

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-864-19**

**RESOLUTION ON CAMPUS CLIMATE  
UNIVERSITY OMBUDS AND TRAINING**

- 1 WHEREAS, According to data on the CSU Student Success Dashboards and a recent article in  
2 the San Luis Obispo Tribune, Cal Poly has the least racial/ethnic diversity in the  
3 CSU System; and  
4
- 5 WHEREAS, Cal Poly has required periodic anti-harassment, discrimination, retaliation  
6 training for all Cal Poly employees with direct supervisory responsibility over  
7 students; and  
8
- 9 WHEREAS, Cal Poly faculty come in contact with students in other ways including  
10 classrooms as well as during advising; and  
11
- 12 WHEREAS, Counseling Services provides the “Faculty Guide: Assisting the Emotionally  
13 Distressed Student” with url  
14 [https://hcs.calpoly.edu/content/counseling/emotional\\_distress](https://hcs.calpoly.edu/content/counseling/emotional_distress); and  
15
- 16 WHEREAS, Ombuds services provide early intervention that can resolve conflicts before they  
17 develop into more serious concerns; and  
18
- 19 WHEREAS, Cal Poly has an Office of Student Ombuds Services that provides students with  
20 assistance in resolving university related issues, concerns, conflicts or  
21 complaints; and  
22
- 23 WHEREAS, 14 of the CSU campuses have Ombuds Offices as of October 2018; and  
24
- 25 WHEREAS, A majority of these CSU Ombuds Offices serve students, faculty and staff, and 5  
26 of the 14 also serve MPP; therefore, be it  
27
- 28 RESOLVED: That the Academic Senate recommends that the responsibilities of the Ombuds  
29 Office be expanded to include all University constituents; and be it further  
30
- 31 RESOLVED: That the Academic Senate recommends that this expansion of the responsibilities  
32 of the Ombuds Office be done in such a way that the services provided for  
33 students not be adversely affected; and be it further  
34
- 35 RESOLVED: That the Academic Senate recommends that all Cal Poly employees undergo  
36 periodic sexual harassment anti-harassment, discrimination, retaliation training;  
37 and be it further  
38
- 39 RESOLVED: That the Academic Senate recommends that all Cal Poly employees undergo  
40 periodic implicit bias training; and be it further  
41

- 42 RESOLVED: That the Academic Senate recommends that Cal Poly establish incentives to  
43 encourage employees to participate in Employment Equity Facilitator training;  
44 and be it further  
45
- 46 RESOLVED: That the Academic Senate recommends that Cal Poly establish incentives to  
47 encourage employees to participate in trainings aimed at assisting the  
48 emotionally distressed student; and be it further  
49
- 50 RESOLVED: That the Academic Senate reaffirms its commitment to Academic Senate  
51 Resolution, AS-695-09, Resolution on the Cal Poly Statement on Commitment to  
52 community.

Proposed by: Paul Choboter - Math Department, Dianne DeTurrís – Aerospace  
Engineering Department, Ashley Eberle – Career Services,  
Harvey Greenwald – Emeritus Academic Senate Chair, Camille  
O'Bryant – Associate Dean, CSM

Date: September 13, 2018

Revised: November 13, 2018

Revised: January 29, 2019



# INTERNATIONAL OMBUDSMAN ASSOCIATION

## IOA STANDARDS OF PRACTICE

### PREAMBLE

The IOA Standards of Practice are based upon and derived from the ethical principles stated in the IOA Code of Ethics.

Each Ombudsman office should have an organizational Charter or Terms of Reference, approved by senior management, articulating the principles of the Ombudsman function in that organization and their consistency with the IOA Standards of Practice.

### STANDARDS OF PRACTICE

#### INDEPENDENCE

- 1.1 The Ombudsman Office and the Ombudsman are independent from other organizational entities.
- 1.2 The Ombudsman holds no other position within the organization which might compromise independence.
- 1.3 The Ombudsman exercises sole discretion over whether or how to act regarding an individual's concern, a trend or concerns of multiple individuals over time. The Ombudsman may also initiate action on a concern identified through the Ombudsman's direct observation.
- 1.4 The Ombudsman has access to all information and all individuals in the organization, as permitted by law.
- 1.5 The Ombudsman has authority to select Ombudsman Office staff and manage Ombudsman Office budget and operations.

#### NEUTRALITY AND IMPARTIALITY

- 2.1 The Ombudsman is neutral, impartial, and unaligned.
- 2.2 The Ombudsman strives for impartiality, fairness and objectivity in the treatment of people and the consideration of issues. The Ombudsman advocates for fair and equitably administered processes and does not advocate on behalf of any individual within the organization.
- 2.3 The Ombudsman is a designated neutral reporting to the highest possible level of the organization and operating independent of ordinary line and staff structures. The Ombudsman should not report to nor be structurally affiliated with any compliance function of the organization.
- 2.4 The Ombudsman serves in no additional role within the organization which would compromise the Ombudsman's neutrality. The Ombudsman should not be aligned with any formal or informal associations within the organization in a way that might create actual or perceived conflicts of interest for the Ombudsman. The Ombudsman should have no personal interest or stake in, and incur no gain or loss from, the outcome of an issue.
- 2.5 The Ombudsman has a responsibility to consider the legitimate concerns and interests of all individuals affected by the matter under consideration.
- 2.6 The Ombudsman helps develop a range of responsible options to resolve problems and facilitate discussion to identify the best options.

#### CONFIDENTIALITY

- 3.1 The Ombudsman holds all communications with those seeking assistance in strict confidence and takes all reasonable steps to safeguard confidentiality, including the following: The Ombudsman does not reveal, and must not be required to reveal, the identity of any individual contacting the Ombudsman Office, nor does the Ombudsman reveal information provided in confidence that could lead to the identification of any individual contacting the Ombudsman Office, without that individual's express permission, given in the course of informal discussions with the Ombudsman; the Ombudsman takes specific action related to an individual's issue only with the individual's express permission and only to the extent permitted, and even then at the sole discretion of the Ombudsman, unless such action can be taken in a way that safeguards the identity of the individual contacting the Ombudsman Office. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm, and where there is no other reasonable option. Whether this risk exists is a determination to be made by the Ombudsman.
- 3.2 Communications between the Ombudsman and others (made while the Ombudsman is serving in that capacity) are considered privileged. The privilege belongs to the Ombudsman and the Ombudsman Office, rather than to any party to an issue. Others cannot waive this privilege.
- 3.3 The Ombudsman does not testify in any formal process inside the organization and resists testifying in any formal process outside of the organization regarding a visitor's contact with the Ombudsman or confidential information communicated to the Ombudsman, even if given permission or requested to do so. The Ombudsman may, however, provide general, non-confidential information about the Ombudsman Office or the Ombudsman profession.
- 3.4 If the Ombudsman pursues an issue systemically (e.g., provides feedback on trends, issues, policies and practices) the Ombudsman does so in a way that safeguards the identity of individuals.
- 3.5 The Ombudsman keeps no records containing identifying information on behalf of the organization.
- 3.6 The Ombudsman maintains information (e.g., notes, phone messages, appointment calendars) in a secure location and manner, protected from inspection by others (including management), and has a consistent and standard practice for the destruction of such information.
- 3.7 The Ombudsman prepares any data and/or reports in a manner that protects confidentiality.
- 3.8 Communications made to the ombudsman are not notice to the organization. The ombudsman neither acts as agent for, nor accepts notice on behalf of, the organization and shall not serve in a position or role that is designated by the organization as a place to receive notice on behalf of the organization. However, the ombudsman may refer individuals to the appropriate place where formal notice can be made.

#### INFORMALITY AND OTHER STANDARDS

- 4.1 The Ombudsman functions on an informal basis by such means as: listening, providing and receiving information, identifying and reframing issues, developing a range of responsible options, and – with permission and at Ombudsman discretion – engaging in informal third-party intervention. When possible, the Ombudsman helps people develop new ways to solve problems themselves.
- 4.2 The Ombudsman as an informal and off-the-record resource pursues resolution of concerns and looks into procedural irregularities and/or broader systemic problems when appropriate.
- 4.3 The Ombudsman does not make binding decisions, mandate policies, or formally adjudicate issues for the organization.
- 4.4 The Ombudsman supplements, but does not replace, any formal channels. Use of the Ombudsman Office is voluntary, and is not a required step in any grievance process or organizational policy.
- 4.5 The Ombudsman does not participate in any formal investigative or adjudicative procedures. Formal investigations should be conducted by others. When a formal investigation is requested, the Ombudsman refers individuals to the appropriate offices or individual.
- 4.6 The Ombudsman identifies trends, issues and concerns about policies and procedures, including potential future issues and concerns, without breaching confidentiality or anonymity, and provides recommendations for responsibly addressing them.
- 4.7 The Ombudsman acts in accordance with the IOA Code of Ethics and Standards of Practice, keeps professionally current by pursuing continuing education, and provides opportunities for staff to pursue professional training.
- 4.8 The Ombudsman endeavors to be worthy of the trust placed in the Ombudsman Office.

Adopted: November 17, 2015

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-807-15**

**RESOLUTION ON CAL POLY STATEMENT ON DIVERSITY AND INCLUSIVITY**

1 WHEREAS, The Academic Senate has approved several resolutions since 1987 regarding the  
2 importance of diversity and educational equity; and  
3

4 WHEREAS, Among these resolutions includes the "Cal Poly Statement on Diversity," which  
5 was approved in 1998 (AS-506-98/DTF); and  
6

7 WHEREAS, In the ensuing years since the Cal Poly Statement on Diversity was approved  
8 faculty, staff, and students have worked to gain a deeper understanding of the  
9 importance of diversity and educational equity through a myriad of approaches,  
10 including the adoption of the Inclusive Excellence Model in 2009 (AS-682-09);  
11 and  
12

13 WHEREAS, Today at Cal Poly we continue to strive to increase diversity, but in addition, we  
14 attend more closely than ever to fostering a culture of inclusivity for every  
15 faculty, staff, and student member on this campus; therefore, be it  
16

17 RESOLVED: That the Inclusive Excellence Council has developed a new statement on diversity  
18 to reflect the inclusivity aspect of our university; and be it further  
19

20 RESOLVED: That the Academic Senate approves the attached Cal Poly Statement on Diversity  
21 and Inclusivity.

Proposed by: **Inclusive Excellence Council**  
Date: **September 29, 2015**

## **Cal Poly Statement on Diversity and Inclusivity\***

**September 29, 2015**

**Revised - November 12, 2015**

**Approved - November 17, 2015**

At Cal Poly we believe that academic freedom, a cornerstone value, is exercised best when there is understanding and respect for our diversity of experiences, identities, and worldviews.

Consequently, we create learning environments that allow for meaningful development of self-awareness, knowledge, and skills alongside attention to others who may have experiences, worldviews, and values that are different from our own. In so doing, we encourage our students, faculty, and staff to seek out opportunities to engage with others who are both similar and different from them, thereby increasing their capacity for knowledge, empathy, and conscious participation in local and global communities.

In the spirit of educational equity, and in acknowledgement of the significant ways in which a university education can transform the lives of individuals and communities, we strive to increase the diversity at Cal Poly. As an institution that serves the state of California within a global context, we support the recruitment, retention, and success of talented students, faculty, and staff from across all societies, including people who are from historically and societally marginalized and underrepresented groups.

Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect for diverse points of view, we support a climate that allows all students, faculty, and staff to feel valued, which in turn facilitates the recruitment and retention of a diverse campus population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others' endeavors. To this end, we support an increased awareness and understanding of how one's own identity facets (such as race, ethnicity, gender, sexual orientation, religion, age, disability, social class, and nation of origin) and the combinations of these identities and experiences that may accompany them can affect our different worldviews.

\*The definition of diversity is specifically inclusive of, but not limited to, and individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

Adopted: June 9, 1998

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-506-98/DTF  
RESOLUTION ON  
THE CAL POLY STATEMENT ON DIVERSITY**

- RESOLVED:** That the Academic Senate at Cal Poly accept and endorse The Cal Poly Statement on Diversity attached; and, be it further
- RESOLVED:** That the Academic Senate in partnership with its administration devise plans and strategies to promulgate and implement the diversity and educational objectives outlined in The Cal Poly Statement on Diversity; and, be it further
- RESOLVED:** That the Academic Senate recommend to its administration that the Provost/Vice President for Academic Affairs provide an annual assessment of the previously mentioned partnership's diversity related activities to the Academic Senate.

Proposed by: The Diversity Task Force  
Date: April 21, 1998  
Revised: June 8, 1998

## ***THE CAL POLY STATEMENT ON DIVERSITY\****

At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), "the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum, and the cocurricular programs of the University.

- As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff, and other students from diverse backgrounds, their stereotypes about "the other" are challenged. As the AAUP statement notes, such personal interaction gives students an understanding of the "range of similarities and differences within and among ... groups" that "no textbook or computer" can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their cocurricular activities), must be constituted in a way that reinforces the value of encountering and considering diversity.
- Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it must signal the importance of diversity to the Cal Poly mission, to the institutional culture, and to our teaching and learning environment in clear and unambiguous terms.

Thus, the University community (its students, faculty, and staff), the curriculum, and the co-curricular environment must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms—racial, ethnic, cultural, gender, geographic, socioeconomic, etc.—will students gain the understanding, empathy, and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly's commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

\*The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

**State of California**  
**M e m o r a n d u m**

To: Myron Hood  
Chair, Academic Senate

Date: September 18, 1998

From: Warren J. Baker  
President

Copies: Paul J. Zingg  
Harvey Greenwald  
Linda Dalton

Subject: AS-505-98/DTF, Resolution on the Academic Value of Diversity  
AS-506-98/DTF, Resolution on *The Cal Poly Statement on Diversity*

---

I am pleased to accept Resolutions AS-505-98/DTF and AS-506-98/DTF.

The Academic Senate is to be applauded for its clear affirmation of the educational values of diversity and its recognition that diversity strengthens our community and prepares our students more fully for effective citizenry, responsible careers and engaged lives.

Both resolutions underscore the University's values that are imbedded in our Mission Statement and Strategic Plan. The voice of the Senate in these matters will strengthen the University's ability to continue its efforts to foster greater diversity among our students, faculty and staff. Clearly aligning Cal Poly with the important statements on diversity that the nation's principal educational associations have made signals our commitment and resolve.

I look forward to working with the Senate and our entire University community in achieving the promise within these resolutions.



Adopted: May 26 2009

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-682-09**

**RESOLUTION ON  
MAKING EXCELLENCE INCLUSIVE AT CAL POLY**

- 1 WHEREAS, The Academic Senate has a 30-plus year history of espousing the principles of Making  
2 Excellence Inclusive as a learning-community imperative – most recently in the Senate’s  
3 Fall ’08 retreat and (AS-663-08) *Resolution on Diversity Learning Objectives*; and  
4  
5 WHEREAS, “Build an Inclusive Community” is one of seven goals of the Cal Poly Strategic Plan; and  
6  
7 WHEREAS, A learning environment that supports attention to diversity is a standard of accreditation  
8 as promulgated by the Western Association of Schools and Colleges; and  
9  
10 WHEREAS, The Academic Senate has affirmed the academic value of diversity (AS-505-98);  
11 therefore be it  
12  
13 RESOLVED: That the Academic Senate support Making Excellence Inclusive as a goal and organizing  
14 principle of the Cal Poly learning community; and, be it further  
15  
16 RESOLVED: That resources for the professional development of faculty in Making Excellence  
17 Inclusive be established, sustained, and identified by the University, colleges, and other  
18 instructionally-related entities as part of their inventory of efforts to promote Inclusive  
19 Excellence; and, be it further  
20  
21 RESOLVED: That faculty efforts in Making Excellence Inclusive be recognized as a substantive  
22 component of voluntary service in the Retention, Promotion, and Tenure (RPT)  
23 evaluation process.

Proposed by: Academic Senate Executive Committee  
Date: March 30 2009  
Revised: April 28 2009  
Revised: May 20 2009  
Revised: May 26 2009

State of California  
**Memorandum**

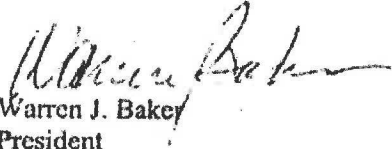
**CAL POLY**

SAN LUIS OBISPO  
CA 93407

To: John Soares  
Chair, Academic Senate

Date: June 22, 2009

From:

  
Warren J. Baker  
President

Copies: R. Fernflores, R. Koob,  
D. Conn, P. Bailey,  
D. Christy, L. Halisky,  
T. Jones, B. Konopak,  
M. Noori, D. Wehner,  
M. Suess

Subject: Response to Academic Senate Resolution AS-682-09  
Resolution on Making Excellence Inclusive at Cal Poly

---

This is to formally acknowledge receipt and approval of the above-referenced Academic Senate resolution.

Please express my appreciation to the Academic Senate members for their work on this issue.

**MEMORANDUM**  
Cal Poly | Office of the President



**To:** Gary Laver **Date:** March 28, 2016

**From:** Jeffrey D. Armstrong  **Copies:** K. Enz Finken  
President J. DeCosta

**Subject:** Response to Academic Senate Resolution AS-807-15  
Resolution on Cal Poly Statement on Diversity and Inclusivity

---

I am pleased to accept and support the above-entitled Academic Senate Resolution.

The Academic Senate has a long history of supporting diversity and inclusivity initiatives going back into the 1980's. I applaud this history. I appreciate deeply that the Academic Senate has shown repeatedly that it understands why it is critical to the success of our faculty, staff and students that we continue to evolve in our approach to not only recruiting diverse faculty, staff and students, but also in improving our campus climate so that everyone can work and learn in an environment that is welcoming.

Please express my appreciation to the Inclusive Excellence Council for their attention to this important matter.

Adopted: November 17 2009

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-695-09**

**RESOLUTION ON  
THE CAL POLY STATEMENT ON COMMITMENT TO COMMUNITY**

BACKGROUND: The Committee on University Citizenship (CUCIT) is a University-wide standing committee charged with exploring issues and making policy recommendations related to the preservation and ongoing development of a vital, effective tradition of University citizenship at Cal Poly. The committee explores and makes recommendations on strategies designed to foster and expand:

- an engaged, civil, and mutually respectful classroom and other educational environments;
- a tradition of confident, effective, and civil public campus discourse that prepares students for active civic engagement and leadership roles;
- a greater awareness of factors that lead to hostile campus work environments and strategies for further promoting campus work environments that are free from harassment and characterized by mutual respect and support; and
- the civic engagement of students, faculty, and staff beyond the University —and for strengthening Cal Poly's role as a good institutional citizen in regional, state, national, and international contexts.

(Distilled from <http://www.president.calpoly.edu/committees/CUCIT.pdf>)

1 RESOLVED: That the Academic Senate accept and endorse the Cal Poly Statement on  
2 Commitment to Community; and, be it further

3

4 RESOLVED: That the Academic Senate work with its University's administration in developing  
5 plans and strategies to help realize the values of the Cal Poly Statement on  
6 Commitment to Community.

Proposed by: The Academic Senate Executive Committee  
Date: April 21 2009  
Revised: April 28 2009  
Revised: October 06 2009  
Revised: October 13 2009

### **Cal Poly Statement on Commitment to Community**

The Cal Poly community values a broad and inclusive campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, social and environmental responsibility, engagement and integrity.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote the benefits of diversity by practicing and advocating openness, respect and fairness

Individual commitment to these actions is essential to Cal Poly's dedication to an enriched learning experience for all its members.

*Committee on University Citizenship  
October 13 2009*

86

State of California  
**Memorandum**

**RECEIVED**

FEB 19 2010


**CAL POLY**

SAN LUIS OBISPO  
CA 93407

**ACADEMIC SENATE**

To: Rachel Fernflores  
Chair, Academic Senate

Date: February 16, 2010

From:   
Warren J. Baker  
President

Copies: R. Koob, D. Conn,  
E. Smith, C. Morton

Subject: Response to Academic Senate Resolution AS-695-09  
Resolution on the Cal Poly Statement on Commitment to Community

---

I formally acknowledge receipt and approval of the above-referenced Academic Senate Resolution.

Please express my appreciation to the Committee on University Citizenship for their work on this issue. As endorsed by the Academic Senate, the "Cal Poly Statement on Commitment to Community" provides a common sense set of principles for effective community participation and engagement, consistent with Cal Poly's core educational mission and values. I commend it to all Cal Poly students, faculty, and staff.

# Black Students at Public Colleges and Universities

A 50-STATE REPORT CARD

By Shaun R. Harper and Isaiah Simmons  
USC Race and Equity Center



A grant from the Ford Foundation funded the production and dissemination of this report. The USC Race and Equity Center gratefully acknowledges Ford's generous support of our research, and all the other ways it demonstrates serious commitment to racial equity.

The authors gratefully acknowledge Shareef Ross McDonald for inspiring this project.

Opinions expressed herein belong entirely to the authors and do not necessarily represent viewpoints of the Ford Foundation or the Trustees of the University of Southern California.

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USC Race and Equity Center

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## 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:

#### 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.

#### 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).

#### 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.

#### 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.*

CHARLES B. HARRIS JR., CHAIRMAN, BOARD OF GOVERNORS

## 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.

BLACK STUDENT ACCESS AND SUCCESS AT PUBLIC COLLEGES AND UNIVERSITIES

## 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 2018-17) and U.S. Census American Community Survey Population Estimates (Year 2018)	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 2018-17) 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.

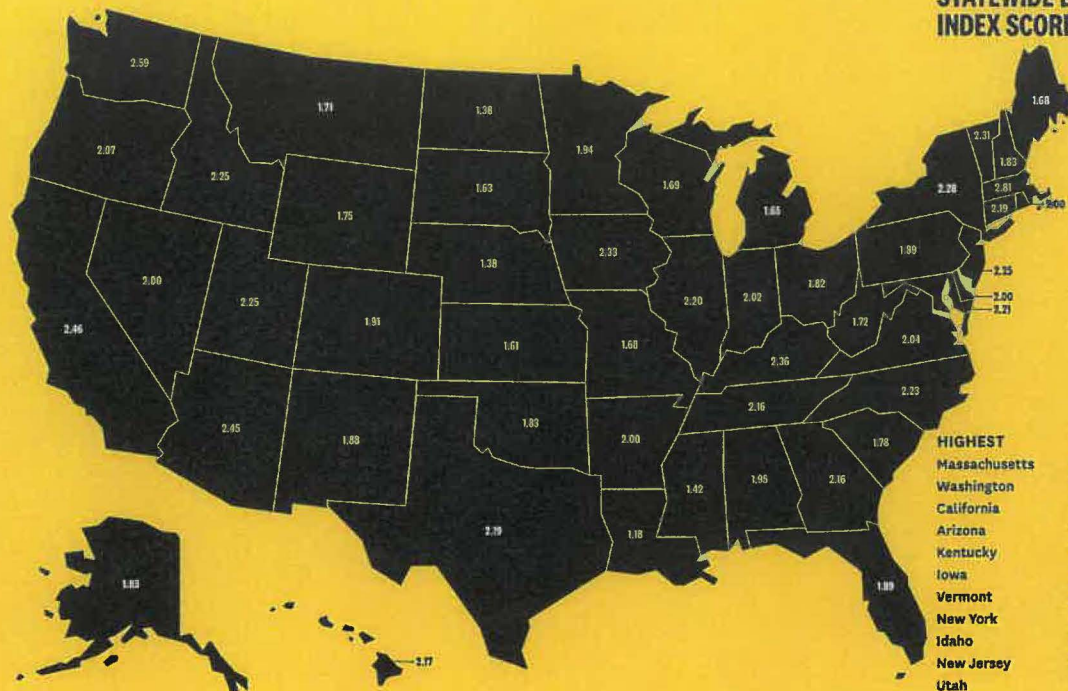
Federal graduation rates do not account for undergraduates who transferred from one institution to another, which is a limitation of our **Completion Equity** measure. Transfer students are counted as dropouts in IPEDS. No published evidence or anecdotal reports suggest that Black undergraduates are 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



- |                |               |
|----------------|---------------|
| <b>HIGHEST</b> | <b>LOWEST</b> |
| 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	3.23
Pennsylvania State University-Greater Allegheny	3.25
University of Vermont	3.23
University of Utah	3.25
University of Washington-Bothell Campus	3.25
Fitchburg State University	3.25
Framingham State University	3.15
Portland State University	3.25
University of West Alabama	3.25
University of Washington-Seattle Campus	3.25
Chicago State University	3.23
Rutgers University-Newark	3.25
University of Massachusetts-Boston	3.23
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



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BIRTH RATES %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Ahates State University	9.7	33.3	-22.7	F	70.1	29.9	13.8	D	—	—	—	F	117	8	1311	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	1386	47	2911	B	1.75
Auburn University at Montgomery	27.3	32.3	-5.0	A	74.5	25.5	18.2	F	15.6	23.8	-8.2	B	1153	17	6811	D	2.00
Jacksonville State University	18.6	32.3	-13.7	F	57.2	42.8	9.9	A	23.2	31.9	-8.7	B	1009	23	4411	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	2240	43	4911	D	1.78
University of Alabama	10.0	32.3	-22.3	F	63.5	36.5	7.3	C	56.7	67.1	-10.4	C	2904	80	3611	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	1811	A	2.10
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	4811	D	1.75
University of Montevallo	15.0	32.3	-17.3	F	70.3	29.7	14.0	D	48.1	45.9	0.2	A	327	12	2711	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	5611	D	1.25
University of South Alabama	22.1	32.3	-10.2	D	61.6	38.4	5.3	B	25.9	25.9	0.0	C	2110	38	5611	D	1.75
University of West Alabama	19.7	32.3	-12.6	A	58.9	41.1	2.6	A	25.3	30.6	-5.3	B	683	16	4311	C	3.25

## ALASKA

Statewide Equity  
Index Score  
1.83



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BIRTH RATES %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
University of Alaska Anchorage	3.0	4.3	-1.4	B	54.0	46.0	2.3	A	16.9	26.7	-9.7	C	200	6	0.511	B	2.00
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	0.11	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	D	0.50













COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO PI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2000	BLACK FACULTY 2000	RATIO	GRADE	EQUITY INDEX
Chadron State College	3.8	6.1	-2.3	B	86.2	73.8	30.1	F	15.4	36.7	-21.3	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	0.0	6.1	-6.1	C	25.0	75.0	31.3	F	19.1	55.7	-36.6	F	84	8	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	10.0	C	49.1	66.6	-17.7	F	538	89	18.1	A	1.00
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

## NEBRASKA

Statewide Equity Index Score

1.38



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO PI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2000	BLACK FACULTY 2000	RATIO	GRADE	EQUITY INDEX
Nevada State College	6.7	10.6	-3.9	C	75.5	24.5	19.2	F	9.0	14.2	-5.3	B	109	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

## NEVADA

Statewide Equity Index Score

2.00



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO PI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2000	BLACK FACULTY 2000	RATIO	GRADE	EQUITY INDEX
Granite State College	3.1	2.1	1.1	A	65.5	34.5	9.2	D	---	---	---	I	19	0	0	F	1.57
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	25.9	64.1	10.4	F	35.5	55.3	-21.0	F	92	8	48.1	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	1.8	2.1	-0.9	B	37.1	42.9	0.8	A	0.0	57.6	-57.6	F	7	0	0	F	1.75

## NEW HAMPSHIRE

Statewide Equity Index Score

1.83



## NEW JERSEY

Statewide Equity Index Score

2.25



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO PI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2000	BLACK FACULTY 2000	RATIO	GRADE	EQUITY INDEX
Rutgers University	13.3	16.9	-3.8	A	59.6	40.2	3.5	B	39.7	48.7	-9.0	B	1703	11	161.1	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	38	46.1	C	2.50
New Jersey City University	22.6	16.8	5.7	A	62.1	37.9	5.8	B	22.3	31.0	-8.7	B	1154	28	38.1	C	2.00
New Jersey Institute of Technology	7.7	16.9	-9.2	D	23.9	78.1	32.4	F	42.3	58.4	-17.0	D	473	15	32.1	B	1.25
Ramapo College of New Jersey	5.3	16.8	-11.6	F	60.2	39.8	3.9	B	57.8	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	-19.6	F	1502	32	43.1	C	1.50
Rutgers University-Camden	16.8	16.9	-0.1	B	71.9	28.3	15.5	D	49.2	86.0	-8.8	B	860	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	63.6	37.4	6.3	C	62.3	65.7	-4.4	A	1184	38	31.1	B	2.25
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	37.9	42.1	1.6	A	38.6	50.1	-11.6	C	1275	36	35.1	C	2.00

## NEW MEXICO

Statewide Equity Index Score

1.88



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO PI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2000	BLACK FACULTY 2000	RATIO	GRADE	EQUITY INDEX
Eastern New Mexico University	9.0	3.3	3.8	A	34.4	65.6	23.8	F	17.2	30.1	-12.9	D	180	3	180.1	F	1.25
New Mexico Highlands University	6.2	3.2	3.3	A	35.6	64.4	20.7	F	11.2	18.8	-7.6	B	90	2	45.1	C	1.25
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	20	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	48.4	-8.0	B	338	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

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO WH/BLK %	% 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	53.7	44.2	0.9	A	77.1	82.4	-5.3	A	700	23	30.1	B	1.73
College of Staten Island CUNY	14.8	17.8	-3.0	C	60.1	39.9	2.0	B	24.4	46.4	-22.0	F	1416	15	94.1	F	1.25
CUNY Bernard M. Baruch College	7.9	17.8	-9.9	D	53.4	46.6	2.9	B	50.4	67.2	-8.8	B	891	30	30.1	B	1.50
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	0.3	A	45.0	44.2	0.8	A	1506	11	10.1	B	1.25
CUNY Hunter College	9.8	17.8	-8.0	D	70.9	29.1	14.6	D	53.6	52.8	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	11.7	C	42.7	43.0	-0.3	A	1581	43	37.1	C	1.75
CUNY Lehman College	24.2	17.8	6.4	A	65.9	34.1	9.6	D	35.6	38.5	-2.8	A	1598	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	-6.3	B	368	33	28.1	B	1.75
CUNY York College	25.5	17.8	7.7	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	5.0	C	44.7	47.4	-2.7	A	620	13	48.1	D	1.00
Stony Brook University	6.5	17.8	-11.3	F	54.7	45.3	1.8	A	70.8	66.8	2.0	A	1015	81	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	39	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	339	14	28.1	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	59.3	40.7	11.6	B	46.7	48.1	-1.4	A	2489	18	137.1	F	1.75
SUNY College at Brockport	11.2	17.8	-6.6	D	58.9	41.1	3.6	B	54.3	68.0	-13.7	D	716	10	60.1	D	1.60
SUNY College at Geneseo	8.9	17.8	-8.9	F	63.9	36.1	7.8	C	58.9	73.6	-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	2.60
SUNY College at Oswego	8.5	17.8	-9.3	D	57.5	42.5	0.9	A	50.7	63.3	-12.6	C	384	18	21.1	B	1.50
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	58.3	41.7	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	282	1	282.1	F	2.00
SUNY College of Environmental Science and Forestry	1.3	17.8	-16.5	F	60.0	40.0	6.3	C	64.3	71.7	-7.5	B	66	3	2.1	A	2.25
SUNY Cortland	6.1	17.8	-11.7	F	51.5	48.5	4.8	B	55.8	70.9	-17.1	D	375	6	63.1	D	1.25
SUNY Empire State College	20.8	17.8	3.1	A	75.1	24.9	16.8	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	-1.5	A	89	4	22.1	B	1.75
University at Buffalo	7.5	17.8	-10.3	D	50.0	50.0	8.3	C	63.0	73.0	-10.0	C	1408	35	40.1	C	1.75

**NEW YORK**  
Statewide Equity Index Score

2.28



COURTESY: SUNY STATE UNIVERSITY OF NEW YORK

**NORTH CAROLINA**  
Statewide Equity Index Score

2.23



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO WH/BLK %	% 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	5.3	D	57.5	70.3	-12.8	D	388	17	23.1	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	53.2	44.8	1.1	A	69.1	75.9	-6.8	B	1243	87	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	63.7	34.3	9.4	D	65.0	90.4	-25.4	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	2.80
University of North Carolina at Greensboro	28.9	25.5	3.4	A	71.5	28.5	15.2	D	59.6	33.2	26.4	A	4018	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	81	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	73.2	-3.5	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



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO WH/BLK %	% 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	1.0	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	8.3	3.4	4.9	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	6	30.1	B	1.00
Valley State University	3.7	3.4	0.4	A	14.8	85.2	41.5	F	23.0	49.0	-26.0	D	27	0	0	F	1.25

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK FEMALE %	% 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	9.8	15.1	-5.3	C	58.3	41.7	9.0	A	41.2	54.2	-13.0	D	1336	29	46.1	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	1378	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	1.75
Miami University-Hamilton	9.0	15.1	-6.0	D	59.6	40.4	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	5.50
Ohio State University	5.2	15.1	-9.9	D	55.5	44.3	0.8	A	72.9	83.4	-10.4	C	2184	138	16.1	A	3.75
Ohio University	5.4	15.1	-9.7	D	58.0	42.0	1.7	A	58.2	65.9	-7.8	B	955	38	25.1	B	2.75
Shawnee State University	5.1	15.1	-10.0	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	3.50
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	54.8	45.1	1.4	A	8.6	32.1	-23.5	F	781	24	33.1	B	1.00

**OHIO**  
Statewide Equity  
Index Score  
1.82



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK FEMALE %	% 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
Calvin University	12.8	9.3	3.2	A	59.0	41.0	2.7	B	15.3	22.2	-6.9	B	393	7	55.1	D	4.75
East Central University	3.8	9.3	-5.5	C	34.9	65.1	21.4	F	29.8	34.3	-4.5	A	108	3	36.1	C	2.00
Northeastern State University	5.8	9.3	-3.5	C	46.2	53.8	10.1	D	23.7	28.3	-4.6	A	184	8	23.1	B	2.50
Northeastern Oklahoma State University	7.4	9.3	-1.9	B	28.6	71.4	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	1.9	A	15.2	84.8	41.1	F	30.8	31.1	-0.4	A	89	0	0	F	0.00
Oklahoma State University	4.5	9.3	-4.8	C	48.6	51.4	7.7	C	49.1	61.2	-12.1	F	821	20	41.1	C	1.50
Rogers State University	4.8	9.3	-4.5	C	57.6	42.4	1.3	A	5.9	23.1	-17.2	D	88	3	31.1	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	1.50
Southwestern Oklahoma State University	4.6	9.3	-4.7	C	38.1	61.9	18.2	F	19.3	22.7	-3.4	D	188	3	64.1	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	966	15	64.1	D	2.25
University of Oklahoma-Horman Campus	4.6	9.3	-4.7	C	49.8	50.4	8.7	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

**OKLAHOMA**  
Statewide Equity  
Index Score  
1.83



**OREGON**  
Statewide Equity  
Index Score  
2.07



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK FEMALE %	% 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	9.7	2.9	6.8	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	1.9	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	8.5	-7.1	B	38.9	61.1	17.4	F	43.4	63.1	-19.7	F	244	13	18.1	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	484	25	20.1	A	3.25
Southern Oregon University	9.6	2.5	7.1	A	38.9	61.1	17.4	F	27.1	28.0	-0.9	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	-8.9	B	381	17	22.1	B	3.50
Western Oregon University	4.0	2.5	1.5	A	43.8	56.2	19.5	D	33.1	43.3	-10.3	C	152	2	76.1	D	2.00



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIVERSITY % 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	80.8	39.2	4.5	B	30.2	36.5	-6.3	B	1473	25	59:1	D	1.30
East Tennessee State University	6.3	21.5	-15.0	F	54.9	45.1	1.4	A	24.6	41.9	-17.3	F	803	20	30:1	B	1.75
Middle Tennessee State University	22.9	21.5	0.7	A	62.5	37.5	6.2	C	42.6	44.5	-1.9	A	2332	61	38:1	D	1.75
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	63.8	34.8	8.9	C	33.3	43.5	-10.2	C	4302	79	53:1	D	1.33
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	59.9	-1.0	C	1336	16	83:1	B	1.33
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

**TENNESSEE**  
Statewide Equity Index Score  
2.16



Tennessee State Seal

**TEXAS**  
Statewide Equity Index Score  
2.19



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIVERSITY % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Angelo State University	18.1	13.5	-4.4	C	43.0	37.0	13.3	D	22.8	33.0	-10.4	C	451	5	90:1	F	1.33
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	908	4	169:1	F	0.50
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	1450	13	114:1	F	2.25
Sul Ross State University	10.5	13.5	-3.0	C	37.4	62.6	39.9	F	9.6	31.6	-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	39.8	43.7	-4.1	D	832	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	26.8	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	8	15:1	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	38.5	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	37.4	49.6	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	147	11	13:1	B	1.33
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	-17.9	D	184	3	58:1	D	1.75
Texas State University	10.0	13.5	-3.5	C	57.7	42.3	1.4	A	54.1	54.9	-0.7	A	2811	35	80:1	F	2.50
Texas Tech University	6.3	13.5	-7.3	D	49.1	57.9	14.2	D	52.8	59.5	-5.7	B	1862	16	116:1	C	1.75
Texas Woman's University	21.2	13.5	7.6	A	53.8	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	35.1	44.9	1.2	A	37.1	49.3	-12.2	C	1691	18	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	307	19	16:1	A	2.00
University of Houston-Downtown	18.7	13.5	5.2	A	68.8	37.2	8.3	C	11.3	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	375	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	61.3	37.8	5.9	B	37.2	44.4	-7.2	B	3133	21	102:1	F	2.33
University of Texas at Austin	4.2	13.5	-9.3	D	62.0	37.0	6.7	C	68.3	80.2	-11.9	C	1559	62	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	798	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	33.9	38.0	-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	1870	10	187:1	D	1.75
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	2.00
University of Texas of the Permian Basin	1.5	13.5	-12.0	D	37.0	63.0	19.3	F	23.9	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	6.3	13.5	-7.2	D	40.5	59.5	15.8	D	23.4	41.2	-17.8	F	299	3	100:1	F	0.50

TEXAS STATEWIDE EQUITY INDEX SCORE 2.19

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK M/D/OTY GRADS %	% 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	0.8	1.2	1.0	A	38.1	61.9	18.2	F	31.9	38.8	-3.3	B	19.6	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	16	13.2	A	3.25
Utah State University	0.3	1.2	-0.3	B	40.8	59.2	15.5	D	39.8	46.5	-8.9	B	152	6	24.1	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	3.25
Weber State University	3.0	1.8	0.7	A	38.1	61.9	18.2	F	19.8	37.2	-17.4	F	202	6	34.1	C	1.50

**UTAH**  
Statewide Equity Index Score  
2.25



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK M/D/OTY GRADS %	% 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	18.1	85.9	40.2	F	69.2	48.9	30.4	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	1.00
Lyndon State College	3.3	3.3	0.0	A	19.4	80.6	36.9	F	33.7	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

**VERMONT**  
Statewide Equity Index Score  
2.31



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK M/D/OTY GRADS %	% 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	22.4	-14.8	F	50.1	48.9	6.2	C	82.8	68.4	-6.6	B	371	18	21.1	B	1.00
College of William and Mary	7.1	22.3	-15.2	F	63.3	36.7	7.0	C	87.1	80.5	-3.4	A	439	23	19.1	A	2.50
George Mason University	10.9	22.3	-11.4	F	80.3	39.7	4.0	B	69.3	68.5	1.1	A	2049	88	23.1	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	6.9	22.3	-15.4	F	64.9	35.1	8.0	C	56.1	65.2	-9.1	B	333	5	71.1	D	1.50
Old Dominion University	31.1	22.3	8.8	A	80.1	39.9	3.8	B	80.9	51.6	-0.7	A	4723	51	93.1	F	2.75
Radford University	15.3	22.3	-7.0	D	37.3	42.1	1.8	A	59.9	58.7	-5.8	B	1278	15	83.1	F	2.00
University of Mary Washington	6.9	22.3	-15.4	F	55.8	44.4	0.7	A	68.7	72.1	-9.4	C	286	9	30.1	B	2.25
University of Virginia	0.5	22.3	-11.8	F	59.0	40.2	2.5	B	87.1	93.7	-6.6	B	593	81	12.1	A	2.50
University of Virginia College at Wise	11.5	22.3	-10.8	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	-0.8	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

**VIRGINIA**  
Statewide Equity Index Score  
2.04



**WASHINGTON**

Statewide Equity Index Score  
2.59



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK M/D/OTY GRADS %	% 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	3.3	4.5	-1.0	B	43.2	36.8	13.1	D	37.4	32.3	-14.8	D	354	20	17.1	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	1.1	4.5	0.6	A	54.0	46.0	2.3	A	48.6	55.8	-7.2	B	376	0	0	F	2.75
University of Washington-Bothell Campus	6.4	4.5	1.9	A	59.0	45.0	1.3	A	65.9	67.9	-2.0	A	282	4	71.1	D	3.25
University of Washington-Seattle Campus	1.6	4.5	-1.9	B	56.0	45.0	1.3	A	74.2	83.4	-9.2	C	737	58	12.1	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	1.00
Washington State University	3.4	4.5	-1.1	B	50.8	49.2	3.5	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



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK M/D/OTY GRADS %	% 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	8.8	3.3	1.4	A	35.0	65.0	21.3	F	17.9	31.6	-11.7	F	122	1	12.1	F	1.00
Fairmont State University	5.8	5.2	0.6	A	29.8	70.2	26.5	F	25.5	31.0	-5.6	B	101	3	64.1	D	2.00
Glenville State College	13.8	5.2	8.5	A	20.7	79.3	35.6	F	11.8	31.7	-17.9	F	143	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	6.1	5.2	0.9	A	42.9	57.1	14.4	D	31.9	49.2	-11.2	C	219	4	53.1	D	2.00
West Liberty University	2.7	5.2	-2.5	B	28.5	71.5	29.8	F	20.5	43.0	-29.5	F	49	0	0	F	0.75
West Virginia University	4.8	5.2	-0.4	B	38.3	61.7	19.8	F	41.6	55.9	-15.2	D	383	18	21.1	A	2.00
West Virginia University Institute of Technology	8.1	5.2	2.9	A	44.3	55.7	12.0	D	3.8	20.0	-16.1	D	79	2	40.1	C	2.00



## 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.

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY PIV VALUES %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2006	BLACK FACULTY 2006	RATIO	GRADE	EQUITY INDEX
University of Wisconsin-Eau Claire	0.9	8.2	-7.3	D	34.5	85.5	21.8	F	65.2	66.9	-1.6	A	84	10	8:1	A	2.33
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	1.78
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	1.85
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	9.6	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-Parke	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	19.8	F	14.2	53.5	-39.3	F	79	16	5:1	A	1.25
University of Wisconsin-River Falls	1.6	8.2	-6.7	D	48.1	57.9	14.2	D	28.4	54.2	-25.8	F	78	3	25:1	B	1.83
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	122	3	44:1	C	0.73
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	29.8	57.4	-27.6	F	410	17	24:1	B	1.60

## WISCONSIN

Statewide Equity Index Score

1.69



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY PIV VALUES %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2006	BLACK FACULTY 2006	RATIO	GRADE	EQUITY INDEX
University of Wyoming	2.2	8.1	-5.9	B	26.1	71.9	28.2	F	33.3	54.7	-21.4	F	99	8	12:1	A	1.75

## WYOMING

Statewide Equity Index Score

1.75



**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.

PHOTO: SHAWN HARPER

**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.

BLACK STUDENTS AT PUBLIC COLLEGES AND UNIVERSITIES

**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 univer-

sities. 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 AUTHORS**



Shaun R. Harper attended public educational institutions from kindergarten through graduate school. His bachelor's degree is from Albany State, a public Historically Black University in Georgia. His master's and Ph.D. are from Indiana University. Governors State University awarded him an honorary doctorate in 2017. Dr. Harper is a Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California. He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, and immediate past president of the Association for the Study of Higher Education.

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Isaiah Simmons earned his bachelor's degree in psychology from The College of William & Mary, a public postsecondary institution in the Commonwealth of Virginia. He is currently a graduate student in the Sol Price School of Public Policy at the University of Southern California. Isaiah is also a research associate in the USC Race and Equity Center, where he primarily works on education policy studies.

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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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OFFICE OF THE PRESIDENT

## MEMORANDUM

**To:** Dustin Stegner, Chair  
Academic Senate

**Date:** March 25, 2019

**From:** Jeffery D Armstrong, President

**Copies:** K. Enz Finken

C. Villa

K. Humphrey

J. De Leon

**Subject:** Response to AS-864-19 Resolution on Campus Climate University Ombuds  
and Training

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This memo acknowledges receipt of the above-entitled Academic Senate resolution. I appreciate the Senate's continuous support of the enhancement of our campus climate.

Please extend my thanks to the Academic Senate members for their attention to this important matter.