampa Bay) MVP Super Bowl;

**Deion Sanders (football& baseball NFL & MLB) World Series & Super Bowl

**Brad Johnson Super Bowl winning QB (football & basketball);

**Heisman Trophy Winner Charlie Ward [QB first Nation Championship football team, basketball, NBA);

Heisman Trophy Winner Chris Weinke (QB second National Championship Team);

**Heisman Trophy Winner Jameis Winston (QB third National Championship, baseball pitcher) NFL;

Warrick Dunn NFL Humanitarian of Year

Graham Gano (kicker NFL);

Sebastian Janikowski kicker NFL

Dustin Hopkins (kicker NFL)

Rohn Stark - NFL;

Myron Role Rhodes Scholar, Doctor,

Derrick Brooks FSU board of trustees NFL hall of fame.

Gerald Nichols

Kim Hammond Judge (NFL)

J. T. Thomas

Jackie Flowers

Ron Sellers

Ron Simmons

Football Continued

Bobby Butler NFL	Nick O'Leary NFL
Jamie Dukes NFL	Kelvin Benjamín NFL
Bill Cappleman	Terrill Buckley
Monk	Amp Lee NFL
Martin Mayhew	Jimmy Jordan
Paul McGowen	Wally Woodham
Alphonso Carter	Casey Weldon
Gary Huff	Nick Maddox
William Floyd (NFL)	Kurt Unglaub
Peter Warrick (NFL)	Walt Sumner

MANY MORE

Very Successful men in life started as FSU Student Athletes

** Two Sports Star

BASEBALL

Dick Howser MLB Manager of Yankees and KC Royals World Series Winner
FSU Baseball stadium is named for him.

Woody Woodward MLB

Buster Posey MVP World Series Golden Spike winner

J.D.Drew MLB; Steven Drew MLB);

Kevin Cash– Major League Manager);

Louis Alicia MLB player and coach);

Doug Mancivinzich USA Olympic gold medal team, MLB player and coach)

MANY MORE

BASKETBALL Hugh Durham Head Coach at FSU, Georgia and Jacksonville

NBA players Dave Cowens Sam Cassell Jonathan Isaac

Charlie Ward (two sports football & basketball retired from NBA)

Bob Sura, Dwayne Bacon, Malik Beasley, Toney Douglas,

George McCloud Mitchell Wiggins

MANY MORE

Golf

Hubert Green numerous PGA championships);

Jeff Shulman PGA);

Paul Azinger (PGA championships tv announcer)

Brooks Kepka (PGA tour wins);

Daniel Burger PGA

Many More

Track

Walter Dix (track USA Olympic team),

Garret Johnson Rhodes Scholar

To mention a few. Additionally, without Dr. Campbell being successful with football, we could probably not have women's teams or other non-revenue or "**Olympic sports**" teams. Thus no: Women's Volleyball Gabby Reece, National Championships in Soccer, or National Championships in Softball. Tennis would not be a sport here. Women's Beach or sand volleyball would not be a nationally known power. Kim Batten Track Olympian

Dr. Campbell was the main reason FSU had the sports to attract these and hundreds more student athletes.

Dear Executive Committee Members of the President's Task Force on Anti-Racism, Equality, &

Inclusion:

My name is and I recently completed the Ph.D. in Choral Conducting and Music Education in the College of Music, spending most of my time in the Kuersteiner Music Building. I eagerly echo the s entiments presented to you by my friend and colleague Braeden Ayres. I fully endorse the email he s ent to you earlier today and his suggestion to rename the Kuersteiner Building to the *Madsen Music Building.*

Most sincerely,

Subject: Rename the Kuersteiner Music Building

Dear Executive Committee Members of the President's Task Force on Anti-Racism, Equality, & Inclusion:

My name is. I am a Ph.D. candidate in Choral Music Education at Florida State University, where I have attended classes for the past three years. I have come to cherish my time at FSU as a period of intense personal growth, and will always be grateful for the experiences I have had here. I am writing to share with you some information which I recently learned about the former Dean of the FSU College of Music, Karl Kuersteiner.

In a recently-published work on the legacy of Dr. Clifford Madsen, the Robert O. Lawton Distinguished Professor of Music and Coordinator of Music Education/Music Therapy/Contemporary Media at Florida State, there are several pages that expound upon the racist attitudes held by Dr. Kuersteiner during his time at Florida State. While I had heard rumors of Dr. Kuersteiner's problematic relationship with BIPOC during my time at FSU, I was shocked to learn that the man for whom one of the two FSU music buildings was named was actually an open bigot. I have provided a copy of the relevant pages from the book, "Clifford K. Madsen's Contributions to Music Education and Music Therapy; Love of Learning" as an attachment to this email, for reference. The full work is available as a downloadable ebook for FSU students, faculty, and staff at this link.

It is my hope that the task force will examine not only this document, but also interview FSU CoM students, faculty, and alumni, with the goal of determining an appropriate response to Dr. Kuersteiner's legacy of racism. In my opinion, a man who held such contemptible beliefs does not deserve to be memorialized through a building name on FSU's campus. For what it may be worth, I would respectfully suggest that the task force consider renaming the Kuersteiner Music Building the *Madsen Music Building*, in honor of Dr. Madsen's work to make FSU a more inclusive and affirming institution for all people who have been traditionally "othered" in academia. I can personally attest than when my husband and I (a gay married couple) came to study at Florida State, Dr. Madsen went out of his way to let us know that we were not only welcome, but that we were valuable and desired for our unique perspectives as queer members of the FSU College of Music. While no one is perfect, I believe that naming the music building after Dr. Madsen would be a positive step for FSU as it works to come to terms with its history of institutional racism.

I hope you will consider my request, and thank you very much for your time. I know this work is difficult, time-consuming, and above and beyond your regular responsibilities, and I thank you for your willingness to be a part of it. If there is anything else I can do for you, including submitting this information to a more appropriate channel, please let me know.

Thank you again, and best regards,

Florida State University
Ph. D. Candidate (ABD), GTA
Choral Music Education

A.W.P.

August 18, 2020

To: Florida State University President John Thrasher

From:, B.S., MEd; Retired, Florida Corporative Extension Agent IV (Professor), Leon County/IFAS University of Florida; Seminole Booster Silver Chief; Coaches Club member; FSU Alumni Association Life Member; Past President Human Sciences Alumni Board; Human Sciences Outstanding Service Award 1994, Centennial Laureate 2005 and Circle of Excellence Award 2015; member of the FSU President's Club and Westcott Legacy Society; Past President of Extra Point Club, 2019 Member of the Year and Foster Football Mom to 12 former players, 6 African American and 6 Caucasian.

Re: Doak S. Campbell Stadium

Although Florida State University has a history as an institution of higher learning since 1851, it has only been Florida State University since 1947. It this short time it has become a major university not just for athletics, but academics, ranking 18 among national public universities by the latest U.S. News and World Report. This incredible achievement could not have been possible without great leadership.

In my opinion, that leadership began in 1941 when Doak S. Campbell became President of FSCW and led the college into becoming a university in 1947. At that time there was great pressure from the legislature which was made up of mostly white, male University of Florida graduates. It took tenacity and creativity to lay the path for a separate university with intercollegiate sports not just intramural sports. Had it not been for President Campbell, we would not have had a football program for Bobby Bowden to coach. We would not have had all those successful athletes, national rankings and national championships in football or any of the other sports of today.

Unfortunately some of our athletes that competed, graduated and have good careers are complaining about racial bias by President Campbell. To my knowledge, it was the Board of Control and Florida Legislature that set the criteria for enrollment and admissions to all Florida public universities. None of the athletes asking for a stadium name change would have played or had a degree had it not been for the leadership of President Campbell.

Throughout history, there have been people that have suffered racial and sexual injustices not only in the United States, but throughout the world. I realize that being Caucasian, I see great improvement in those injustices while African Americans see how far they have to go. In this time of Corvid-19 and social unrest, it seems to me that we need to include education about the history and historical legacy of our great university. Removing every statue, renaming buildings and stadiums are not going to change the history.

Before retiring, I had numerous in-service diversity and inclusivity training through the University of Florida. I was also employed by Leon County, which required all employees take a two day diversity course. I was irritated that I had to attend when I already had similar training. The classes were contracted by group out of Pennsylvania. The training was in small groups and not just lectures. I came out of the classes determined to be a better person in respect to others. That does not mean I do not make mistakes and incorrect judgments, but I am more aware, and think about actions. I wish that somehow there could be diversity training through the university not just for students, faculty and staff, but the public.

In closing, I am in favor of keeping the name Doak S. Campbell Stadium and Bobby Bowden Field. We have lots of boosters and fans like me that have been donating and attending games loyally for years. We have had lots of legends play in that stadium and on that field. President Doak S. Campbell was a leader of his time that built the framework which led to Florida State University becoming the diverse major university of today. Thank you. Go ‘Noles!

CC: Maxine Montgomery, Professor of English—Chair, Task Force Executive Committee

David Coburn, Director of Athletics

Hi President Thrasher,

I hope you are doing well since I saw you last back in June!

First, I would like to say thank you for all you have done and continue to do to protect the entire FSU family through this pandemic. Since you became president, I truly believe Florida State has taken significant strides to being the best university it can possibly be, both in academics and in public safety.

My purpose in writing this email is to make a recommendation regarding the name on the Eppes building. I know you have a task force in place that will be discussing the name of our building in addition to other issues that affect the entire campus community. But as I've been thinking of this issue more, I wanted to offer one idea for renaming Eppes Hall.

I want to emphasize from the start that I believe that the Eppes name should be removed from the building. I see no reason to continue to honor Francis Eppes with his name on our building when it is becoming more and more apparent that he did not found this university and that he owned slaves. Further, he started the Ni ght Watch in Tallahassee, which caught runaway slaves. We should not be glorifying his name. Instead, I think this building should be reflective of what the College stands for: the ability to put criminological research to work through policy initiatives. I ask that you and the task force to strongly consider removing Francis Eppes name and replacing it with Congresswoman Val Demings' name.

Congresswoman Val Demings (B.S. Criminology, 1979) has been a public servant since leaving Florida State with her degree over 40 years ago. She was a social worker before becoming a police officer in the city of Orlando. She spent 27 years with the Orlando Police Department before eventually becoming the Dep artment's first female Chief of Police in 2007. But she wasn't just the first female Chief, she was also the first Black female Chief. During her time as Chief, she led department-wide efforts to reduce violent crime in the city. The rates fell by 40% —a remarkable decrease. She did this by listening to experts—thanks to her criminology education—and applying policies that she knew would be effective in reducing violence and protecting the public. During her time as a public servant, Congresswoman Demings has made communities in this state safer and served citizens of Florida and the United States admirably. She is one of the most successful and famed alumni of not only the College, but also the University. She has represented FSU and the College of Criminology and Criminal Justice well on the national stage, becoming one of the rising stars in public office. Considering the core debate surrounding Francis Eppes and the appropriateness of his name being on the building, I think Congresswoman Demings' name would be a fitting replacement. I also believe this would make her the first Black woman to have a building named after her on FSU's campus—a great honor fitting for a great public servant.

I want to be clear that this opinion is mine alone, and does not reflect that of other graduate students, faculty, or staff of the College of Criminology and Criminal Justice. I know that you're a very busy person, so I greatly appreciate your time.

Sincerely,

Doctoral Candidate
College of Criminology and Criminal Justice
Florida State University

Thank you, Madam chairman and members of the committee:

[I would like to associate myself with my friend, Brandon Ackermann's comments about FSU needing to forge a closer relationship with the Seminole Tribe of Florida, instead of eliminating the one we have.] I was surprised when a member of this subcommittee raised the issue [of the Seminoles relationship to FSU] at the larger inclusivity committee hearing. I am not aware of any member of the Seminole Tribe of Florida being offended or "hurt" by its association with FSU, and it strikes me that members of this subcommittee, attempting to speak for them as if they don't know their own feelings, are being paternalistic, if not downright racist. The same thing happened several weeks ago, when, in a column for the Tallahassee Democrat, I quoted a young, African-American spokesperson for the SDS only to have a young, white postdoctoral student from Rice University in Texas respond that he knew better what the young woman meant than she did, and that we should ignore her plain words. That, too, is paternalistic, and frankly racist. The lack of self awareness is amazing.

Here is something you need to know. This summer, while you were worried that students might be "hurt" by the presence of Francis Eppes on campus, I was taking the Department of Education before an administrative law judge. Why? Because the DOE and Board of Governors don't believe that a postsecondary student in Florida should have to take History. Imagine my surprise to learn that you all feel the same way. History—American History—is full of bad people doing good things, and good people doing bad things, like a slaveowner helping to found a university. Rather than confronting students with that truth, you would rather cave to their emotions. Members of this committee should be ashamed of themselves for allowing themselves to be used by a president afraid to stand up to children acting like a mob.

I have a question for this subcommittee, each member of it. It is not rhetorical, and I would like an answer from each of you: Do you agree with the young SDS spokesperson who said this summer that "No one who participated in the depraved institution of slavery should be honored at FSU or elsewhere". Let me rephrase it: Do you believe that anyone who was involved with the institution of slavery in any way can be publicly honored for anything else that they did? Dr. Jones, as chairperson of this subcommittee, and a history teacher, I would like for you to answer it first.

SPORTS

Kentucky's Rupp Arena: A College Basketball Mecca With A Complicated Racial Past

August 31, 2020 · 4:02 PM ET
Heard on All Things Considered

BECKY SULLIVAN

5-Minute Listen

PLAYLIST Download Transcript

The Kentucky Wildcats have dominated the competition playing at Rupp Arena, named after U.K.'s most famous coach: Adolph Rupp. Now the campus is debating whether that name should be changed.

Silas Walker/Getty Images

Rupp Arena is named for Adoph Rupp, the famous University of Kentucky basketball coach whose sustained success in the mid-20th century turned the program into the powerhouse it remains today. The arena has borne Rupp's name since it opened in 1976, just a few years after his retirement.

But now at U.K., a list of demands from the school's African-American and Africana Studies faculty has brought new life to an old debate about the name of the school's basketball arena.

Its name celebrates Rupp's success on the basketball court, success that can be counted in any number of ways: four national titles, five Coach of the Year awards or, simply, 876 wins — the most ever by any coach when he stepped down, and still the second-most all these years later.

For some, there's a more important number: One.

Just one black player

Over his entire career at Kentucky, Adolph Rupp coached just a single Black player, beginning with his first season in 1930 through his retirement in 1972. Even in the segregated South, Rupp's record stands out from his peers in high-power college basketball.

"The Adolph Rupp name has come to stand for racism and exclusion in UK athletics and alienates Black students, fans, and attendees," write the faculty of the African-American and Africana Studies department in a letter sent to the university's president.

The letter, sent in June and published in late July, outlines the challenges faced by Black students, staff, and faculty at the University of Kentucky.

The demands include requiring that undergrads take a course on race and inequality, appointing more Black faculty to leadership positions, and minimizing the school's relationship with municipal law enforcement.

The demand to change the name of Rupp Arena is last on the list.

Derrick White, a history professor in the department who helped write the letter, says the name change is important because the arena is "the most recognizable building on our campus to not only the people here, but across the country and even across the globe if they're basketball fans."

The demand has gotten more attention than the others on the faculty's list because Kentucky basketball is so big, and because it has no bigger name than Adolph Rupp.

"Rupp was the man who built Kentucky basketball into sort of an iconic program," says Dick Gabriel, a longtime Kentucky sports broadcaster. "But he was and still is

criticized for not recruiting African-Americans into his program until the last couple of years of his career."

Like many sports, college basketball began to integrate in earnest in the years after World War II. Kentucky's peer programs outside the South integrated years, even decades earlier: Indiana signed its first Black player in 1947. Kansas followed suit in 1951. Before Jackie Robinson broke the color barrier in baseball, he played basketball at UCLA. By the 1960s, schools across much of the country were recruiting and winning titles with Black players.

Even in the South, where segregation held on much longer, peer schools like Louisville and North Carolina signed their first Black players in the early '60s.

> Rupp developed a reputation as someone who did not want Black players on his team.
>
> Dick Gabriel

Rupp fielded exclusively white teams from his first season in 1930 until his second to last season in 1970, when he finally started his only ever Black player, a 7-foot center named Tom Payne.

"Rupp developed a reputation as someone who did not want Black players on his team," Gabriel says.

The suggestion that the school drop the Rupp name is not new, and the AAAS faculty's demand has resurfaced old arguments in defense of Rupp.

Some Kentucky fans and people who knew Rupp point out that he did try to recruit several Black players over the course of the 1960s, some of whom neared a commitment to play for Kentucky, but ultimately changed their minds. He reportedly asked ushers to remove fans who yelled racial slurs. And his white Kentucky teams did play against integrated teams when some other Southern schools refused.

In an interview recorded in 1971 and housed at the University of Kentucky library and publicized in July month by the Louisville Courier-Journal, Rupp described the university administration's pressure on him to integrate the team in the 60s and blamed his failure on a variety of external factors.

You can't just go out and find someone

"You can't just go out and find someone. If I could do that, I'd go out and find a 7-foot center every afternoon," Rupp said on the tape. "The next thing after you find someone that you can get, can you get them in school? That's the next thing."

"At the same time, you're finding these colored boys saying that they do not want to be the first to break the color line in the South," he added.

Gabriel, who neither supports nor opposes the name change, says growing up in Kentucky in the 1960s and '70s exposed him early and often to a reputation of Rupp as an avowed racist and hardline segregationist.

But when he set out to produce a documentary about Rupp in 2005, Gabriel says his mind changed about the coach during the process of reviewing records and conducting dozens of interviews with people who knew him.

"I had to do a complete 180 on my opinion that Rupp was indeed a segregationist. I came to realize he was not," Gabriel said. The documentary is called "Adolph Rupp: Myth, Legend, and Fact."

But he acknowledges other failings, including that Rupp was known to have used racial slurs.

Confusing and complicated

"That's what makes it so confusing," Gabriel says. "He was active in trying to sign Black players, and yet on the other hand it's been documented that he used inappropriate language."

It's partly this complicated picture of Rupp that has dampened debate in Lexington, a progressive college town that removed two Confederate statues in 2017 just blocks from Rupp Arena. The timing has quieted things, too, with school on summer break when the letter was written, and the coronavirus pandemic keeping students away from campus.

Still, students have shown an openness to the change. An op-ed published in the student newspaper in July supported the name change. Sophomore Chandler Wilcox, who is white, says most of his classmates seem to be open to what he calls "listening and learning."

"Let's do the research. Let's figure out, looking back, is there enough evidence to prove that Adolph Rupp intended on not allowing African-Americans in the program? Was he, in fact, racist?" Wilcox says.

In Rupp's failures to sign a Black player sooner, history professor Derrick White sees a man who set an unfairly high bar for finding a Black player, and whose interactions with Black players and their families clearly left them looking to attend school elsewhere — the result, White says, of what he calls a "racially hostile personality."

"It's not so much about the cartoonish, simplistic, racist narrative of Rupp as a Klansman, but rather, Rupp sitting as a sophisticated manager on top of this system of segregation," he says.

At the end of the day, White says, in sports, coaches are judged for their results.

"We don't give them credit for just showing up to the game, right? We give them credit if they win," White says. "The results are that [Rupp] had one Black player in 42 years."

Since the demands from the African-American and Africana Studies faculty were publicized about a month ago, the conversation on campus has died down, overtaken by worries about reopening amid the coronavirus pandemic and whether the fall football season will go on.

The University of Kentucky has already responded in some ways to the letter. The school announced earlier this month that it would commit $10 million over the next five years to study issues of race and inequality and says it is meeting with the faculty to group about other concerns about equity and inclusion.

On the Rupp name, no word yet.

adolph rupp college basketball university of kentucky

More Stories From NPR

Laws of Florida 1947 & 1959 Creation of Coed UF and FSU—Board of Control

Allen Morris *The Florida Handbook 1955*

REGULAR SESSION 1947

GENERAL ACTS AND RESOLUTIONS

ADOPTED BY THE

LEGISLATURE OF FLORIDA

At Its Thirty-first Regular Session
April 8th to and Including June 6th, 1947

UNDER THE CONSTITUTION OF A. D. 1885

PUBLISHED BY AUTHORITY OF LAW

VOLUME I

1947

CHAPTER 23669—(No. 55)

COMMITTEE SUBSTITUTE FOR HOUSE BILLS NOS. 1 AND 42

Institutions of higher learning; board of control, amends §§239.01, 239.10, 239.12, 240.10, repeals §239.17, F. S. '41.

AN ACT amending Sections 239.01, 239.10, 239.12, 240.10, and repealing Section 239.17, Florida Statutes, 1941, as amended, relating to the State Board of Control and the several institutions of higher learning under its jurisdiction.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 239.01, Florida Statutes, 1941, is hereby amended to read as follows:

Coeducation.

Section 239.01. UNIVERSITY SYSTEM DEFINED. The system of higher education of this State shall consist of the following institutions, to-wit: One university to be known as the University of Florida located at Gainesville, to which shall be admitted both white male and white female students; one university to be known as the Florida State University located at Tallahassee, to which shall be admitted both white male and white female students; and one college to be known as the Florida Agricultural and Mechanical College located at Tallahassee, to which shall be admitted negro male and negro female students; Provided, however, that until such time as adequate housing and other facilities are available for students of both sexes at the University of Florida and the Florida State University, the Board of Control, subject to the provisions of Section 240.03, shall determine the number and classification of men who may be admitted to the Florida State University and the number and classification of women who may be admitted to the University of Florida; Provided, further, that requirements for admission of students to each institution in the System shall be prescribed by the Board of Control, subject to the provisions of law.

The Florida State University shall be the successor to the Florida State College for Women and all provisions of existing law applicable to the Florida State College for Women shall henceforth apply to the Florida State University, except insofar as such existing law may prohibit or restrict the matriculation of male students in such institution, which said restrictions or prohibitions are hereby expressly repealed. Further, all prohibitions or restrictions under existing law against the matriculation of female students in the University of Florida are hereby expressly repealed.

Section 7. All laws or parts of laws in conflict with this Act are hereby repealed.

Section 8. This Act shall take effect upon its becoming a law.

Approved by the Governor May 15, 1947.

Filed in Office Secretary of the State May 15, 1947.

CHAPTER 240

BOARD OF CONTROL

appointment of terms of office of control shall this state, one onal districts of 1, and one from have been resi- a period of at ir appointment, e governor, and four years and inted and quali- ointment to fill ppointment shall except as in this ıe governor may board for cause, hat may at any that no person ıembership upon of any county in da, Florida state or the deaf and l and mechanical and Mable ring- other institution control of said be, located or

ıing herein shall the present mem- and the increased lished in the fol- ers shall be ap- ears each, begin- be appointed for ing July 1, 1951; a term of three 51; one shall be years, beginning appointed for a July 1, 1953; two ns of four years ; and two shall be appointed for terms of four years each, beginning July 1, 1954.

History.—§13, ch. 5384, 1905; RGS 613; CGL 775. Am. §1, ch. 26887, 1951.

240.02 Chairman of board; actual expenses of board paid by state.—The board of control shall elect a chairman as often as that office shall become vacant. The members of said board shall be paid only their actual expenses while in the performance of their duties, and in traveling to, from, or upon the same, the accounts for which shall be paid quarterly by the state treasurer upon itemized vouchers duly approved by the chairman of said board and the comptroller as provided in §240.10 for the disbursement of funds.

History.—§14, ch. 5384, 1905; RGS 614; CGL 776.

240.03 Board of control subject to supervision of state board of education.—The board of control, except as provided in this chapter, shall act in conjunction with, but at all times under and subject to, the control and supervision of the state board of education.

History.—§15, ch. 5384, 1905; RGS 615; CGL 777.

240.04 Powers and duties of board of control.—The board of control has jurisdiction over and complete management and control of all the said several institutions, and each and every of them, to-wit: The university of Florida, the Florida state university, Florida agricultural and mechanical university for negroes, and Florida school for the deaf and the blind, and is invested with full power and authority to make all rules and regulations necessary for their governance, not inconsistent with the general rules and regulations made or which may be made at any joint meeting of the said board with the state board of education; to appoint all the managers, faculty, teachers, servants, and employees, and to remove the same as in their judgment and discretion may be best; fix their compensation and provide for their payment; to have full management, possession and con-

Laws of Florida 1947 & 1959 Creation of Coed UF and FSU—Board of Control

Allen Morris *The Florida Handbook 1955*

The Florida Handbook

FIFTH BIENNIAL EDITION

★ ★ ★ ★

for

DOAK SHERIDAN CAMPBELL

AND

EDNA SIMMONS CAMPBELL

"The best, the most blessed state
Is when wife and husband, in accord,
Order the household lovingly"

THE PENINSULAR PUBLISHING COMPANY

TALLAHASSEE FLORIDA

Campus Development and Space Committee
Agenda Item

Item 5. **Naming Request**

Mrs. Ruth Garrett Blitch, alumna and former academic staff member, is seeking approval to name the Psychology (Education) Building, Building No. 5, *Francis Eppes Hall* honoring the distinguished nineteenth-century Tallahassee civic, religious, and educational leader and grandson of President Thomas Jefferson.

Please find attached a copy of the naming request as well as the Subcommittee's recommendation.

Subcommittee Recommendation:

The Subcommittee on Naming Campus Buildings has voted unanimously to recommend that the Campus Development and Space Committee approve the request and forward it to the President for final approval.

The Florida State University
Tallahassee, Florida 32306-1030

Office of the Dean of the Faculties
314 Westcott Building
(904) 644-6876 FAX (904) 644-3375

February 6, 1997

MEMORANDUM

To: Mr. John Carnaghi, Chairman
University Campus Development and Space Committee

From: Steve Edwards
for the Subcommittee on Naming Campus Buildings

Re: Proposed Name for the Psychology (Education) Building

The Subcommittee on Naming Campus Buildings has voted unanimously to recommend that the University Campus Development and Space Committee approve and forward to President D'Alemberte the proposal from Mrs. Ruth Garrett Blitch, alumna and former academic staff member, that the Psychology (Education) Building (Building No. 5) be named *Francis Eppes Hall* honoring the distinguished nineteenth-century Tallahassee civic, religious, and educational leader, grandson of President Thomas Jefferson, who played such a vital role in the efforts of the City of Tallahassee to convince the Florida Legislature to locate the Seminary West of the Suwannee River in Tallahassee. This proposal has the endorsement of College of Arts and Sciences Dean Donald J. Foss and Provost Lawrence G. Abele.

Justification for naming this building in honor of Francis Eppes VII is detailed in the enclosed proposal from Mrs. Blitch. Mr. Eppes, as Intendant (Mayor) of Tallahassee, submitted the letter offering the building and grounds of Tallahassee's Florida Institute to the Florida Legislature as the site of the Seminary. Eppes had spent his formative years on the Jefferson estate at Monticello absorbing from his grandfather the Jeffersonian ideals of liberal education. He served as President of the Seminary's Board of Education for eight years, almost single-handedly bringing it through the dark years of the War Between the States, and instilled in the institution those Jeffersonian ideals which characterize Florida State University today. Your Subcommittee on Naming Campus Buildings urges the University Campus Development and Space Committee to endorse its recommendation that the Psychology (Education) Building (Building No. 5) be named *Francis Eppes Hall* and forward it to President D'Alemberte for his favorable consideration.

SE/mp

cc: Mrs. Blitch
Dean Foss
Provost Abele
Mr. Bertolami
Mrs. McHugh

16 YEARS A FOUNDER

Documenting How One Of Thomas Jefferson's Grandsons Was Misidentified As The Founder Of Florida State University (2002) – And How That Error Was Corrected (2018)

With A Postscript - June, 2020

Mike Rashotte,
Emeritus Professor of Psychology; FSU Faculty 1968-2003.
Contact: rashotte@gmail.com

May, 2019

A Note of Explanation About This Paper

This paper summarizes the main results of archival research I conducted between 2015 and 2018 to help me understand why FSU had not identified its "founder" until almost 150 years after the founding was said to have been done. As a retired FSU faculty member (Psychology: 1968-2003) I had free time in part of each year and I undertook the research out of sheer curiosity. I had no agenda other than to make sense of what seemed to me an historical oddity. My research efforts were certainly sporadic when I was in town, and came to a stop when I was out of town for a few months in 2017 and 2018. Before each stop, I summarized my findings up to that point which resulted in two papers mainly written for my own files. One was completed in June 2017, the other in May 2018. The major goal of the present paper is to provide interested parties with an integrated and somewhat streamlined rendition of the findings reported in my two earlier papers.

OVERVIEW

For 16 years at the beginning of the 21st century Florida State University (FSU) claimed that a single individual from the 19th century had founded the institution. Although that individual's founding activities had escaped notice in previous historical accounts of FSU's origin and development, his appearance around the year 2000 could not have been better timed. FSU was about to celebrate the 150th anniversary of its ancestral institution being located in Tallahassee in 1857, and it would be pure celebratory catnip to have a previously unknown founder on hand to enliven the festivities.

Indeed, the newly identified "founder" became the centerpiece of anniversary celebrations, and he seemed a very good catch to serve in that capacity. He was already well-known as a local historical figure, one of Tallahassee's prominent white citizens who owned prosperous plantations. During the 40 years he spent in the area, he was appointed by the Governor as a Justice of the Peace in Leon County, he served as the elected city Intendant (mayor) on several occasions, and he played a key role in establishing Tallahassee's Episcopal church. He also served on the Board of the ancestral institution once it began operation. His personal ancestry was the kind that public relations offices dream about: his grandfather, Thomas Jefferson, authored the Declaration of Independence, was the 3rd President of the United States, and had founded his own public university in Virginia

What could possibly go wrong?

Three things:

1. **The "founder's" much publicized resume omitted details that were important to some in the university community, and surfaced at an inconvenient time.**

FSU's narrative routinely focused on the "founder's" well-recorded accomplishments in local civic life, his local social status, and his distinguished ancestry. There was no mention of the fact that his local achievements and influence were importantly dependent on work done by a large number of enslaved people at his plantation. Of course, the "founder" was not exceptional in this regard: the wealth and standing of Tallahassee's movers and shakers at the time depended on slavery, which was legal. It might be argued that it was unnecessary to draw attention to the "founder's" slave-ownership because many people in today's south would expect that plantation-owners succeeded in the ante-bellum era because of work done by their enslaved people. However, around the time of FSU's 150th anniversary celebration students and faculty at other long-established universities and colleges were beginning to recognize the critical roles enslaved people had played in establishing and sustaining those institutions. In that inquiring spirit, some students at FSU eventually questioned whether the "founder's" slave ownership, and his "enforcement activities" when serving as an appointed Justice of the Peace and as the elected mayor, were disqualifying for "founder" status at FSU. These students, and their cheeky questioning, became the subject of campus and public controversy which came to a head in

October, 2016, when FSU's student body voted on the proposition that the "founder's" campus recognitions should be removed because of his slave-ownership and "enforcement" history. Despite the proposal's defeat at the ballot box, the very fact that it came to a vote was the first indication that trouble lay ahead for the "founder". The historical cat was out of the bag, and slavery became part of the public discussion about FSU's past for the first time.

2. **FSU was faced with another challenging question that a university cannot avoid confronting: *Was the "founder's" status based on historical evidence?***

The "founder's" advocates claimed that FSU's ancestral institution came to be located in Tallahassee in 1857 because of the "founder's" singular actions at the local and State levels. At the local level, his sustained and persuasive arguments were said to have been "vital" in convincing city officials and the public that the institution should be situated in town. Then, at the State Legislative level, the "founder" triumphed again when he was said to have overcome an earlier rejection by legislators and sealed the deal by making a generous offer of land and financial arrangements that legislators couldn't refuse. The State soon awarded the much-coveted institution to Tallahassee, and it was inescapable that FSU's newly identified "founder" had been the singular and key player who made this happen. FSU promoted this narrative about how its ancestral institution came to be, and the new idea of FSU having had a distinguished "founder" soon gained traction in the community and assumed the status of historical "fact' in the media and on sites such as Wikipedia.

Surprisingly, these impressive claims about the "founder's" singular role in making FSU's ancestral institution a reality in Tallahassee were not fact-checked against archival records located in the University's own library. When the facts were eventually checked, it turned out that the crucial steps that brought the institution to Tallahassee had been undertaken over a period of several years without the recorded involvement of the "founder". Even his appearance at the legislature with "generous offer" in hand during the final moments of the process which was recorded, turned out to have been fully choreographed by town council. It was successive town councils and mayors, prominent citizens, and (undoubtedly) enslaved people who did the heavy lifting that made FSU's ancestral institution a reality in Tallahassee - none of which were credited in the founding narrative promulgated as part of the 150th anniversary festivities.

Before the correct historical information was brought to light, however, FSU's anniversary festivities peaked in 2002 when a handsome statue of the newly identified "founder" was installed at the university's main gate. The inscription on an adjacent stone marker summarized it all:

Francis Wayles Eppes, 1801-1881
Grandson of President Thomas Jefferson
Founder of Florida State University

A few years later, FSU's poorly researched claims came home to roost in the form of a second challenge to its newly identified "founder".

3. Dramatic events in August 2017 at the university founded by the "founder's" own grandfather triggered a process at FSU that finally resolved issues surrounding the "founder".

In mid-August, 2017, white supremacist demonstrations at *The University of Virginia* and its home city included violence, protests about statues on campus and in town, and the death of one person. These events galvanized university leaders to take action that, in the words of FSU's current President John Thrasher, were needed to "*protect free speech while ensuring the safety and well-being of students, faculty and staff*". Thrasher's statement was included in his announcement in September, 2017, of a 15-member *President's Advisory Panel on University Namings and Recognitions.* The general charge to the panel was to "*meet with university constituencies to seek input and feedback*", and to "*examine and make recommendations on current university policies concerning campus names and markers, including statues and recognitions*". One of the specific topics for consideration was FSU's recognitions of its "founder", Francis Eppes, which at that time included his likeness in a statue at the main gate, his name on a nearby building, distinguished professorships bearing his name, and the revised narrative about the University's beginning in which he was said to have played the "vital" role. All of Eppes' recognitions and namings had appeared on campus during the excitement of the sesquicentennial festivities, only a few years earlier.

The Advisory Panel considered much verbal and written input at several public meetings.[1] Near the end of the process it heard from former FSU President Talbot D'Alemberte who had spearheaded the Eppes-As-Founder movement. The minutes of the meeting on April 2, 2018, summarize D'Alemberte's remarkable admission that proper historical research had not been done about the "founder's" role in bringing the ancestral institution to Tallahassee, and that he had mistakenly identified Francis Eppes as FSU's "founder"[2]:

> *He admitted that when he was President the conversation about Eppes should have included a fuller picture. He stated that he accepted the information he was presented at the time, without conducting his own research, and he therefore inaccurately identified Francis Eppes as the "founder" of FSU*.

A panel member asked what the former President might have done differently if he had had the correct information. The minutes state:

1 https://president.fsu.edu/namings/
2 https://president.fsu.edu/wp-content/uploads/2018/04/2018-04-02-Minutes-Naming.pdf

> *President D'Alemberte responded that he could have done a better job about laying out a narrative and given credit to a larger group of people instead of just naming Eppes as the founder.*

Former President D'Alemberte's remarkable statements posed an existential threat to the "founder's" continued status at FSU. Although he did not specify members of that "larger group of people" who deserved credit, the former President recommended a research paper completed by the present writer in 2017 as a source he had consulted.[3] Because the present writer was trained as a research scientist and not an historian, it was reassuring to see the minutes of the panel's April 16 meeting at which John H. Cable, a doctoral student in History, summarized his own research into the beginning of FSU's ancestral institution. Cable's excellent presentation, and his comments in the Q&A period, indicate that he did not find evidence that Eppes, alone, should be identified as FSU's founder.[4]

In the end, the Advisory Panel recommended to current FSU President Thrasher that the "founder's" statue and its inscribed stone marker be removed from the main gate, and that the "founder's" name be removed from a nearby building. President Thrasher accepted the first recommendation, but not the second. In July 2018, after 16 years in place, the "founder's" statue and its marker were replaced by an attractive arrangement of potted foliage. Needless to say, this decision was not well received by all.

The "Founder's" Statue
at FSU's Main Gate
2002 – 2018

March 2019

Current Status of the Former "Founder" (May, 2019)

As I was putting the finishing touches on this document on May 13, 2019, an announcement appeared in the local newspaper that Eppes' statue had re-appeared on campus after being in an undisclosed location for several months.[5] The statue is now close to Eppes Hall, and

[3] Rashotte, M. (June 2017). *FSU's Origin in the 1850s: Appreciating the roles of Tallahassee's City Council, Prominent Citizens, and Enslaved People*.

[4] https://president.fsu.edu/wp-content/uploads/2018/05/2018-04-16-Minutes-Naming.pdf

[5] https://www.tallahassee.com/story/news/2019/05/13/francis-eppes-statue-finds-news-home-north-westcott-building/1187335001/

the revised text on its adjacent marker (as reported in the newspaper) is a notable departure from the text on the original marker:

Francis W. Eppes
1801-1881

The origin of this historic campus can be attributed to passionate and determined community leaders who, in 1851, began lobbying the Florida State Assembly to create an institution of higher education in the capital city.

One of the most influential was Francis W. Eppes, grandson of Thomas Jefferson and four-time intendant of Tallahassee. After five years of persuasive petitioning by the City Council, state legislators approved Tallahassee as the location for the Seminary West of the Suwannee.

Eppes' contributions to the Seminary were significant in its early years. Both his chairmanship and leadership on the Board of Education, which governed the Seminary, played a crucial role in the young school surviving a turbulent period, including the Civil War.

While recognized as a strong advocate for education and dedicated public servant, Eppes also is noted for a record tainted by slavery. As a prominent owner of several plantations, he owned numerous slaves, using their labor in his fields and family homes.

As it openly acknowledges this history, Florida State University today celebrates and embraces a richly diverse and inclusive campus community.

The revised marker-text ignores Eppes' 16-year stint as FSU's "founder" and announces two new reasons for honoring him with a statuary presence on campus: he was part of a larger group of community leaders who worked to make FSU's ancestral institution a reality in Tallahassee, and he served admirably on the Board overseeing the institution during its early years. While a significant step in historical accuracy above the previous "founder" rationale, it remains to be seen if historical research fully supports singling Eppes out from his contemporaries to receive statuary recognition on campus. His excellent family connections may provide the legacy advantage that counts in this case. It is also clear that students who drew attention to Eppes as a slaveholder deserve much credit for deepening FSU's understanding of its past amidst much controversy. Their call to have Eppes' "founder" status removed now seems to have been fully met. Finally, the revised marker-text properly notes that FSU's current campus community is diverse and inclusive, which makes it even more attractive to document the full spectrum of Tallahassee's population in the 1850s that participated in making the West Florida Seminary a reality.[6] Contributions of enslaved people will likely be included in that effort.

[6] It is rarely noted that Francis Eppes, himself, was a member of a multi-cultural family. He certainly was a single-race grandson of Thomas Jefferson, and had many mixed-race relatives descended from liaisons with slave women by Jefferson and possibly by his own father, John Wayles Eppes. Mixed-race children in families of plantation owners were common at the time, but have not been widely acknowledged in many circles. See: Gordon-Reed, Annette (2008), *The Hemingses of Monticello: An American Family.* W.W. Norton & Co.; also https://www.monticello.org/getting-word/families/betsy-hemmings-family

WHAT MORE IS THERE TO SAY ABOUT FSU'S "FOUNDER" ERA?

Assuming that the Overview given above lays out the main points, the answer to this question is "probably not much". The era seems to be over. However, some readers may be interested in viewing the archival research that former FSU President D'Alemberte referenced when he announced to the Advisory Panel in April 2018 that he had mistakenly identified Francis Eppes as the institution's founder. The minutes of that panel-meeting state that D'Alemberte "*referenced a research paper written by Mike Rashotte and stated he recommended reading the article*". I was unaware that D'Alemberte had seen the paper I completed in June 2017. I find it impressive that he changed his long-held views about the "founder" once some archival evidence to the contrary had come to his attention.

When President D'Alemberte addressed the Advisory Panel, I was just completing a second paper that summarized additional archival information about Eppes the "founder". That paper, completed in May, 2018, was organized as an annotated timeline of key developments between 1994 and 2018 related to Eppes, some of which I had not seen discussed elsewhere. At least some of these newly added documents provide a more detailed picture of how FSU came to embrace, and then reject, Francis Eppes as its "founder".

Together, these two earlier papers summarize all the archival information I located up to May 2018 that is related to the Eppes-As-"Founder" era. Anyone interested in such information can view and download the full text of each paper at the following links:

The June 2017 paper: *FSU's Origin in the 1850s: Appreciating the Roles of Tallahassee's City Council, Prominent Citizens, and Enslaved People.*
https://drive.google.com/file/d/1UsBfF3sStriv1dzp2hVlMCq0Tlc0JQLu/view?usp=sharing

The May 2018 paper: *The Rise and Decline of Francis Eppes' Role in FSU's History: An Annotated Timeline of Key Developments (December, 1994 – May 2018).*
https://drive.google.com/file/d/11ZltSKw2obXPVExJQLhB6WjckgvrHc6r/view?usp=sharing

A broader perspective on the wide range of views expressed about Eppes' recognitions on campus can be gained from the archived minutes of the Advisory Panel meetings which are available online. The minutes of the April 16, 2018, meeting[7] summarize historian John Cable's report of his archival research about Eppes, and the interesting Q&A period that followed. Cable's research did not support the claim that Eppes was the single "founder" of FSU.

[7] https://president.fsu.edu/wp-content/uploads/2018/05/2018-04-16-Minutes-Naming.pdf

A MORE DETAILED SUMMARY OF ARCHIVAL EVIDENCE

I prepared the present paper as a way of closing out my research and writing on the Eppes-As-"Founder" topic. I have organized the key archival findings in my two earlier papers into a more streamlined and accessible format for anyone interested, with a small amount of more recent information/comment added. The findings are organized under the three headings I used in the Overview, plus a fourth heading for additional archival material related to how FSU came to celebrate its 150th anniversary in 2001 rather than in 2007. The latter material, included at greater length in my earlier papers, does not figure in a significant way in questions raised about the "founder", but it provides background to the "founder" era at FSU that might be interesting to some readers.

Readers should be aware that my two previous papers did not benefit from peer review by historians, or anyone else for that matter, and neither did this one. At different points in the research several people provided very helpful nudges when I described what I had already done and planned to do. Those people were acknowledged in the 2017 paper where it is noted that they were unaware that I would prepare written reports on my findings. It is also noted that even I had no intention of writing anything on this topic until I thought it wise to summarize what I had found before I had to be away from the project for a few months. That summary turned out to be my June, 2017, paper.

The four main organizational headings in the rest of this paper are shown in red text; sub-headings are in black.

1. The "founder's" much publicized resume omitted details that were important to some in the university community, and surfaced at an inconvenient time.

The large numbers of colleges and universities in today's United States include a subset established before the Civil War. FSU's ancestral institution, the West Florida Seminary, was established in the 1850s, which means that FSU would justifiably reach back to the pre-war era if it were to identify a "founder" as part of its 150th anniversary celebration.

A biographical resume of the chosen "founder", Francis Eppes, had been well-rehearsed for decades in local circles. It was known that he was financially successful, and that he had a well-documented record of public service and, of course, that he had a unique ancestral connection with Thomas Jefferson. Eppes' biographical details began to be examined in a new light, however, after he was assigned "founder" status by FSU. One surprise was that until the mid-1990s when FSU's 150th celebrations were getting underway, Eppes' resumes

failed to mention his central role as the "founder" of WFS/FSU, an omission that was remedied in short order.[8]

The particular flashpoint for controversy, however, was the discovery that FSU's narrative about its "founder" had omitted mention of his slaveholding. The extent of Eppes' slave ownership is shown in local tax rolls between 1829 (20 slaves; the year after his arrival in Leon County) and 1863 (95 slaves; the final year owned-slaves were enumerated for individuals on the rolls). The fact that he owned a large number of enslaved people, and his apparent success in managing and expanding their numbers, had been rarely noted in any version of his biography.[9] Of course, Eppes was not alone in this regard among Tallahassee's influential men at the time, and it would have been understood that his financial standing, and the social status it provided, derived from the work of enslaved people attached to his plantation. In the early 21st century, however, Eppes' status as FSU's "founder" put this aspect of his biography in the crosshairs of new historical inquiry.

Questions about the roles played by slaves in establishing America's longstanding colleges and universities began to be addressed as early as 2003 (e.g., Brown University[10]), but became of wide interest after a well-researched book appeared in 2013, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*.[11] This line of inquiry, usually initiated by students and faculty, has now resulted in a variety of outcomes on different campuses that reflect a serious commitment to incorporating newly uncovered

[8] A "brief biographical sketch" written by an FSU alum, Mrs. Ruth Garrett Blitch, appears to be the first of its kind. It is archived under the heading "*Campus Development and Space Committee Agenda Item*" in Special Collections at FSU's Strozier Library. Her 7-page overview of Eppes' life and work (dated February 14, 1995) was submitted to the Interim Dean of the College of Arts and Sciences to support her request that a campus building be named for Eppes (discussed in the next section). She described his determination "*to found an institution of higher learning in Tallahassee*", and that he had offered the legislature "*a new building, ten thousand dollars in cash, and an annual endowment of two thousand dollars a year to the school*", and she characterized the date on which the Governor signed the act to locate WFS in Tallahassee (January 1, 1857) as marking "*the founding of the predecessor of the Florida State University*". An "updated" (2007) version of her biographical sketch is available on the www: https://www.monticello.org/site/research-and-collections/francis-wayles-eppes This update is attributed to Anna Berkes and Bryan Craig, Research Librarians at the Thomas Jefferson Foundation.

[9] A 1926 paper in the Florida Historical Society Quarterly (Vol. 5, pp. 94-102) titled "*Francis Eppes (1801-1881), Pioneer of Florida"* made incidental mention of slaves owned by Eppes. The author of the paper was listed as "Mrs. Nicholas Ware Eppes" (who also wrote under the name Susan Bradford Eppes), a daughter-in-law of Francis Eppes. Her paper described the journey made by Francis Eppes and some relatives when they relocated from Virginia to Leon County Florida about 1828: "*Francis Eppes, with his wife and three children left Virginia in company with relatives, who like themselves, sought a new home. Travel was difficult in those days, and it was safer to go in numbers. First in the caravan came carriages in which the families rode, that is the women and children, for the men almost invariably rode on horseback beside these carriages to protect the occupants. Wagons piled high with household belongings came next, while here and there, wherever a comfortable seat could be found, old or feeble negroes could be seen, and a dusky throng numbering hundreds brought up the rear. Pioneer days were hard days."* (p. 95-96)

[10] https://www.brown.edu/Research/Slavery_Justice/

[11] Craig S. Wilder (2013). *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*. Bloomsbury Press.

historical information into institutional narratives. In this context, it was natural that inquisitive students at FSU would begin to look into the roles slaves might have played when WFS/FSU was being "founded" in the pre-Civil War years of the 1850s.

And so it happened that, several years after Francis Eppes' "founder" status was declared, some FSU students noted that he had owned a substantial number of enslaved people, and that this detail had been omitted in FSU's narratives about its "founder". They also pointed out that Eppes enforced slave-catching as part of an appointed judicial position, and that he "enforced order" in the town as part of his elected civic positions. Although some commentators characterized this line of inquiry at FSU as being an initiative of radical students, it was entirely within the normal boundaries of recent inquiry at longstanding colleges and universities across the U.S.

The revelation that FSU had failed to acknowledge Eppes' history of slaveholding, and other slave-related activities in his official positions, became a rallying cry for some FSU students. Calls for removing his campus recognitions were made, and by October, 2016, a campus group, *Students For A Democratic Society*, secured the required 500 signatures to have the following proposal placed on the ballot for the Fall student-body election:

> *We, the students of Florida State University, do not believe in honoring slave owners and those that enforced slavery. Therefore, we demand President John Thrasher, and the FSU Board of Trustees, remove the Francis Eppes Monument in front of the Westcott Building and rename Eppes Hall to removed Francis Eppes' name. Do you agree?*
>
> *Yes or No.*

The proposal was defeated by a 71.7% NO vote. The local newspaper reported that 6291 students had voted, which was described as an "unusual" turnout.[12] It might be noted that about 42,000 students were enrolled at FSU at the time, over 32,500 of which were undergraduates. The latter detail adds nuance to several subsequent descriptions of the ballot outcome as having shown that "*over 70% of the students at FSU*" did not want the "founder's" statue or building-name removed.

The ballot initiative, and the student group that drafted it, were the subject of controversy on campus and in the local news media, and were aggressively attacked on social media. For example, the news article cited in Footnote 12 reported that the chairman of FSU College Republicans posted on his Facebook page a statement that urged students not to "*cave to the radical left, please vote no*", with an added postscript: "*Most members of the organization that started this movement do not even go to FSU nor do they bathe*." Divergent comments about the issue which appeared in letters and opinion pieces in the local paper

12 https://www.tallahassee.com/story/news/2016/10/19/fsu-students-hold-vote-removing-eppes-statute/92432296/

(the *Tallahassee Democrat*) were fully replayed a couple of years later in public comments made at meetings of the President's Advisory Panel.[13]

A common theme from critics of the ballot proposal was that removal of Eppes' "founder" status was an attempt to overturn established historical facts, especially that FSU's ancestral institution was located in Tallahassee in 1857 because of Eppes' hard work and his generous offer of his own land and money to seal the deal with the legislature. As will be discussed in the next section, such "historical facts" are not supported by archived documents, including those in FSU's Strozier Library collection.

It is notable that student interest in the roles of slaves at other colleges and universities has been influential. For example, students, faculty and administrators at the institution founded by FSU's "founder's" own grandfather (the University of Virginia) have been particularly proactive in recognizing the significant contributions of enslaved people during that institution's early years.[14] One notable outcome was the formation of an organization called *Universities Studying Slavery* which provides a forum for institutions to exchange information and strategies in dealing with the topic.[15] At the present time, that group includes 54 institutions (but not FSU). Another outcome of note is a handsome campus memorial to UVA's enslaved laborers which is currently under construction. That memorial was an initiative of students that began in 2010 and is described on the UVA web site as a "shining example of student self-government.[16] Many other long-established universities have taken varied actions to recognize the roles played by enslaved people when their institutions were founded[17] (but not FSU).

[13] http://president.fsu.edu/namings/
[14] http://slavery.virginia.edu/
[15] http://slavery.virginia.edu/universities-studying-slavery/
[16] http://slavery.virginia.edu/memorial-for-enslaved-laborers/
[17] Georgetown University is one example: http://slavery.georgetown.edu/; the College of William and Mary is another https://www.wm.edu/news/stories/2019/concept-selected-for-future-memorial-to-african-americans-enslaved-by-william-mary.php

2. FSU was faced with another challenging question that a university cannot avoid confronting: *Was the "founder's" status based on historical evidence?*

The Eppes-As-"Founder" era at FSU was initiated, encouraged and implemented by former FSU President Talbot D'Alemberte (1994-2003). From the point of view of scholarly integrity, an important factor in bringing that era to an end was his admission to the *President's Advisory Panel on University Namings and Recognitions* in April, 2018, that the historical narrative he supplied to support Eppes as "founder" was inaccurate:

> *He admitted that when he was President the conversation about Eppes should have included a fuller picture. He stated that he accepted the information he was presented at the time, without conducting his own research, and he therefore inaccurately identified Francis Eppes as the "founder" of FSU.*[18]

Information I found in archived sources about how FSU became entangled in its short-lived "founder" mindset, and why its defense of Eppes as "founder" could not be sustained in the face of historical evidence, is summarized below under several sub-headings.

FSU'S HISTORICAL RATIONALE FOR THE "FOUNDER" (1999 VERSION)

Perhaps the clearest statement of the rationale for embracing Francis Eppes as FSU's "founder" was made by President D'Alemberte in his *State of the University* address in October, 1999. In announcing the upcoming 150th anniversary of FSU's founding, he told the University community:

> *We will want to honor Francis Eppes, Thomas Jefferson's grandson, for his tenacity in convincing the legislature and the City of Tallahassee that an institution of higher education should be established here where we occupy the oldest continuous site of higher education in this state.*
> .....
> *The Legislature finally decided in favor of Tallahassee and its mayor, Francis Eppes, who had offered land and two thousand dollars for annual education of students from town.*[19]

In this rendering, Eppes was a singular figure who made FSU's ancestral institution become a reality in Tallahassee in 1857 through: 1) his tenacious efforts to convince reluctant local and state officials to support the idea that WFS should be located in town, and 2) his generous offer of land and money that finally brought the Legislature to approve the

[18] https://president.fsu.edu/wp-content/uploads/2018/04/2018-04-02-Minutes-Naming.pdf

[19] The text of his address is archived in Florida State University Library Special Collections as: *State of the University Address/ Fall Faculty Meeting/Thursday, October 7, 1999, 3:30pm/ Miller Hall.* Note: part of this excerpt has been interpreted by some advocates of retaining Eppes' "founder" status as illustrating his generosity in offering his own land and money to seal the deal with the legislature. Historical evidence indicates otherwise, as documented immediately ahead.

proposal. But, as D'Alemberte acknowledged almost 20 years later, this rationale was fatally flawed. Here is what my research disclosed about the flaws.

HISTORICAL EVIDENCE AT VARIANCE WITH FSU'S NARRATIVE

Historical accounts of how the West Florida Seminary came to be located in Tallahassee in 1857 indicate that many people worked creatively on this initiative over several years. Francis Eppes appears to have played a small walk-on role at the very end of the process (see #5 below). The main points of evidence are described below, with supporting excerpts from the writings of historians (William Dodd[20], Robin Sellers[21]) and from the Minutes of the November 24, 1856, meeting of the Board of Trustees of *The Florida Institute*[22]:

1. Beginning in 1852, successive City Councils worked creatively to construct a school building on spec that could be part of a proposal to the legislature (David S. Walker was the Intendant in 1852):

   > *There existed in the town neither a building nor equipment adequate to the education of her boys. A new school building would be one of the greatest inducements she could offer for locating the Seminary in Tallahassee. But, even if this was not enough to secure the coveted award, the town badly needed such a building in any case. How to get it was the problem which engaged the attention of the city authorities.* (Dodd, 1948a, p. 18-19).

2. Council's plans for the needed building were well-advanced by the beginning of 1853, and funding sources were being assembled. Dodd (1948a, p. 21) documented that a year later Council advertised for bids on February 1, 1854, and awarded contracts on March 27 for brickwork and plastering ($3,335), and for woodwork and painting ($2,237). (W.R. Hayward served as Intendant with the 1854 Council.)

3. When the legislature next met, the school building was well underway and City Council prepared a proposal ("memorial") that summarized council's initiatives to attract WFS:

[20] Dodd, William G. (1948a). *Early Education in Tallahassee and the West Florida Seminary, Now Florida State University (Part 1).* The Florida Historical Quarterly, 27 (No. 1; July, 1948), pp. 1-27; Dodd, William G. (1948b). *Early Education in Tallahassee and the West Florida Seminary, Now Florida State University (Part 2),* The Florida Historical Quarterly, 27 (No. 2; Oct., 1948), pp. 157-180.

[21] R.J. Sellers (1996). *The Jefferson Connection: Francis Eppes, Tallahassee, and the Seminary West of the Suwannee.* I located this typed manuscript in the State Archives at the R. A. Graves Building in Tallahassee in a collection of local materials assembled by Claude Kenneson, a volunteer at the library. I have been unable to determine if the manuscript was ever published, or if it was considered by FSU officials when they planned Eppes-related events on campus in the late 1990s. It is dated June 11, 1996.

[22] *Minute Book of The Florida Institute (1856 entries).* http://purl.flvc.org/fsu/fd/FSU_MSS9610_I01 Archived in Special Collections, FSU's Strozier Library.

> *With construction of the school building underway and spurred on by the 1853 legislative designation of Ocala as the site of the Seminary East of the Suwannee, Intendant William R. Hayward presented a memorial to the 1854-55 State Legislature designed to induce that body to locate the Seminary West of the Suwannee in the capital city. The City Council, soon to comprise the Board of Trustees of Tallahassee's new school, specifically offered $10,000 in the form of the soon-to-be-completed instructional facility, valued at nearly $7,000 plus cash to make up the remainder. The council also offered an annual payment of $1,500 in the form of tuition for local children.* (Sellers, 1996, p. 10)

This proposal was accepted by vote of the House in January, 1855, but failed in the Senate, largely on concerns about the size of the annual tuition payment. So, Council waited until the next legislative session in 1856-57 to resubmit a revised version of this proposal.

4. In the meantime, the Council's planned new building was fully completed and began functioning as a city-sponsored educational facility, known locally as *The Florida Institute*. This was a significant achievement by City Council in the run up to achieving WFS for the city. William G. Dodd (1948a, p. 22) included a detailed description of the two-story building's features, and noted that it surely qualified as the handsomest building in the city.

5. As planned, the Council of 1856 sent its revised proposal to the legislature in hope that this time they would receive legislative approval for the coveted West Florida Seminary. The details of the proposal were entirely specified by Council. Francis Eppes, recently returned to civic life as the elected Intendant, was instructed to prepare a letter that incorporated Council's revised offer, and to deliver that letter to the legislature. The Minutes of the November 24, 1856, meeting of the Board of Trustees of *The Florida Institute* document Eppes' role in this process:

> [the Intendant was] …. *hereby instructed & requested to address a letter to the President of the Senate & Speaker of the House of Representatives of the State of Florida in general assembly convened, wherein he shall offer to the said Legislature on and in behalf of the City of Tallahassee Ten Thousand dollars as an inducement for the location of the State Seminary in said city. Said sum of Ten Thousand dollars to be paid in the manner following - to wit –*
>
> *First. The Seminary Edifice recently erected in said city with the grounds thereunto appertaining, together with the Philosophical Apparatus recently procured to be given at such price as they may be appraised at by a committee to be appointed on the part of the*

> *Legislature and a committee to be appointed on the part of the City Council, and secure such further sum in cash as will make up the difference between said appraisement and said sum of Ten Thousand dollars, and guaranteeing the sum of Two Thousand dollars per annum for tuition of the children of Tallahassee.*

As instructed by Council, Eppes made the specified revisions to the original (1853) proposal, and it was considered by the House as described below:

> *On December 4, 1856, the Speaker placed before the House the communication of Francis Eppes, intendant of Tallahassee. The memorial was the same as the one submitted two years before* [by Intendant William T. Hayward]*, except that, in order to brighten their prospects of winning, the City Council now raised their annual payment from $1500.00 to $2,000.00. On December 17, the Committee on Schools and Colleges recommended acceptance by the General Assembly of the "liberal offer by the City Council of Tallahassee" and introduced a bill to carry into effect their recommendation.* (Dodd, 1948b, p. 160-161).

The Governor signed the bill into law on January 1, 1857, and WFS began training students a few months later.

These historical accounts indicate that, between 1852 and 1856, successive City Councils and Intendants made strategic decisions that were vital in obtaining approval from the legislature for WFS to become a reality in Tallahassee in 1857. In striking contrast to FSU's 1999 description of Eppes' role in this endeavor, Francis Eppes is not the central player in these accounts. Even when his involvement with the legislature in the last moments of the initiative is recounted in the archival documents, Eppes' contribution to the outcome seems decidedly minor. Details recorded by his contemporaries in the Minutes of the Board of Trustees meeting in November, 1856, indicate that Eppes' own role in finally sealing the deal with the legislature was far less consequential than in FSU's account. Of course, Eppes' work and influence may be grossly underreported in these historical documents which, otherwise, seem to be well-researched and authentic, and that might be a subject for further research. Some documents make occasional reference to "prominent citizens" being involved in moving the WFS initiative along in various ways over the years; Eppes is sometimes included among many others when specific names are listed. In the end, it is hard to escape the impression from the historical documents I reviewed that, for purposes of identifying Eppes as its "founder", FSU greatly inflated his role in bringing WFS to Tallahassee.

EARLY ENTHUSIASM ABOUT EPPES ON CAMPUS (1994-1998)

President D'Alemberte's 1999 announcement to the university community that Eppes would be designated as FSU's "founder" did not come out of the blue. It was preceded by developments on campus that gradually introduced Eppes as a significant player in FSU's history. To illustrate how Eppes was airbrushed into FSU's history after almost 150 years in which he had not been mentioned, here are three instances I found in archival records from the 1994-1998 period.

First: In his Investiture address in 1994[23], **President D'Alemberte** characterized Eppes as:

> - "*the Principal advocate of its* [WFS] *creation*", and
>
> - "*Jefferson's grandson,* [who] *had the vision of a seminary here in Tallahassee and that he acted on that vision*".

Second: Seemingly inspired by D'Alemberte's address, **Mrs. Ruth Garrett Blitch**, an alumna and former staff member, submitted a request in 1995 that FSU name a campus building in Eppes' honor. Her request was accompanied by a self-authored "*Brief biographical sketch of Francis Wayles Eppes*" (7 typed pages, dated February 14, 1995) that supported her request and also became an influential source of information for campus entities considering recognitions of Eppes. Her sketch included the following historical information:

- "*Nowhere is President Jefferson's influence on Francis more apparent than in his determination to found an institution of higher learning in Tallahassee*";

- she cited D'Alemberte's assertion in his Investiture speech that Eppes had been "*the principal advocate of its* [WFS]*creation*";

- she claimed that William Dodd's detailed *History of West Florida Seminary* (1952) had portrayed Eppes "*as a civic leader who worked diligently to locate the Seminary in Tallahassee"*[24] ;

[23] The full text of the speech is available in the FSU Library filed as: D'Alemberte, Talbot, "President's Remarks, Presidential Investiture and Fall Commencement", December, 1994, Office of the President, Talbot "Sandy" D'Alemberte Files, Heritage & University Archives, Florida State University Libraries, Tallahassee, Florida.

[24] Here, Mrs. Blitch seems to have misattributed to Dodd an assertion made in D'Alemberte's Investiture speech. I found that Dodd (1952) made no specific comment about Eppes' diligent work to bring WFS to Tallahassee. But Dodd did make a very general comment about Eppes' valuable community service in a brief footnote: "*Through the 40's, 50's and 60's there were few civic, religious, or educational affairs in which he did not have a prominent part.*" Mrs. Blitch concluded her biographical sketch by quoting these words of Dodd.

- she characterized the date January 1, 1857, as having "*marked the founding of the predecessor of the Florida State University*" (the legislative act that located WFS in Tallahassee was signed on that date);

- she noted Eppes' subsequent service to WFS as a Board Member in its difficult early years, which is well-documented elsewhere and certainly contributed to the ancestral institution's survival.

Third: In a memo dated February 6, 1997, **Steve Edwards,** the long-time Dean of Faculties, summarized the bases on which a "*Subcommittee on Naming Campus Buildings*" concluded that Mrs. Blitch's re-naming request should be approved. The biographical information about Eppes she submitted with that request seems to have been accepted by the sub-committee without challenge: *"Justification for naming the building in honor of Francis Eppes VII is detailed in the enclosed proposal from Mrs. Blitch"* (discussed immediately above). Steve Edwards was reputed to be the keeper of FSU's historical details, and his willingness to sign off on the committee's decision surely lent authority to its claims.[25] Eppes' name was applied to the building in 2000. The five main historical arguments the sub-committee found compelling in Mrs. Blitch's proposal were that Eppes:

- *"submitted the letter offering the building and grounds of Tallahassee's Florida Institute to the Florida Legislature as the site of the Seminary."*

- was the "*grandson of Thomas Jefferson*" as well as being a distinguished local leader.

- "*played such a vital role in the efforts of the City of Tallahassee to convince the Florida Legislature to locate the Seminary West of the Suwannee River in Tallahassee*."[26]

- "*as President of the Seminary's Board of Education for eight years*" successfully brought WFS through the dark years of the Civil War, and did so "*almost singlehandedly*".

- instilled Jeffersonian ideals in the institution "*which characterize Florida State University today*".

[25] It may be noted that Edwards was consulted by Mrs. Blitch before she prepared her request (as stated in her letter). He may have been on board with her re-naming initiative before the request reached the sub-committee for consideration. Her request was actually submitted to Fred Leysieffer, who was serving as the Interim Dean of Arts & Sciences, and she copied it to Edwards, D'Alemberte and The Reverend Jack Eppes. The Edwards February 6, 1997, memo was copied to Mrs. Blitch, Dean Foss, Provost Abele, Mr. Bertolami, and Mrs. McHugh.

[26] The phrase "*such a vital role*" seems newly added to previous characterizations of Eppes' efforts on behalf of bringing WFS to Tallahassee. That phrase is often found in subsequent writing about Eppes' influence on WFS/FSU. It is not supported by historical records.

THE EPPES STATUE DEDICATION – January 24, 2002

The highpoint of Eppes' campus recognitions occurred on January 24, 2002, when President D'Alemberte presided at FSU's first Heritage Day celebration at Westcott Plaza. The centerpiece of the event was the unveiling of Francis Eppes' statue at the main entrance to the University, with an adjacent stone marker asserting that he was "Founder of Florida State University". As of that moment, Eppes' "founder" status was literally etched in stone.

The archived version of D'Alemberte's short remarks[27] includes several handwritten changes added to the typed text[28]. Members of the Eppes family were noted as being in attendance, as well as others including FSU Professor Kitty Hoffman and former President John Champion. The assembled audience was told:

> *Today, in recognition of our storied heritage, I have the honor of dedicating a truly wonderful piece of artwork, a sculpture of our founder Francis Eppes III.*
>
> *As Francis Eppes stood in this very area and contemplated all that lay before him, on the hill to the East a small but thriving city emerging, he saw great promise for his community and state and he knew the Seminary West of Suwannee would forever be linked to that promise.*

D'Alemberte continued with comments about Eppes' Jeffersonian ancestry and his great influence on today's FSU, and he outlined plans for the addition of more historical statuary on campus. He also urged today's graduates to view the Eppes statue as a stimulus for reflection on how a single person's dedication to an ideal can have a longstanding influence:

> *So when you pass by this sculpture, please take time to sit and ponder that our future can lie in the power of one person's vision and dedication. You, too, have that power, and I hope the spirit of Francis Eppes – as interpreted in the fine work of Ed Jonas* [the sculptor] – *inspires you to those heights.*

After the unveiling, the assembled guests were invited to a reception.

[27] "*President's Remarks, 1st Heritage Day, Westcott Plaza, January 24, 2002*", located in Special Collections, Florida State University.

[28] One of the handwritten additions described a previously unreported aspect of Eppes' role in WFS/FSU history: "*This is the site selected by Francis Eppes for the location of the Seminary West of the Suwannee*." Histories of WFS credit city authorities with dictating the site-selection, however.

A Brief Personal Perspective: In reviewing archived documents from these years, I was initially struck by the apparent lack of faculty reaction to Francis Eppes' growing prominence in FSU's history after 150 years of obscurity. Some faculty were likely included as members of the sub-committee that reviewed the proposal to rename the Psychology Building as Eppes Hall; Minutes of sub-committee meetings might be informative about their views of the re-naming initiative (I have been unable to locate such Minutes, or a list of committee members). On the other hand, with my own case in mind, I expect that many faculty paid only passing attention to the developments related to Eppes: for example, I worked in the Psychology Building since 1968 and I was surprised to learn one day that our building had been renamed. Of course, the new name really didn't make any practical difference; research and teaching continued as before.

One faculty member who paid more than passing attention to Eppes was Dr. Robin Sellers, a member of the History faculty. Her 17-page paper cited earlier, *The Jefferson Connection: Francis Eppes, Tallahassee, and the Seminary West of the Suwannee* (dated June 11, 1996), drew on many historical sources to summarize Eppes' early life in Virginia and his familial links to Thomas Jefferson. The larger part of her paper focused on his family life, and on his civic and educational activities during his years in Tallahassee. It is notable that Sellers' paper made no mention of Eppes' supposedly central role in bringing WFS to Tallahassee, presumably because evidence in the historical record was lacking. In this respect, Sellers' paper provides a subtle indication that Eppes' much noted "founding" activities on behalf of WFS/FSU are not supported in historical records. It joins other well-researched papers (e.g., by William Dodd, 1948 & 1952) in which Eppes' "vital" role in the founding of WFS is not documented. My own subsequent papers (Rashotte, 2017, 2018) also came up dry in this regard, as did the research of History graduate student John Cable which was reported in the April 16, 2018, Minutes of the Advisory Panel. On these grounds, it is difficult to support FSU's narrative about Eppes as its sole founder.

3. Dramatic events in August 2017 at the university founded by the "founder's" own grandfather triggered a process at FSU that finally resolved issues surrounding the "founder".

THE RESOLUTION – AND REACTIONS TO IT

The Overview section of this paper summarized the circumstances that led President John Thrasher to appoint a *President's Advisory Panel on University Namings and Recognitions* in September 2017. Soon after the Panel completed its work and made its recommendations, the President addressed a letter to the Florida State University Community that provided his overview and response to the Panel's work.[29] As noted earlier, Thrasher accepted the Panel's recommendation to remove Eppes' statue from its position at the main gate, but declined the recommendation to remove Eppes' name from the building. From the perspective of the present paper, five portions of Thrasher's letter are particularly notable:

1. He acknowledged that students who initiated the defeated 2016 referendum to remove Eppes' statue had "*brought to light the concerns some people have about honoring Eppes*", noting that many students attended public hearings to express similar concerns. This is a welcome comment in view of some published characterizations of these students and their motives.

2. He previewed the "recontextualized" information that will appear on the marker accompanying Eppes' statue when it eventually reappears somewhere on campus. That information will include recognition of the specific concerns that sparked the student initiative to remove the statue: "*The marker should also acknowledge that Eppes was, in fact, a slave owner, and as a justice of the peace, he oversaw the capture of escaped slaves*."

3. He noted that the "*panel uncovered sufficient new evidence to dispute the claim that Eppes was the sole founder of FSU. It's clear that Eppes has an important role to play in the early days of the institution's history, but declaring him "the founder"* [sic] *is overstating his role*."

4. His very brief (one paragraph) biographical sketch of Eppes repeated FSU's familiar assertion that Eppes "*played a vital role in convincing the Florida Legislature to locate the West Florida Seminary, FSU's institutional predecessor, in the capital city*." As noted in an earlier section, that assertion was not supported in the well-sourced historical writings I reviewed. Thrasher's statement may encourage more detailed historical research into the factual basis for this claim, which would be welcome. Such research may also help reduce the probability that this zombie claim continues to appear in widely viewed accounts of FSU's history (e.g Wikipedia).

29 The full text of the letter can be found at https://president.fsu.edu/wp-content/uploads/2018/07/Pres_NamingPanel_Decision_ltr.7.17.18.pdf

5. Thrasher announced that when the Eppes statue eventually reappears on campus, FSU's familiar narrative will be revised so that it "*accurately explains that Eppes was one of many people who had a role in the establishment of FSU's institutional predecessor and include additional context*".

Reaction to President Thrasher's decision to remove the Eppes statue was swift and varied. On the day the decision was announced, for example, a student group (FSU Republicans) posted a FACEBOOK statement "for immediate release" that excoriated Thrasher for joining a nationwide movement to erase history rather than to learn from it.[30] In the next days and weeks, others expressed views pro and con in letters and opinion pieces, including a dramatic call for the immediate resignation of President Thrasher by a local historian.[31] A uniquely personal view of FSU's decision was provided in two reports of reactions by some present-day descendants of Francis Eppes.[32] Unfortunately for the modern-day Eppes families, an unintended consequence of FSU's decision to identify Eppes as its sole "founder" was the attention drawn to uncomfortable details of their ancestor's past. Before being designated as "founder", Francis Eppes' civic accomplishments received recognitions without reference to slave-holding, which was not particularly germane (or unique) in those cases.

The Eppes statue was removed from the University main gate on July 19, 2018, and remained in an undisclosed location until May 12, 2019, when it was reinstalled on a Green adjacent to Eppes Hall, as noted earlier.

[30] This statement chastised Thrasher for his decision "*to cave to the whims of the loud minority – a minority set on destroying the fabric of history that we have made so much progress on*". Among other historically questionable assertions in the piece was the claim that FSU "*would not even exist were it not for the generosity of Francis Eppes to donate the land that FSU sits on today*". Without apparent recognition of irony, this student group ended its statement with the familiar admonition that "*Those who cannot remember the past are condemned to repeat it*". The full text of the FSUGOP statement can be found at: https://www.facebook.com/FSUGOP/photos/a-statement-regarding-president-thrasher's/1832114303494670/

[31] https://www.tallahassee.com/story/opinion/2018/07/24/john-thrasher-should-resign-francis-eppes-fsu-florida-state/825767002/ The author, Bob Holladay, is identified as an "*adjunct instructor of history at Tallahassee Community College*"; the Tallahassee Historical Society's web site shows him as its president in 2018. According to this piece, the student group that initiated the referendum to remove Eppes' statue "*now has a heckler's veto over the FSU campus*".

[32] https://www.tallahassee.com/story/news/2018/05/18/tallahassees-eppes-family-feels-dismayed-troubled-vote-remove-statue-francis-w-eppes/594776002/ ; https://www.wctv.tv/content/news/FSU-president-controversial-building-names-488416621.html

DEFINING THE "LARGER GROUP"

In his April, 2, 2018, appearance before the *President's Advisory Panel on University Namings and Recognitions*, former FSU President D'Alemberte was asked by Panel member Norman Anderson whether, in retrospect, he wished he had done anything different in his handling of the Eppes issue. The Minutes of that meeting state:

> *President D'Alemberte responded that he could have done a better job about laying out a narrative and given credit to a larger group of people instead of just naming Eppes as the founder.*

In this response, D'Alemberte identified an important remaining task for FSU as it extracts itself from the dilemma created after it announced Francis Eppes as the single "founder" of FSU.

In fact, the role of a "larger group" had been noted more than a decade earlier by a doctoral student in FSU's History department, Andrew Waber, who documented the process of creating Eppes' statue in 2006. The summary of his findings on FSU's web site[33] includes a passing comment about the text engraved on the stone marker accompanying the statue that identified Eppes as *Founder of Florida State University*. Waber's comment did not draw attention, but it has proved to be prescient:

> *The rationale behind Eppes' consideration as the "founder" of what became FSU often confuses the public about what role he played in its founding. The truth is that founding of the Seminary was a group effort*.

As explained at the beginning of my 2017 paper, my own accidental encounter with the text on that same marker stimulated my initial research into how FSU's "founder" could not have been identified until 150 years after the founding. The title of that paper summarizes my research-based suggestions for candidates who might be included in what D'Alemberte characterized as the "larger group": *FSU's Origin in the 1850s: Appreciating the Role of Tallahassee's City Council, Prominent Citizens, and Enslaved People*[34]

To help further the conversation in this regard, here is the passage from my 2017 paper that expands somewhat on my suggested candidates for inclusion in the larger group. Note that Francis Eppes is included in the suggestions:

[33] Waber's paper was done under the direction of Dr. Jennifer Koslow as part of FSU's *Public History Project*. The full text can be found at: http://myweb.fsu.edu/jkoslow/studentprojects/pubhisfall06website/eppes.html

[34] The full text of that paper is available as a pdf file at a link provided earlier. https://drive.google.com/file/d/14yD7u-F5XZoZ1bUddPKIpCjFUT9vlpp4/view

I list below my own three suggestions for revising the written "beginnings" part of FSU's history narrative.

1. ***Francis Eppes:*** *It is unthinkable that any future revision of FSU's "beginnings" narrative would remove Francis Eppes from a role of importance, especially in the aftermath of his elevation to such prominence in the 150th anniversary celebrations. But it seems too much of a historical distortion for the narrative to continue to assert that he singlehandedly "founded" FSU. Surely, historians would provide helpful guidance. My own suggestion is that Eppes be recognized for his tenacious role in stabilizing WFS in its early years when he served on its Board of Education. As noted in Part 2 of this document, Minutes from the Board of Education meetings amply document Eppes' skill and care in helping the Board navigate problems related to finance, personnel, student admissions, curriculum, and so on. Call him "a stabilizer" rather than "the founder"?*

2. ***City Council:*** *The historical record strongly suggests that the work of Tallahassee's City Councils over several years in the early 1850s was fundamental. Events summarized in Part 2 of this document provide at least some of the key evidence. The trick will be to balance Council's influential role with other key influences. (Note that the Legislature's role in passing the 1851 bill that authorized the two seminaries is properly acknowledged in most versions of the narrative.)*

3. ***Enslaved People:*** *It has been largely ignored that enslaved people played significant roles in Tallahassee's success in acquiring WFS for the city and in sustaining its viability. From one perspective, this may not be unusual: owning slaves was legal, and work by slaves to sustain the economy was so widespread and "normal" in 1850s Leon County that failing to mention it in historical accounts would be akin to failing to mention that air was available to breathe. However, the school building that became the centerpiece of Tallahassee's plan for bringing WFS to the city, and the sustainability of WFS in the initial difficult years, was clearly enabled by slaves:*

1) *Undoubtedly, slaves manufactured the bricks for the building, and slaves did the heavy lifting (literally) in the actual construction effort. Highly skilled slaves and freedmen may have done some of the fine finishing work. (See Notes in Part 4 of this document for supporting evidence.)*

2) *In the 1850s, prominent citizens in Leon County's lucrative "cotton belt" achieved financial and social success because of the work of slaves (e.g., Rivers, 2000). These citizens planned for a public school building to educate Tallahassee's (white) children, and by 1854 they assembled a*

> *proposal to attract WFS to Tallahassee. When WFS actually began in 1857, these citizens successfully managed the fledgling seminary during its critical first years when they served on WFS's Board of Education. (Francis Eppes was a major player in the latter effort.)*
>
> *It is worth noting that the school building Tallahassee completed in 1855 was intended for the education of the community's white children. Enslaved people and freedmen were not allowed to send their children to the school that their work had made a reality.*[35] *In fact, more than 100 years passed after the WFS building was opened before FSU admitted its first African-American student in 1962.*

My 2017 paper also described the circumstantial evidence I found that slaves played significant roles in constructing the first building that housed WFS. This evidence is clearly tentative and will need the benefit of good historical research before it can offer support for this claim. Here is the summary I provided in the 2017 paper.[36]

> ***As I see it, here is the circumstantial case that, in 1854-55, slaves played significant roles in bringing Tallahassee City Council's school building to reality and, thereby, in providing WFS's first home:***
>
> - *slaves likely made the bricks for the building at Shine's brickyard (perhaps augmented by rented slaves from other slave-owners)*
>
> - *they likely were deeply involved in the brickwork phase of the actual construction*
>
> - *some may have been involved in the fine finishing work needed for exterior and interior surfaces, perhaps using skills honed in Shine's other projects (e.g. the State Capitol Building he finished in 1845)*
>
> *Leon County Tax rolls indicate that Shine owned 14 slaves in 1845 (when he was building the State Capital), and 31 slaves in 1854 (when he was building the new school).*

[35] In 1869, Tallahassee opened a "separate" school (Lincoln Academy) for African American students. In 1887, the school from which Florida A&M developed was established (The State Normal School for Colored Students). Both schools were located near the site of WFS on what eventually became the campus of FSU.

[36] The reference to "Shine" in this summary is to Richard A. Shine Sr., a prominent figure in Tallahassee who was active as a builder and as an advocate for education. He served on City Council and on the Board of Education for WFS. His home in Tallahassee was located close to the homes of Francis Eppes and Richard K. Call.

4. WHY DID FSU CELEBRATE ITS 150th ANNIVERSARY IN 2001?

In 1851, the Florida State Legislature authorized the eventual establishment of two "seminaries" with an eye to meeting the need for teachers and to providing advanced education for Floridians. A community on the east side of the Suwannee river would be awarded the East Florida Seminary (EFS), a community on the west side would house the West Florida Seminary (WFS). These institutions would be a much-coveted asset and communities were urged to submit proposals for legislative consideration. The legislature met every two years and at its meeting in 1853 it awarded the EFS to Ocala. EFS is regarded as the ancestral institution of the University of Florida (UF).

In January, 1857, the WFS was awarded to Tallahassee. WFS is regarded as FSU's ancestral institution and it is documented that classes began there on April 30 of the same year when some of the area's young white males enrolled as students.

About 4 decades after it began, WFS underwent the first of several major evolutionary changes dictated by state policy. In 1901, it became Florida State College (FSC), a co-ed school for white students that lasted only 4 years. In 1905, it became Florida State College for Women (FSCW) which provided young white women with a first-class education for more than 4 decades. In 1947, it became the Florida State University (FSU), an evolutionary step necessary for the state to meet the educational needs of large numbers of GIs returning after World War II.

The beginning year of an educational institution is traditionally shown on its official seal. WFS, the ancestral institution, appears not to have had a starting year on its seal; only an image of an owl to symbolize knowledge. However, it was well documented that WFS began operation in Tallahassee in 1857. The short-lived Florida State College (FCS) seal stands out among the others because its seal showed the year 1851; of course, FCS was not in operation in that year which appears to have been chosen to denote the year that the legislature authorized the eventual physical establishment of the two seminaries.[37] The evolutionary step to FSCW occurred in 1905; its seal showed the year "1905" in Roman numerals ("MCMV") during the 4+ decades it functioned. Finally, FSU began operations in 1947; its seal showed the year "1947" during its first 5 decades.

The 150th anniversary of FSU's ancestral institution would fall in 2007 if the starting year of WFS is identified as 1857, the year the Legislature authorized WFS to begin operations in Tallahassee. However, the presidential term of then-President Talbot D'Alemberte would likely have ended before 2007, and it was he who had spearheaded the whole anniversary idea. In the late 1990s, a legalistic rationale was developed to backdate FSU's starting year

[37] In 1901, WFS began a short-lived existence as Florida State College. A replica of that institution's seal has been installed near the main entrance to FSU's Westcott Administration Building. An attached historical note states: *"In 1901, the Seminary West of the Suwannee became FLORIDA STATE COLLEGE. Two torches were added to the owl to shed light on knowledge. The date was added to represent the year that the first Florida institute of higher learning was chartered. This was the first official seal of the institution."* The added date was 1851; the owl had been the symbol on the seal of WFS.

to 1851, which would move the anniversary to 2001. The argument was that the legislative authorization for the two seminaries in 1851 had made WFS (and EFS) a reality and, therefore could be taken as the date of founding.[38]

Although backdating FSU's beginning year from 1857 to 1851 would certainly bring the timing of the 150th anniversary into the desired range, it would have other consequences that would be costly. For example, the year shown on FSU's long-standing seal would need to be altered, causing a cascade of changes in campus signage, diplomas, official documents, and even sport paraphernalia. But, it also posed a troublesome challenge to the delicate question of institutional priority within the state. That is, if FSU's seal were to show 1851 as its starting year, it would appear to have had historical priority over the University of Florida which had always shown 1853 as its starting year. President D'Alemberte approached the latter problem with a creative suggestion. He proposed to the President of UF that both institutions backdate their beginning years to 1851, and that they jointly engage in a state-wide celebration of 150 years of higher education in 2001. A news article in *The St. Petersburg Times* in July, 2000, described UF's reaction to this idea[39]:

> "*In February,* [then-UF President Charles] *Young sent a one-paragraph response to D'Alemberte that refers him to a report compiled by* [Samuel] *Proctor, the UF historian*" which was summarized as stating: *"There is no basis for FSU using 1851" as its founding date, says Samuel Proctor, a professor emeritus of history at UF. "That's when the state Legislature said it was ready to establish two universities, but it didn't take any action."*

The article described President D'Alemberte's disagreement with UF's view:

> *He says he started researching FSU's origins several years ago, when the school was preparing for the 50th anniversary of its conversion from a women's college. He noticed how earlier versions of his school's seal used 1851 as the founding date. When he asked why, he was told that many universities – including FSU when it was a women's college – mark their founding from the date they were authorized, not the date they opened.*[40]

[38] It seems to have escaped attention that FSU's "founder" appears not to have been politically active when the Legislature made its crucial decision in 1851. A research paper by historian Robin Sellers noted that Francis Eppes, FSU's putative founder, was "*absent from Tallahassee's political notations between 1845 and 1851*", (Sellers (1996). *The Jefferson Connection: Francis Eppes, Tallahassee, and the Seminary West of the Suwannee* , page 9). Of course, Eppes might have been a vital influence in the 1851 decision but his work went unrecorded.

[39] Barry Klein, "*The school's president says the new founding date (1851) is more accurate, and, yes, it makes FSU older than rival US (1853)*", July 29, 2000, St. Petersburg Times.

[40] D'Alemberte's quoted assertion that "*earlier versions of his school's seal used 1851 as the founding date*" is supported only by the seal of briefly functioning Florida State College, but not by FSCW or FSU, as noted earlier.

> *FSU officials provided 10 examples, including the University of Virginia, the University of Georgia, Penn State University and Iowa State University.*

Of course, FSU proceeded to retrofit its beginning year to 1851 and its 150th anniversary celebration proceeded in 2001; UF continues to show 1853 on its seal And, "the rest is history", as the saying goes.

Those looking for historical guidance about the founding dates of Florida universities will need to consider the dates on institutional seals with appropriate levels of nuance.

A POSTSCRIPT (June 15, 2020)

On page 4 of this paper I wrote:

> *As I was putting the finishing touches on this document on May 13, 2019, an announcement appeared in the local newspaper that Eppes' statue had re-appeared on campus after being in an undisclosed location for several months.*

A prior commitment forced me to finish the paper on that date, which I did not expect to coincide with the return of Francis Eppes' statue to FSU's campus.

When I finished *16 Years A Founder* on May 13 I thought a few of my colleagues might like to see it. I quickly made a pdf version, posted it at the SCRIBD web site (where I have posted other documents over the years), and sent an email to my colleagues noting where the paper was available. I included current FSU President John Thrasher in that mailing.

Thinking overnight about my e-mailing list, I realized that, as a courtesy, I should have included Former FSU President D'Alemberte. I have had only a few personal interactions with him over the years[41] and, after I located an email address for him, I sent out the email shown below on the afternoon of May 14. To my surprise, I received a reply about 3h later in which I learned that he was in a rehab unit in Jacksonville recovering from knee surgery and that he would try to look at my paper when he was discharged. Here are those emails:

[41] He kindly accepted an invitation to lecture to an interdisciplinary class I co-taught at FSU with Dr. Penny Gilmer (Chemistry) in the 1980s, *Science Technology and Society*. Later, I served as a member of a Provost Selection Committee he appointed when he was first designated president in the early 1990s. Finally, in May 2018, I had a short interaction with him about the Eppes situation when both of us were fortuitously seated at close-by tables in a local restaurant. That friendly interaction occurred about a month after the Former President's surprising statement to FSU's Advisory Panel that he no longer supported Eppes as "founder" of FSU.

Gmail

A Final Paper on the Eppes-As-"Founder" Era at FSU
2 messages

Mike Rashotte Tue, May 14, 2019 at 3:33 PM
To: dalemberte

Dear President D'Alemberte:

I decided to take a final look at FSU's "founder" era. I thought you might like to know about it. (pdf attached)

FYI - I have sent a copy to a few academic friends, and to President Thrasher's office for his files. I have no further plans for the paper.

Regards,

Mike Rashotte

16 Years A Founder 5-13-19 Version.pdf
624K

D'Alemberte Tue, May 14, 2019 at 6:34 PM
To: Mike Rashotte

Mike,

Thanks. I an in a rehab facility in Jacksonville following knee replacement, but I will try to et to this on my discharge.

I appreciate all the work you have put into this.

Sandy

I was pleased that the former President would respond at all under the circumstances, not to mention so quickly and with a gracious final comment. I wondered if future correspondence might include his further thoughts on the whole "founder" era and its apparent resolution. I hoped he might even shed light on how an alum's short proposal in the 1990s that Eppes be recognized on campus could sail through a key committee in his own administration without critical research being carried out. And so on.

Unfortunately, future interchanges were not to be.

Like many others, I was shocked to learn six days later that Former President D'Alemberte had died suddenly on his way back to Tallahassee by car after his stay at the Jacksonville rehab unit.[42]

As would be expected, his death prompted many tributes that recounted his accomplishments during a distinguished career in legal and academic circles. In those statements there was no mention of his success in having one of Thomas Jefferson's grandchildren designated as the sole "founder" of FSU, albeit for only a 16-year period. Of course, that accomplishment was both consequential and controversial for FSU and, given the recent unpleasantness surrounding the issue, it is perhaps understandable that it would go unnoted in tributes.

It is less understandable that FSU seems to be following the same practice in its current narrative about the institution's history: the entire 16-year "founder" era receives zero mention.[43] Of course, this strategy avoids the uncomfortable task of describing an embarrassing period brought on in part by an inadequate assessment of historical evidence. But, the institutional posting of a clearly incomplete official history in this instance could set the stage for future instances of flawed historical argument. FSU's Eppes-as-"founder" era could provide a cautionary tale about the consequences of combining weak historical claims with strong administrative powers. In this respect at least, it is a shame that the era is excluded. It might also be noted that more than a year after Eppes' statue and its associated marker were returned to campus (in a less prominent location than before), FSU's current web site fails to mention Francis Eppes at all in the historic Legacy Walk.[44] This is surely due to a temporary lapse of attention. Finding no Eppes entry at all on the virtual Legacy Walk, I returned to campus on May 15, 2020, to photograph the statue in its new surroundings (see small gallery in next section).

In reviewing the text on the marker associated with Eppes' newly returned statue to campus, I re-checked President John Thrasher's specific directives about how Eppes was to be re-contextualized at two campus installations (see pages 19-20). Those directives are now almost 2 years old and it is surprising that they have been only partially carried out. Thrasher directed that Eppes' role in the criminal justice system of the time be specifically noted in two places:

1) On its return to a new position on campus, the Eppes statue was to be accompanied by a marker that

   "*should also acknowledge that Eppes was, in fact, a slave owner, and as a justice of the peace, he oversaw the capture of escaped slaves*."

42 https://www.tallahassee.com/story/news/2019/05/20/sandy-dalemberte-pillar-fsu-brilliant-legal-mind-dies-85/3749117002/

43 https://www.fsu.edu/about/history.html

44 https://legacywalk.fsu.edu/locations/

In the actual text on the new marker (page 5), Thrasher's directive that Eppes be described as a slave-owner was followed, but there is no mention of his involvement in the capture of runaway slaves seeking freedom.

2) In his reply to the recommendation that Eppes Hall be renamed, Thrasher directed that a marker be located "in or near" the building FSU had named for Eppes in 1997. That marker's text was to also include recognition of Eppes' role in the criminal justice system of the time:

> ***Because of Eppes' significant contributions to FSU, I have decided to retain the name of Eppes Hall.*** *A marker will be located in or near the building to provide biographical information about Eppes, including his slave ownership and role as justice of the peace, and to place his contribution to the founding of this institution in proper context.*

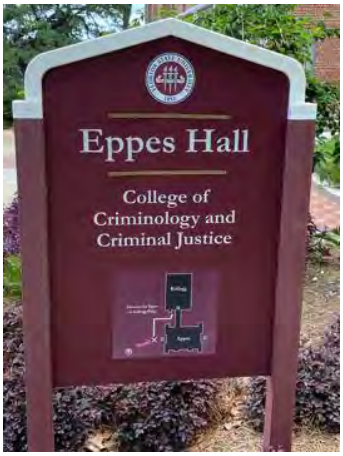
When Eppes' statue was returned to campus in May, 2019, it was located near the west entrance of Eppes Hall. Conceivably, the marker associated with the statue would fulfill Thrasher's directive that a marker be located "in or near" the hall. As noted above, however, the statue's marker does not include Eppes' role as a justice of the peace and his oversight of captured escaped slaves. It is not clear why President Thrasher's specific directive that Eppes' role in the criminal justice system of the day has not (yet) been followed. Perhaps drawing attention to that specific aspect of Eppes' history could initiate further questions about the decision to retain Eppes' name on the building that houses the university's distinguished College of Criminology and Criminal Justice?

Finally, it is worth noting that, in his remarks to FSU's Advisory Panel on April 2, 2018, President D'Alemberte commented that the work of a "larger group" should be credited with bringing FSU's ancestral institution to Tallahassee in the 1850s. The revised text on the plaque with the returned statue appropriately notes that prominent citizens of the time are included in that group. However, the present document (and its two predecessors) argued that enslaved African Americans were likely unacknowledged key players in making the earliest institution a reality. On the face of it, they deserve inclusion in D'Alemberte's "larger group". Significant historical research on that question would be very helpful. On-campus recognitions of enslaved people as important in FSU's earliest history are not yet part of FSU's extensive memorial collection.

A Small Photo Gallery

As noted above, FSU's current web site does not acknowledge that Francis Eppes' statue returned to campus over a year ago (May 2019). For purposes of ending this Postscript, I took the following photos during a visit to campus on May 15, 2020, to document the statue's current location.

The statue is now located near the west entrance of Eppes Hall, which houses FSU's College of Criminology and Criminal Justice. Biographical detail and information about Eppes' role in FSU's history are engraved in a marker on the platform..



When viewing Eppes' statue in its new location, attention is inevitably drawn to a towering statue on a nearby rise which invites further inspection. Added highlighting on a photo presented above shows the position of that statue. It turns out that the nearby statue represents George Matthews Edgar, whose claim to a statuary presence is that, 40 years after the West Florida Seminary began operations (in 1857), he was the first of its leaders to be titled as President of the institution.

A screen shot from FSU's Legacy Walk site shows the imposing frontal view of the Edgar statue. The text indicates that he served in Tallahassee for 5 years (1887-1892) and describes this statue as standing "*tall and proud*", representing a man who "*seems to be keeping watch over history*".

Intrigued, I sought more information about President Edgar. It turns out that the web site of the Chancellor of the University of Arkansas is a source. Edgar was also president of one of its ancestral institutions (Arkansas Industrial University) and, like his stint at WFS, he held that presidential position for only a few years (1884-1887). In fact, he came to Tallahassee after resigning from the Arkansas position in a dispute over government plans to reorganize the institution.

The Arkansas web site notes that Edgar's years at the institution were marked by turmoil, and that his approach was to impose "regulations" and to maintain rigorous oversight of the smallest detail. It includes a colorful description of Edgar's beginning year: "*The determination with which the new President began his first college year is shown by the forty-two faculty meetings that were held before Christmas; at thirty-eight of these he presided. This seems to have been a record unequalled before or since.*" FSU's site does not disclose details about Edgar's management style at WFS, his impact on that institution, or the circumstances of his leaving its Presidency.

Edgar was a graduate of Virginia Military Institute. He fought in the Confederate Army during the Civil War where he rose to the rank of Lieutenant Colonel. His academic career seems to have been that of an itinerant academic/administrator who remained in each position for only a few years. Information elsewhere on the www indicates that, after WFS, he became professor of physics and astronomy at University of Alabama, and then professor of science at Occidental College in California.

3227 Albert Drive
Tallahassee, Florida 32308
March 3, 1995

Joe -- I like Eliminating! When are we going to remodel the (Psychology building)? Sandy

Fred Leysieffer, Ph.D.
Interim Dean
College of Arts and Sciences
150 Dirac Science Library
Florida State University
Tallahassee, Florida 32306-1022

Dear Dean Leysieffer:

Recently I conducted a survey of the old buildings on the Florida State University campus. I learned that each of them, except the Psychology Building and the Central Utilities Plant, is named for a person.

Also, recently I read the book entitled History of West Florida Seminary written by Dean William G. Dodd. (Dodd Hall is named for the Dean.) The Seminary was the predecessor of the Florida State University. In the book, Francis Wayles Eppes (sometimes mistakenly identified as Francis Ware Eppes) is portrayed as a civic leader who worked diligently to locate the Seminary in Tallahassee. He was on the Board of Education, which administered the school, for eleven years and served as its president for eight years. Mr. Eppes was a grandson of President Thomas Jefferson and moved to Tallahassee in 1827. He was prominent in the civic, religious, and educational affairs of the town for three decades.

In his investiture/graduation speech on December 17, 1994, Mr. D'Alemberte praised Mr. Eppes, stating that "he brought with him many of Mr. Jefferson's views and values" when he came to Florida. Mr. D'Alemberte added that the Florida State University "began as the Seminary West of the Suwannee and the principal advocate of its creation was Thomas Jefferson's grandson...."

It occurred to me that naming the Psychology Building the Eppes Building would be an appropriate way to honor this distinguished man. I believe that the University would take pride in having this link to a famous family. I learned from Dean Steve Edwards that your approval of my proposal is necessary since the Psychology Department is in the College of Arts and Sciences. I would like to have your views on my suggestion.

Fortunately, some of Mr. Eppes' great grandsons live in Tallahassee. One of them is The Reverend Jack Eppes, who has conducted extensive research on the family. The Reverend Mr. Eppes assures me that Francis Wayles Eppes is the proper

name of Thomas Jefferson's grandson by his daughter, Maria. I have enclosed copies of material from three sources for further documentation.

Also, I have enclosed the following information for your consideration:

1. A brief biographical sketch of Francis Wayles Eppes.

2. A copy of Mr. D'Alemberte's speech.

3. A copy of a Florida Master Site File Inventory Form describing the Psychology Building. (It does not mention the fire which devastated the fourth floor of the Building in 1961.)

Four generations of my family have attended the Florida State University, and I have a deep interest in the school. I believe that naming the Psychology Building the Eppes Building would reflect favorably on the Department and the University. I look forward to receiving your comments on my suggestion.

Sincerely,

(Mrs.) Ruth Garrett Blitch

/rgb

Enclosures: 6

Copies to: Mr. Talbot D'Alemberte
Dean Steve Edwards
The Reverend Jack Eppes

FRANCIS WAYLES EPPES

Francis Wayles Eppes was born on September 20, 1801, in Chesterfield County, Virginia. His mother was Maria Jefferson, the youngest daughter of President Thomas Jefferson and Martha Wayles Jefferson. His father was John Wayles Eppes, Mrs. Jefferson's nephew.

Thomas Jefferson had taken the oath of office as the third president of the United States on March 4, 1801. In spite of the demands of the office, he took a keen interest in Francis, and the two of them became very devoted to each other. Maria died in 1804 and John was serving in the Congress, so President Jefferson became actively involved in Francis's life.

A scholarly man, the President founded a preparatory school in Charlottesville, Virginia, to provide a secondary education for his grandsons. Later Francis attended school in Columbia, South Carolina.

Francis returned to Virginia because his father had experienced financial difficulties and the young man had fallen in love. On November 28, 1822, Francis and Mary Elizabeth Cleland Randolph were married. They lived at Poplar Forest, a plantation that President Jefferson gave the young couple as a wedding present. Unfortunately, the house was in disrepair and the fields were not productive.

In 1823 John Wayles Eppes died and on July 4, 1826, Thomas Jefferson passed away. Francis had lost two of the most important people in his life. His strong ties to Virginia were broken, so he joined the migration to Florida.

In 1827 Francis settled on land that was about 12 miles northeast of Tallahassee. He named his plantation L'Eau Noir (Black Water), constructed a log house, and became a successful planter.

Francis soon became involved in the affairs of the community. In 1829 he became one of the founders of St. John's Episcopal Church (presently located at 211 North Monroe Street), where he served as a vestryman. He contributed $500 to a fund to finance the construction of a church building. He was a delegate to the convention when the Episcopal Diocese of Florida was founded in 1838 and served as the secretary of the Diocese for many years.

In 1833 Governor William P. DuVal selected Francis as a justice of the peace. He served in the office for six years, striving to bring order to the wild frontier territory.

Elizabeth, Francis's wife, died in 1835 after the death of their sixth child. Francis sold L'Eau Noir and bought a plantation on Lake Lafayette. He also built a house at what is now the southwest corner of North Monroe and Brevard streets in Tallahassee. In 1837 he married Susan Margaret Ware Crouch, the daughter of a prominent Georgian. Francis had become a distinguished citizen of the community due to his dedication to public service.

In 1841 Francis became intendant (mayor) of Tallahassee and served in the office for four consecutive one-year terms. (He served as intendant in 1856, 1857, and 1866, also.) Francis and the town council set about combatting crime in the community. They passed ordinances to establish peace and civility. They organized a night watch to patrol the streets and enforce the laws. They also set fines and jail sentences to punish the perpetrators.

A yellow-fever epidemic swept through the town in 1841 and many people died. Francis re-established the boundaries of the city cemetery (the Old City Cemetery on West Park Avenue) and set up rules for its operation.

At the end of his second term in office as intendant, a grateful citizenry presented a silver pitcher to Francis. On one side of it the inscription reads:

F. Eppes Esq.
Intendant of Tallahassee
1841 & 42

On the opposite side the inscription reads:

A token of regard
from his fellow citizens
for his untiring and suc-
cessful service in the pro-
motion of virtue and
good order.

The pitcher is on display at the Brokaw-McDougall House in Tallahassee.

Francis continued his public service. He served as the foreman of the grand jury during its 1842 term.

In 1843 a fire swept through the downtown business district of Tallahassee and destroyed many of the buildings, which were primarily wooden shacks. Intendant Eppes and the council adopted an ordinance requiring that in the future all new buildings must be of masonry construction.

Nowhere is President Jefferson's influence on Francis more apparent than in his determination to found an institution of higher learning in Tallahassee. In April 1836 he and his father-in-law, Thomas Eston Randolph, were among a group of men who petitioned the Congress for the establishment of a seminary in the area. The petition failed but Francis was undaunted. Later he would appeal to the Florida Legislature.

In 1851 the Legislature passed an act authorizing the establishment of two institutions in the state, one east and one west of the Suwannee River.

In 1854 a proposal to locate the western school in the City of Tallahassee was presented to the Legislature and failed to pass. When the Legislature convened in 1856 Francis, as the intendant of the town, presented another proposal. He offered a new building, ten thousand dollars in cash, and an annual endowment of two thousand dollars a year to the school. An act to locate the seminary to be established west of the Suwannee River in Tallahassee was introduced by the Legislature and passed. The act, designated Chapter 796.-(No. 22.), Laws of Florida, reads:

Section 1. Be it enacted by the Senate and House of Representatives of the State of Florida

> in General Assembly convened, That the Seminary to be located West of the Suwannee River be, and the same is hereby located at the City of Tallahassee in the County of Leon....

Governor James Emilius Broome approved the act on January 1, 1857. This marked the founding of the predecessor of the Florida State University.

The Legislature authorized the appointment of a Board of Education, with broad powers, to administer the Seminary. The Board consisted of five members, three appointed by the Governor and two ex-officio members. Governor Broome appointed Francis to the Board. He served as a member for eleven years, eight of them as president. The Board exercised control over the Seminary's finances and the care of its property. Also it was responsible for selecting the teachers, setting their salaries, and defining their duties.

The West Florida Seminary experienced great difficulties. It survived the Civil War, the Reconstruction Era, serious financial problems, and many other crises. Still, it survived. It was due partly to the persistence, dedication, and determination of Francis Wayles Eppes that a small school, the West Florida Seminary, became a great institution, the Florida State University.

In 1869 Francis sold his Leon County property and moved to Orange County to become a citrus farmer. Although he was in his sixties, the pioneer continued to be a leader. He organized the scattered Episcopalians in the area and held services in his home, often acting as a lay reader. This small group of people

formed the foundation for the Cathedral Church of St. Luke in Orlando, Florida. In the narthex of the Cathedral is a stained glass window dedicated to Francis Eppes.

In his book entitled History of West Florida Seminary, Dean William G. Dodd (for whom Dodd Hall is named) wrote about Francis and summarized the saga of his life in Florida with these words:

> Through the 40's, 50's and 60's there were few civic, religious, or educational affairs in which he did not have a prominent part.

Francis died on May 30, 1881, and is buried in Greenwood Cemetery in Orlando, Florida.

Written by Ruth Garrett Blitch

February 14, 1995

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