

Adopted:

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

AS-__-18

**RESOLUTION ON PROPOSED ORGANIZATION OF A NEW
UNIVERSITY FACULTY PERSONNEL POLICIES DOCUMENT**

Impact on Existing Policy: NONEⁱ

- 1 WHEREAS, Cal Poly’s university-level personnel policies document, the University
- 2 Faculty Personnel Actions, is limited in scope and out of date; and
- 3
- 4 WHEREAS, All faculty units of Cal Poly would benefit from a more comprehensive and
- 5 adaptable faculty personnel policies document; and
- 6
- 7 WHEREAS, AS-829-17 established a procedure for updating personnel policies in
- 8 coherent and focused elements; and
- 9
- 10 WHEREAS, Academic Personnel maintains a centralized repository of all faculty
- 11 personnel policy documents; therefore be it
- 12
- 13 RESOLVED: University-level faculty personnel policies be contained in a single document
- 14 called “University Faculty Personnel Policies” (UFPP) to be housed and
- 15 accessible to the campus on the Academic Personnel website; and be it
- 16 further
- 17
- 18 RESOLVED: UFPP be organized according to the chapter structure in the attached report
- 19 “Proposed Organization of a New University Faculty Personnel Policies
- 20 Document;” and be it further
- 21
- 22 RESOLVED: The Academic Senate Faculty Affairs Committee construct UFPP by
- 23 proposing university-level faculty personnel policies to the Senate in the
- 24 form of chapters or portions of chapters of UFPP according to the
- 25 procedures approved in AS-829-17; and be it further
- 26
- 27 RESOLVED: By the end of Spring 2019 Colleges and other faculty units reorganize their
- 28 faculty personnel policy documents to conform their documents to the
- 29 chapter structure of UFPP.

Proposed by: Academic Senate Faculty Affairs Committee
Date: October 26, 2018

ⁱ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.

**Proposed Organization of a New
University Faculty Personnel Policies Document**

**Faculty Affairs Committee
Fall 2018**

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC is delegated the responsibility to develop faculty personnel policies and criteria through a joint governance process. The establishment of university-level academic policies through the Academic Senate is in the form of proposing and passing resolutions. When considering substantial changes to faculty policy, the FAC will request the assistance of the deans and college faculty to provide input to draft proposals prior to submission to the Senate for consideration and formal approval.

In Spring 2017 FAC proposed and the Academic Senate passed a streamlined process for Academic Senate approval of personnel policies. This new process specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda. Using the new process, FAC will replace the current University Faculty Personnel Actions (UFPA) document piece by piece to construct a new University Faculty Personnel Policies (UFPP) document. FAC may then update sections of the new UFPP on an as-needed basis. The consent agenda procedure will allow the University to quickly adopt changes that are driven by updates to state law, the Collective Bargaining Agreement, or CSU Policy changes that must be incorporated into our policies.

The guiding principles in revising the UFPA into the new UFPP include clarifying existing policies that are common across the university. Also, faculty evaluation procedures are standardized at the university level. For criteria the university-level policies set baseline expectations and offer guiding principles with directives to the colleges and departments to specify their criteria accordingly attuned to the disciplinary considerations specific to their programs. Colleges and departments would consult the UFPP and cite its provisions in their policy and procedure documents. The college and department personnel policy documents should not duplicate the policies specified in the UFPP and Collective Bargaining Agreement, since the UFPP will be the definitive source for all common policies.

The process for replacing the UFPA with the UFPP will start with the establishment of the general structure of the UFPP in the form of its main chapter divisions, each containing thematically unified selections of policy. Once the structure of the document has been approved by the Academic Senate and the President, FAC will propose to the Senate entire chapters of the document, each covered by its own Senate resolution. In this manner, the Senate will consider thematically unified portions of personnel policy. Once a chapter is approved by the Senate and President, FAC may propose subsequent revisions to the chapters or portions of chapters as needed. Those revisions would move through the Senate using the procedure described above, including the possibility of a consent agenda at the discretion of the Academic Senate Executive Committee.

General Outline of the UFPP

The Faculty Affairs Committee proposes the following general outline of a new University Faculty Personnel Policies document (UFPP):

1. **Preface**
2. **Faculty Appointments**
3. **Personnel Files**
4. **Responsibilities in Faculty Evaluation Processes**
5. **Evaluation Processes**
6. **Evaluation Cycle Patterns**
7. **Personnel Action Eligibility and Criteria**
8. **Evaluation of Teaching and Professional Services**
9. **Evaluation of Professional Development**
10. **Evaluation of Service**
11. **Governance**
12. **Workload**
13. **Appendices**

FAC is proposing that the Senate establish UFPP as the university-level faculty personnel policies document with this organization of chapters. If the Senate approves of this organization of UFPP, FAC would commence with the project of replacing the existing university-level faculty personnel policies by chapter or sub-chapter according to the Senate personnel policy procedures outlined above.

FAC is further proposing that colleges revise their policies documents to adopt the same chapter titles and numbers as UFPP. All faculty personnel policy documents would then conform to a common structure, which facilitates communication about such policies across campus. Colleges would work with Academic Personnel to conform their personnel policy documents to this common form. Once a college has revised its personnel policies document, its departments would then revise their documents into this common form.

Description of the Chapters of the UFPP

1. **Preface**

The prefatory materials in the document include a general account of the hierarchy of policy in the CSU, the formal statement of the Senate personnel policy revision process, and a general statement of Cal Poly's commitment to the teacher-scholar model. Colleges and departments can put in this section their mission/vision statements, as well as any guiding principles that inform their understanding and implementation of the teacher/scholar model, along with any policies or procedures for revising their policy documents.

2. **Faculty Appointments**

This chapter provides university-wide hiring policies for all faculty appointments. Policies in this chapter refer to but do not include the more detailed hiring procedures maintained by Academic Personnel. Colleges and departments in their hiring policies

would augment these university-wide policies with their own specific criteria and requirements for faculty appointments.

3. Personnel Files

This chapter defines the requirements and policies for the Personnel Action File (PAF) and Working Personnel Action File (WPAF). It provides a set of general requirements for these documents that colleges and departments may augment to address the discipline specific needs.

4. Responsibilities in Faculty Evaluation Processes

Faculty evaluation processes have various definable functions that are common across the university, such as the roles of candidates undergoing evaluation, Department Peer Review Committees, Department Chair/Heads, College Peer Review Committees, and administrators such as the Deans and the Provost. This chapter defines the responsibilities of these roles in faculty evaluation. Colleges and departments may specify additional responsibilities of the various roles within the college or department in faculty evaluation.

5. Evaluation Processes

Standard and familiar evaluation processes include lecturer evaluations and the periodic, retention, promotion, and tenure evaluations of tenure-track faculty. Each of these processes consists of a sequence of different levels of evaluation. The levels of evaluation were defined in Chapter 4, as the responsibilities of various evaluating bodies, such as department and college peer committees, department chairs or heads, or administrative evaluators. This chapter defines all the evaluation sequences allowed for any sort of faculty evaluation currently used by all the colleges. University-level definition of these processes allows for colleges to formulate their policy and procedure documents using common definitions of these processes. The scope of the processes covered in this section includes all faculty evaluation processes including instructional faculty, library faculty, counsellors, and coaches. Exceptions to the normal sequence of evaluation levels are also covered.

6. Evaluation Cycle Patterns

Evaluation cycle patterns are multi-year sequences of annual evaluation processes leading to personnel actions. For instance, the sequence of annual evaluations that lead to retention, promotion, and tenure for tenure-stream faculty comprise an evaluation cycle pattern, as does the sequence of lecturer evaluations that lead towards a three-year contract or range elevation. This chapter defines all evaluation cycle patterns and allows colleges to choose the patterns that best serve their needs and expectations.

7. Personnel Action Eligibility and Criteria

This chapter covers the eligibility for personnel actions (including retention, promotion, tenure, range elevation) and the general principles according to which the colleges and departments would specify the criteria for warranting the personnel action. Colleges and departments would expand greatly on these policies with their own criteria mindful of how the diversity of disciplines within the college manifest the teacher/scholar model.

8. Evaluation of Teaching and Professional Services

This chapter includes general requirements and guiding principles for how the evaluation of teaching, as well as professional services for non-instructional faculty, should be conducted by evaluating bodies. University level policies for conducting student evaluation of instruction are also included in this section. Colleges and departments would expand on these requirements and apply its principles in concrete guidance and expectations for how teaching would be evaluated. Non-instructional faculty units would do likewise for the evaluation of the relevant professional services.

9. Evaluation of Professional Development

This chapter includes general requirements for how evaluation of professional development should be conducted by evaluating bodies. The function of the professional development plan is the central concern of this chapter, both as constructed by the candidate and as assessed by evaluating bodies so as to guide the candidate towards the next personnel action.

10. Evaluation of Service

This chapter includes general requirements for how the evaluation of service should be conducted by evaluating bodies. Colleges and departments should augment the university expectations to establish expectations about service appropriate to various faculty assignments and ranks.

11. Governance

This chapter sets university level expectations for the definition of academic program governance at the college and department levels. This chapter will include definitions of department leadership as "chairs" or "heads" and university level requirements for defining any changes between those models of department leadership. This chapter also includes university-level policies concerning departmental recommendations to deans for the appointment of department chairs. Colleges and departments would provide more specific policies and procedures in accord with university-level policies. Colleges and departments would also include in their documents any further policies about their governance, including committees within the college and department.

12. Workload

This chapter includes policies covering various aspects of faculty workload, including office hours, assigned time, and policies pertaining to FERP or PRTB workload.

13. Appendices

This chapter is reserved for supplemental materials related to faculty personnel policies. One appendix will be the current version of the University Faculty Personnel Actions document, portions of which remain in effect until superseded by sections of the UFPP. Colleges and departments may include any number of supplementary documents as appendices, such as summary worksheets, schedules, checklists.

Consultation with Faculty Units about UFPP

The need for consultation with faculty units for such a universal body of policy is obvious. In establishing Senate procedures for personnel policies FAC proposed a uniform set of expectations about such consultation requiring that any affected units be appropriately informed about the proposed change and be able to offer feedback on the proposal. FAC is then obliged by these procedures to include the nature of this feedback to the Senate with the proposal.

Over the course of several weeks in Spring and Summer 2018, Ken Brown (chair of FAC) and Al Liddicoat (Vice Provost of Academic Personnel) visited with every college council to discuss this proposed overhaul of the university personnel policies document. They explained how the old UFPA would be superseded by the new UFPP document. They laid out the new Senate procedure that would be used to create and then revise UFPP. The presentation included an earlier draft of this very report. They received feedback on the spot at those meetings from department chairs and heads, Associate Deans, and the Deans. Ken left the colleges with a feedback form (attached at the end of this report) for the college to compile feedback and send it back to FAC by the beginning of October. This timeframe for feedback allowed the college leadership to bring the topic to their departments at the beginning of Fall. They also noted that the scope of this feedback should be limited to the overall structure of UFPP, its proposed chapter breakdown, and the overall project of revising these policies, noting that the proposed text of each chapter would follow as individual items for their own comparable and suitable level of consultative feedback. (The nature of the proposed changes to university policy affects the non-instructional units far less than to the colleges, and FAC has been made aware of recent changes to policy documents from, for instance, the Library.)

From this useful feedback, FAC has made some notable changes to the proposed structure of the document. College councils will again be informed of this proposal when it is put on the Senate agenda so further feedback can be directed through their Senators.

Changes to Existing Policy

This proposed change includes no policy, but instead establishes the structure of a policy document. The changes to the policy language will come when FAC proposes chapters that fill out this policy document.

Implementation

At this stage of establishing the structure of UFPP there is no implementation of policy, since this proposal includes no policy, but only the chapter structure of the subsequent policy document. Implementation in this case amounts to the project of the colleges, and in turn of departments, to conform the structure of their personnel policy documents to the uniform structure of policy documents set by the UFPP. This implementation should conform with the timeframe set in the resolution to which this report is attached.

Feedback for Faculty Affairs Committee

College:

Main contact for further information about this feedback:

Name:

Position:

Email:

The FAC is considering having colleges and departments structure their personnel policy documents with the same chapter divisions of the proposed UFPPP.¹ Note that a department policy and procedure document could defer to its college's policies and procedures on any topic. **Please indicate whether and how this change in the organization of faculty personnel policy and procedure documents would affect your college and departments.**

Please identify and describe any other topics addressed in your college or department level personnel policies and procedures documents that seem not to fit into any of the proposed chapters for the new UFPPP listed and described above.

Please offer any questions or feedback about the proposed organizational structure of the new UFPPP.

When the Faculty Affairs Committee solicits feedback from colleges about drafts of the chapters of the proposed UFPPP, information about the proposed new policies would be sent to the Dean to be distributed to Associate Deans, Analysts in the Dean's office, Department Chairs/Heads, and any faculty committee tasked with considering matters of personnel policy in the college. **Are there other methods that should be used to solicit feedback from your college?**

The project of replacing the old UFPA with the new UFPPP is more about the clarification of existing policy and involves little change to existing policy. Any revision to a policy document raises reasonable questions about the status of those policies. **Please offer any general feedback or concerns in your college or departments about university level personnel policies and their relationship to your college and department level policies.**

Please email this document with any feedback from your college to the Faculty Affairs Committee chair, Ken Brown (dbrown07@calpoly.edu) by October 1, 2018.

¹ When this feedback document was circulated to the colleges, the FAC was proposing a document called University Faculty Personnel Policies *and Procedures*. Based on feedback from the colleges, FAC dropped the reference in the title to procedures.

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RESOLUTION ON SENIOR PROJECT POLICY

Impact on Existing Policy:¹ Updates existing policy to accommodate a variety of discipline-specific practices and encompasses the University mission. Supersedes resolutions AS-562-01, AS-594-03, AS-683-09.

Background Statement: Configuring capstone experiences that support student learning goals, align with programmatic and University objectives, and account for resources is a significant, yet complex task. The aim of this resolution is to establish an updated, comprehensive senior project policy that accommodates a variety of discipline-specific practices and encompasses the University mission.

- 1 WHEREAS, Specific guidelines for senior projects, as outlined in AS-562-01, do not
- 2 adequately represent existing practices; and
- 3
- 4 WHEREAS, Guidelines and archiving requirements for senior projects are currently spread
- 5 among three senate resolutions: AS-562-01, AS-594-03, and AS-683-09; and
- 6
- 7 WHEREAS, The attached policy incorporates significant elements of all three resolutions;
- 8 and
- 9
- 10 WHEREAS, The current designation for senior project courses is non-standardized;
- 11 therefore be it
- 12
- 13 RESOLVED: That the attached policy supersedes AS-562-01, AS-594-03, and
- 14 AS-683-09; and be it further, and be it further
- 15
- 16 RESOLVED: That the university adopt a standard designation for senior project courses
- 17 across the curriculum, either by returning to the former practice wherein the
- 18 second course digit of 6 or 7 indicates a senior project course or by requiring
- 19 that every senior project course has "Senior Project" in its title.

Proposed by: Senior Project Senate Task Force
Dawn Janke, Task Force Chair
Date: September 27, 2018

ⁱ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.

Senior Project Policy

The project method has served as the foundation of Cal Poly's curriculum since the institution's inception, and the senior project, established as an integral part of the curriculum in 1941, functions as the culmination of a student's project-based learning experiences.¹ To this day, the university remains steadfast in its commitment to affording students an opportunity to engage in and benefit from an integrative capstone learning experience through completion of a senior project.

All Cal Poly undergraduate students shall² complete a senior project as part of their baccalaureate degree program requirements.

Definition. At Cal Poly, a capstone experience is a high-impact educational practice³ in which students (a) integrate and evaluate the knowledge and skills gained in both the General Education (GE) and major curricula and (b) demonstrate career or postgraduate readiness.

As a bridge from college to career/postgraduate success, the senior project at Cal Poly is a capstone experience with achievable outcomes that culminates in a self-directed final production or product carried out under faculty direction. Senior projects analyze, evaluate, and synthesize a student's general and discipline-specific educational experiences; relate to a student's field of study, future employment, and/or postgraduate scholastic goals; and include an element of critical, self-reflectiveness to facilitate student development and promote the metacognitive awareness that leads to lifelong learning.

Expected Outcomes. While major programs of study shall be responsible for designing specific senior project learning outcomes, all senior projects at Cal Poly should provide an opportunity for holistic, competency-based assessment⁴ that demonstrates a strong foundation in general and discipline-specific knowledge as well as an advanced proficiency in the core competencies of critical thinking, written and oral communication, information literacy, and quantitative reasoning.

Senior projects shall broadly address program learning objectives, which should be well aligned with one or more college and [university learning objective](#), including the ability to:

- Think critically and creatively;
- Communicate effectively;
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology;

¹ See Helle, Tynjala, & Olkinuora (2006) for a comprehensive definition of the project method and project-based learning.

² For the purposes of this policy, the term "shall" indicates required practices, whereas "should" represents nonmandatory, recommended practices.

³ For an explanation of the capstone experience as a high-impact practice, see Kuh, G. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*.

⁴ While Cal Poly does not follow the competency-based model of education, competency-based assessment practices are effective for senior projects because such practices measure performance on a variety of knowledge, skills, and abilities needed in a specific discipline or future endeavor, such as a career or postgraduate degree. Competency-based assessment protocols invite programs to design assessment methods that ensure graduates are career- or postgraduate-ready by engaging with industry experts to design relevant outcomes. See Bral & Cunningham(2016), Klein Collins (2012, 2013), Klein-Collins, Ikanberry, & Kuh (2014), and Larsen McClarty & Gaertner (2015).

- Work productively as individuals and in groups;
- Use their knowledge and skills to make a positive contribution to society;
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability;
- Engage in lifelong learning.

Forms & Examples. Senior projects may be research-, project-, and/or portfolio-based; individually supervised or course-based; independently completed or team-based; discipline-specific and/or interdisciplinary. They may take forms including, but not limited to, the following:

- an experiment;
- a self-guided study;
- a student-generated research project;
- participation in a faculty-generated research project;
- engagement in an industry-driven project;
- a report based on a prior or concurrent co-op/internship or service learning experience;
- a design or construction project;
- a portfolio of work documenting the results of creative practices; and/or
- a public presentation or performance.

REQUIREMENTS

Specific senior project requirements shall be determined at the department level; yet, all senior projects and senior project policies shall adhere to the following requirements.

Senior projects shall

- Commence when, or after, a student has earned senior standing, though completion of preparatory courses and/or research may precede senior standing;
- Serve as a bridge from the college experience to professional/postgraduate readiness;
- Include clearly defined student learning outcomes that are aligned with program learning objectives;
- Have faculty oversight with scheduled meetings for which specific timelines/outcomes are defined;
- Include a formal proposal and/or statement of intent to be submitted to the faculty advisor;
- Involve inquiry, analysis, evaluation, and creation;⁵
- Demonstrate core competencies in critical thinking, written and/or oral communication, information literacy,⁶ and quantitative and/or qualitative reasoning in line with the University's WASC accreditation criteria;
- Require a process/production and culminate in a final product as defined at the program level;

⁵ Because senior projects shall demonstrate mastery as appropriate for an undergraduate student, senior projects shall incorporate higher-level cognitive processes as identified in Bloom's revised taxonomy (see Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001).

⁶ Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989).

- Include an explicit element of self-reflection (e.g. dialogue with a faculty advisor, a written reflection as part of the deliverable, an oral reflection during a presentation, a self-evaluation form, etc.);
- Adhere to discipline-specific norms of academic integrity and ethical practices;
- Be individually and formally assessed;
- Include a minimum count of 3 units, or 90 hours of work,⁷ with no maximum;
- Take no more than three quarters to complete;
- Be assigned grades consistent with Cal Poly's [policy on grading](#).⁸

Note: Senior projects shall neither consist solely of a co-op/internship experience nor solely of a test/exam of any kind, and senior projects shall not be unsupervised.

Departments shall

- Make senior project policies and practices publicly accessible in both the catalog and on the department website;
- Instruct students, when applicable, of the need to comply with the university's intellectual property policy; policy for the use of human subjects in research; procedures and guidelines for human subjects research; and regulations, policies, and standards for the care and use of animal subjects in research;
- Discourage costly senior projects and/or ensure students are aware that they are responsible for identifying costs and potential funding sources prior to initiation of a project;
- Set standards for group-completed senior projects, ensuring that the number of students participating in a group senior project is not so large as to unduly limit individual experience or responsibility and initiative;
- Ensure the scope of a project is robust enough for students to integrate and apply general and discipline-specific knowledge yet not overly ambitious thereby resulting in delayed time to degree;
- Review senior project processes and assess senior project artifacts at least once within a single cycle of program/accreditation review;
- Determine a process for archiving senior projects, whether at the department- or college-level and/or in collaboration with Kennedy Library.⁹

⁷ With the definition of a credit hour as 30 hours of work, as stated in [Definition of a Credit Hour](#).

⁸ A grade of RP (report in progress) may be appropriate for the first quarter of a two-quarter senior project or the first and second quarters of a three-quarter project. Similarly, an I (incomplete) grade may be appropriate for a project that remains incomplete at the end of the prescribed period, although instructors are encouraged to consider the positive impact that awarding a regular letter grade may have on a student's progress to degree completion.

⁹ Policies and procedures governing submissions to Kennedy Library's institutional repository are based on University policies pursuant to the Family Educational Rights and Privacy Act (FERPA), Intellectual Property Rights, and CSU accessibility requirements. Senior projects submitted to the institutional repository hosted by Kennedy Library become part of university's scholarly record.

RECOMMENDATIONS

While departments shall establish senior project practices within the context of their specific discipline, curriculum, and pedagogy, they should incorporate multiple pathways to senior project completion and adopt any or all of the following suggestions, which draw upon best practices in capstone experiences.

Senior Projects should

- Be student-directed;
- Begin in inquiry;
- Synthesize and apply prior learning in both GE and the major;
- Involve individualized, independent learning opportunities;
- Include a written element of at least 1,000 words;
- Offer students an opportunity to create new knowledge, their learning legacy;
- Help students develop their professional and leadership skills.

Departments should

- Consider hosting informational meetings for students prior to or concurrent with senior project course enrollment;
- Scaffold the curriculum toward the senior project capstone experience by providing students with the opportunities to build their knowledge, skills, and experiences towards the level of accomplishment required by the senior project;
- Ensure all senior projects within a program challenge each student equally;
- Set the enrollment capacity for course-based senior project programs at 30 or fewer students in order to facilitate more direct interaction between a faculty member and an individual or team;
- Offer interdisciplinary senior project opportunities within a department or in partnership with other majors;
- Encourage students to engage in ethical practices and embrace principles of diversity, inclusion, and equity when completing their senior projects;
- Engage in external review of senior project artifacts by alumni, professionals, and other disciplinary experts.

For additional support, departments should consider

- Collaborating with Kennedy Library to determine an effective archiving practice for all types of scholarly outputs including traditional, non-traditional, and non-digital native born research products;
- Contacting the CTLT about workshops to help faculty develop senior project mentoring practices;
- Reviewing the set of prompts available on the APP website to learn more about ways to design effective senior project policies and practices; and/or
- Referencing some of the sources listed on the attached bibliography before developing/re-designing senior project programs.

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Adopted:

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

AS-__-18

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

- 1 WHEREAS, Cal Poly is the least diverse campus in the CSU System; and
2
3 WHEREAS, Cal Poly has required periodic anti-harassment, discrimination, retaliation training for all
4 faculty with direct supervisory responsibility over students; and
5
6 WHEREAS, Cal Poly faculty come in contact with students in other ways including classrooms as well
7 as during advising; and
8
9 WHEREAS, Ombuds services provide early intervention that can resolve conflicts before they develop
10 into more serious concerns; and
11
12 WHEREAS, Cal Poly has an Office of Student Ombuds Services that provides students with assistance
13 in resolving university related issues, concerns, conflicts or complaints; and
14
15 WHEREAS, 13 of the CSU campuses have Ombuds Offices; and
16
17 WHEREAS, A majority of these CSU Ombuds Offices serve all university constituents; and
18
19 WHEREAS, In 1998-2000, Cal Poly had an Ombudsperson who served all university constituents;
20 therefore be it
21
22 RESOLVED: That the responsibilities of the Ombuds Office shall be expanded to include all University
23 constituents; and be it further
24
25 RESOLVED: That all Cal Poly employees shall undergo periodic sexual harassment anti-harassment,
26 discrimination, retaliation training; and be it further
27
28 RESOLVED: That all Cal Poly employees shall undergo periodic implicit bias training; and be it further
29
30 RESOLVED: That Cal Poly shall establish rewards to encourage employees to participate in
31 Employment Equity Facilitator training; and be it
32
33 RESOLVED: That the Academic Senate reaffirms its commitment to Academic Senate Resolution,
34 AS-695-09, Resolution on the Cal Poly Statement on Commitment to Community.

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

Date: September 13, 2018



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

CAL POLY

SAN LUIS OBISPO
CA 93407

State of California
Memorandum

To: John Soares
Chair, Academic Senate

Date: June 22, 2009

From: 
Warren J. Baky
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
President

A handwritten signature in blue ink, appearing to read "Jeffrey Armstrong".

Copies: K. Enz Finken
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*

46

State of California
Memorandum

RECEIVED

FEB 19 2010

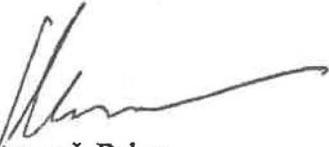
CAL POLY

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



FORD FOUNDATION

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

TABLE OF CONTENTS

Executive Summary.....	2-3	State Data Tables	
Message from Secretary Zakiya Smith Ellis	4	Alabama, Alaska	12
Message from President Elaine P. Maimon	5	Arizona, Arkansas.....	13
Public Higher Education as a Public Good.....	6	California.....	14
Research Methods, Grading, and Limitations	7-8	Colorado, Connecticut, Delaware	15
State-by-State Equity Index Score Map.....	9	Florida, Georgia.....	16
Institutions with Highest and Lowest Equity Index Scores.....	10	Hawaii, Idaho, Illinois.....	17
		Indiana, Iowa, Kansas.....	18
		Kentucky, Louisiana, Maine	19
		Maryland, Massachusetts.....	20
		Michigan, Minnesota.....	21
		Mississippi, Missouri, Montana	22
		Nebraska, Nevada, New Hampshire	23
		New Jersey, New Mexico.....	24
		New York.....	25
		North Carolina, North Dakota	26
		Ohio, Oklahoma.....	27
		Oregon.....	28
		Pennsylvania.....	29
		Rhode Island, South Carolina, South Dakota.....	30
		Tennessee.....	31
		Texas.....	32
		Utah, Vermont, Virginia.....	33
		Washington, West Virginia.....	34
		Wisconsin, Wyoming.....	35
		Recommendations.....	36-39
		About the Authors.....	40

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:

1 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.

2 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).

3 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.

4 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

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.

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.

ELAINE P. MAIMON, PRESIDENT, GOVERNORS STATE UNIVERSITY

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 reach 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.

ELAINE P. MAIMON, PRESIDENT, GOVERNORS STATE UNIVERSITY

RESEARCH METHODS, GRADING, AND LIMITATIONS

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

INDICATOR	DATA SOURCE(S)	EQUITY MEASURE
Representation Equity	IPEDS Enrollments (Academic Year 2016-17) and U.S. Census American Community Survey Population Estimates (Year 2016)	Difference between the percent of Black undergraduates at the institution and the percent of Black 18-24 year-old citizens in the state
Gender Equity	IPEDS Enrollments (Academic Year 2016-17)	Enrollment gap between Black undergraduates men and Black undergraduates women relative to the overall enrollment gap between women (58.3%) and men (43.7%) across all racial/ethnic groups
Completion Equity	IPEDS Six-Year Graduation Rates for cohorts beginning in 2007, 2008, 2009, and 2010 and graduating by 2013, 2014, 2015, and 2016	Difference between average six-year graduation rates for four cohorts of Black undergraduate students and four cohorts of undergraduate students overall
Black Students-to-Black Faculty Ratio	IPEDS Enrollments (Academic Year 2016-17) and IPEDS Full-Time Instructional Faculty (Academic Year 2016-17)	Ratio of full-time, degree-seeking Black undergraduates to full-time Black instructional faculty members

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

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

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

CAUTIONARY NOTE ABOUT A'S AND B'S

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

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

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

RESEARCH METHODS, GRADING, AND LIMITATIONS (CONTINUED)

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

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

LIMITATIONS

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

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

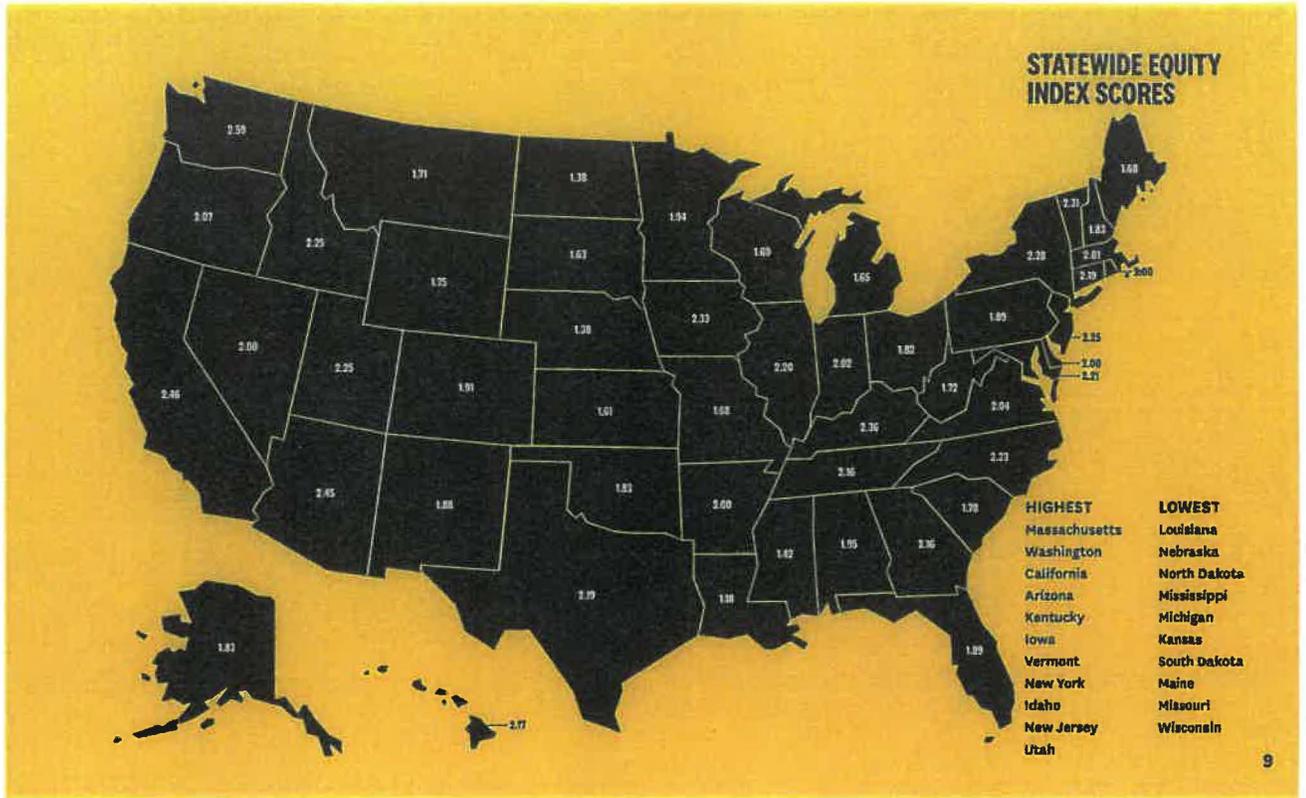
Our **Gender Equity** measure treats gender as a binary (women and men), which is a limitation. We analyzed and report the data this way because IPEDS has no other gender identity options.

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

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

DATA ACCURACY

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



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	3.28
Pennsylvania State University-Greater Allegheny	3.25
University of Vermont	3.23
University of Utah	3.25
University of Washington-Bothell Campus	3.13
Fitchburg State University	3.25
Franklin State University	3.23
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	3.25
UNY 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
Salern 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	0.73
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	0.73
Louisiana State University-Alexandria	0.75
Northwest Missouri State University	0.73
Oakland University	0.75
University of Southern Mississippi	0.78
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
Cladron State College	1.00
Benedict State University	1.00
Wayne State University	1.00
Southwest Minnesota State University	1.00
Perr State College	1.00
Concord University	1.00
Glennville 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 %	STATE AVERAGE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 1000	BLACK FACULTY 20%	RATIO	GRADE	EQUITY INDEX
Ahrens State University	5.7	22.3	-22.7	F	70.1	29.8	-13.8	D	—	—	—	F	117	8	15:1	A	1.97
Auburn University	6.7	22.3	-25.6	F	51.8	48.2	4.5	B	57.3	71.7	-14.4	D	1316	47	29:1	B	1.75
Auburn University at Montgomery	37.3	22.3	5.0	A	74.5	25.5	-12.2	F	15.6	25.8	-8.2	B	1117	37	68:1	D	2.00
Jacksonville State University	18.6	22.3	-13.7	F	67.2	49.6	0.9	A	23.2	31.8	-8.7	B	1002	23	44:1	C	2.25
Troy University	27.2	22.3	5.1	C	64.1	35.9	7.8	C	24.4	35.7	-11.3	C	2540	42	60:1	D	1.79
University of Alabama	10.0	22.3	-22.3	F	63.5	36.5	7.2	C	56.7	67.1	-10.4	C	2904	80	36:1	C	1.50
University of Alabama at Birmingham	26.1	22.3	6.2	D	67.2	32.8	10.9	D	48.9	54.1	-4.3	A	2333	131	18:1	A	1.50
University of Alabama in Huntsville	11.0	22.3	-21.4	F	57.0	43.0	0.7	A	27.0	48.1	-11.1	C	574	12	48:1	D	1.75
University of Moorehead	15.0	22.3	-37.3	F	70.3	29.7	14.0	D	45.1	45.8	0.8	A	227	12	27:1	B	2.00
University of North Alabama	14.1	22.3	-18.2	F	53.4	46.6	2.9	B	23.5	38.0	-14.5	D	727	13	56:1	D	1.95
University of South Alabama	22.1	22.3	-0.3	D	61.8	38.4	5.3	B	25.9	35.9	-10.0	C	2118	38	56:1	D	1.75
University of West Alabama	39.7	22.3	7.3	A	58.9	41.1	2.6	A	25.3	30.6	-5.3	B	683	16	43:1	C	3.25

ALASKA

Statewide Equity Index Score
1.83



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	STATE AVERAGE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 1000	BLACK FACULTY 20%	RATIO	GRADE	EQUITY INDEX
University of Alaska Anchorage	3.0	4.5	-1.4	B	54.0	46.0	2.3	A	16.9	26.7	-5.7	C	905	8	23:1	B	3.05
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	53	8	9:1	A	2.00
University of Alaska Southeast	1.0	4.5	-3.4	C	83.3	16.7	27.0	F	0.0	16.0	-16.0	F	8	0	0	F	0.50

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO SA FRESHMANS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Arizona State University-Downtown Phoenix	5.8	5.4	0.4	A	69.7	30.3	33.4	D	60.1	61.9	-1.4	A	478	20	24.1	B	1.00
Arizona State University-Polytechnic	4.2	5.4	-1.2	B	31.9	68.1	24.4	F	34.9	58.5	-23.5	F	141	7	20.1	A	1.75
Arizona State University-Tempe	3.7	5.4	-1.7	B	40.0	51.0	7.3	C	49.3	63.8	-14.5	D	1441	48	31.1	B	1.15
Arizona State University-West	5.6	5.4	0.2	A	59.6	40.4	3.3	B	43.8	60.5	-16.6	D	151	8	18.1	A	3.00
Northern Arizona University	5.9	5.4	-0.5	B	37.8	49.4	1.5	A	43.2	51.7	-8.3	B	827	18	35.1	C	2.00
University of Arizona	3.6	5.4	-1.8	B	50.7	48.3	5.6	B	43.9	60.6	-16.7	D	1039	37	28.1	B	2.50
University of Arizona-South	4.5	5.4	-0.9	B	50.0	50.0	8.3	C	---	---	---	I	B	D	G	F	1.67

ARIZONA
Statewide Equity Index Score
2.45



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO SA FRESHMANS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Arkansas State University	13.0	13.4	-0.4	D	37.1	42.9	0.8	A	38.0	38.9	-0.9	D	867	33	26.1	B	2.15
Arkansas Tech University	8.7	15.4	-10.7	D	44.2	55.8	12.1	D	20.8	42.1	-21.3	F	588	8	74.1	F	0.50
Henderson State University	23.3	19.4	3.8	A	54.3	45.7	3.0	A	33.2	31.9	-8.7	C	850	8	81.1	F	0.50
Southern Arkansas University	27.8	19.4	7.9	A	56.1	43.9	0.2	A	23.7	33.0	-9.4	C	787	8	128.1	F	2.50
University of Arkansas	4.6	19.4	-14.7	F	31.9	48.8	5.1	B	48.6	62.5	-13.9	D	318	26	25.1	B	1.75
University of Arkansas at Little Rock	25.1	19.4	5.7	A	66.0	34.0	9.7	D	13.6	24.9	-11.3	C	1110	30	37.1	C	2.25
University of Arkansas-Fort Smith	3.7	19.4	-15.6	F	60.8	39.2	4.5	B	20.2	25.5	-5.1	B	158	10	16.1	A	2.30
University of Central Arkansas	16.7	19.4	-2.6	B	61.2	38.8	6.9	C	26.5	41.3	-15.8	D	1320	25	53.1	D	1.75

ARKANSAS
Statewide Equity Index Score
2.00



CALIFORNIA
Statewide Equity Index Score
2.46



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO SA FRESHMANS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
California Polytechnic State University-San Luis Obispo	0.7	6.6	-5.9	D	45.3	33.7	18.0	D	55.4	74.7	-15.3	D	144	12	12.1	A	1.75
California State Polytechnic University-Pomona	3.4	6.8	-3.2	C	51.7	48.3	4.6	B	48.9	59.0	-10.0	C	710	16	44.1	C	2.25
California State University-Bakersfield	6.2	6.8	-0.4	B	64.6	35.4	8.3	C	28.7	40.8	-11.8	C	425	11	40.1	C	2.15
California State University-Chico	3.3	6.6	-3.0	C	70.6	29.4	24.3	D	48.5	56.8	-8.4	B	126	4	34.1	C	2.00
California State University-Davis	8.8	8.8	0.0	C	32.5	47.3	3.8	B	48.8	61.3	-18.1	F	287	7	41.1	D	1.50
California State University-Dominguez Hills	11.8	6.6	5.2	A	67.9	32.1	11.8	D	26.6	34.8	-8.2	B	1101	27	41.1	C	2.50
California State University-East Bay	10.4	6.6	3.8	A	70.8	29.4	14.3	D	38.8	42.3	-12.7	D	1202	23	52.1	D	1.75
California State University-Fresno	3.0	6.8	-3.8	C	57.1	42.9	0.8	A	41.6	54.0	-12.4	C	569	28	20.1	A	3.00
California State University-Fullerton	2.0	6.8	-4.8	C	85.0	31.0	8.7	C	48.8	38.1	-11.5	C	568	31	18.1	A	2.10
California State University-Long Beach	4.0	6.8	-2.6	B	63.3	36.7	7.0	C	55.4	65.2	-9.8	C	1107	36	31.1	B	2.50
California State University-Los Angeles	3.8	6.8	-3.0	C	63.0	37.0	8.7	C	50.1	42.1	-11.9	C	770	28	28.1	A	2.10
California State University-Monterey Bay	5.4	6.8	-1.2	B	65.2	34.8	8.9	C	48.5	48.3	0.2	A	328	11	30.1	B	3.00
California State University-Northridge	5.0	6.6	-1.6	B	60.1	39.9	3.8	B	36.7	48.5	-11.8	C	1415	46	30.1	B	2.75
California State University-Sacramento	5.8	6.6	-0.8	B	60.8	39.2	4.5	B	31.9	45.5	-13.6	D	1337	32	42.1	C	2.85
California State University-San Bernardino	5.1	6.8	-1.1	B	82.7	37.3	8.4	C	38.8	49.1	-10.4	C	803	11	43.1	C	2.25
California State University-San Marcos	3.3	6.8	-3.3	C	60.7	39.3	4.4	B	43.7	50.1	-6.4	B	341	9	38.1	C	2.50
California State University-Stanislaus	2.2	6.8	-4.4	C	63.1	36.9	7.3	C	48.8	34.4	-14.5	B	339	10	34.1	A	2.75
Humboldt State University	3.4	6.6	-3.1	C	49.4	50.6	6.9	C	33.3	44.0	-10.6	C	257	5	51.1	D	1.75
San Diego State University	4.1	6.6	-2.3	B	33.3	40.3	3.2	B	59.4	68.1	-8.6	B	1078	22	49.1	D	2.50
San Francisco State University	4.9	6.6	-1.7	B	64.0	36.0	7.7	C	39.4	50.0	-10.6	C	1035	37	28.1	B	2.50
San Jose State University	3.5	6.8	-3.1	C	44.9	51.1	7.4	C	40.8	54.2	-13.8	D	730	18	41.1	D	1.50
Sonoma State University	2.2	6.8	-4.4	C	57.2	42.8	0.8	A	41.2	37.2	-3.6	D	173	4	43.1	C	2.25
University of California-Berkeley	1.9	6.8	-4.7	C	39.0	41.0	2.7	B	78.4	81.3	-15.9	D	329	14	23.1	A	2.30
University of California-Davis	2.2	6.6	-4.3	C	60.6	39.2	4.5	B	71.0	83.6	-12.6	C	637	43	15.1	A	2.75
University of California-Irvine	1.9	6.8	-4.7	C	62.5	37.3	8.2	C	81.0	86.9	-5.9	B	513	11	10.1	A	2.75
University of California-Los Angeles	3.2	6.6	-3.4	C	63.9	36.1	7.8	C	62.3	90.8	-8.8	B	865	106	9.1	A	2.75
University of California-Merced	4.7	6.6	-1.9	B	50.9	33.3	3.9	B	80.8	64.1	-15.4	A	714	6	33.1	D	2.75
University of California-Riverside	4.2	6.6	-2.4	B	64.1	35.9	7.8	C	70.5	70.5	-0.1	A	814	34	24.1	B	3.00
University of California-San Diego	1.4	6.6	-5.1	C	36.9	43.1	0.8	A	84.4	88.0	-2.3	A	397	40	10.1	A	3.50
University of California-Santa Barbara	2.1	6.6	-4.5	C	61.2	38.8	4.9	B	74.1	81.3	-7.2	B	443	22	20.1	A	3.00
University of California-Santa Cruz	3.0	6.8	-3.8	C	33.6	40.4	3.3	B	68.4	78.3	-7.9	B	319	15	21.1	B	2.75

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK B.S. IN GRAD %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIFFERENCE %	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Adams State University	7.9	1.0	-2.9	A	26.6	73.4	29.7	F	19.4	28.8	-7.4	B	118	0	0	F	1.75
Colorado Mesa University	2.6	5.0	-2.3	B	32.1	67.9	24.2	F	21.5	34.8	-3.3	A	190	0	0	F	1.75
Colorado School of Mines	0.9	5.0	-4.0	C	14.8	85.4	41.7	F	55.8	75.0	-10.1	F	41	3	14.1	A	1.30
Colorado State University-Fort Collins	2.4	5.0	-2.5	B	49.7	50.3	8.6	C	58.0	65.8	-6.9	B	513	14	37.1	C	2.10
Colorado State University-Pueblo	7.6	5.0	2.7	A	38.3	61.8	16.1	F	22.9	28.6	-8.8	C	119	5	69.1	D	1.78
Fort Lewis College	1.1	5.0	-3.9	C	29.4	70.6	26.0	F	15.7	40.1	-23.4	F	34	0	0	F	0.50
Metropolitan State University of Denver	1.7	1.0	0.7	A	49.7	50.3	8.6	C	11.1	25.5	-18.4	C	704	11	22.1	B	1.75
University of Colorado Boulder	1.6	5.0	-3.4	C	42.6	57.4	13.7	D	56.4	70.2	-13.8	D	411	29	14.1	A	2.00
University of Colorado Colorado Springs	1.9	5.0	-3.1	B	55.7	43.3	0.4	A	19.1	48.0	-9.7	B	307	5	61.1	D	2.75
University of Northern Colorado	4.0	5.0	-0.9	B	54.1	45.9	2.2	A	38.6	47.8	-10.6	C	231	9	37.1	C	2.75
Western State Colorado University	3.1	5.0	-1.9	B	13.7	78.3	32.8	F	23.8	41.3	-15.7	D	59	0	0	F	1.00

COLORADO

Statewide Equity Index Score

1.91



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK B.S. IN GRAD %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIFFERENCE %	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Central Connecticut State University	11.5	13.3	-1.7	B	48.9	50.1	8.4	C	41.7	33.7	-11.0	C	163	13	38.3	C	2.16
Eastern Connecticut State University	8.0	13.2	-5.2	C	53.5	46.5	2.9	B	45.7	54.5	-8.8	B	242	14	24.1	B	2.75
Southern Connecticut State University	16.6	13.2	3.4	A	62.5	37.5	6.8	C	44.7	51.4	-6.7	B	1128	69	38.2	C	2.75
University of Connecticut	5.8	13.2	-7.4	D	53.3	46.7	3.0	B	70.8	82.3	-11.5	C	1075	58	19.1	A	2.50
University of Connecticut-Avery Point	4.8	13.2	-8.9	D	48.2	51.8	10.1	D	40.7	33.1	-11.4	C	28	0	0	F	1.00
University of Connecticut-Stamford	10.4	13.2	-2.8	C	61.4	38.6	7.1	C	54.0	56.3	-2.3	A	123	0	0	F	2.00
University of Connecticut-Waterbury Campus	11.9	13.1	-1.3	B	60.7	39.3	4.4	B	48.0	54.4	-6.4	B	214	0	0	F	2.15
Western Connecticut State University	11.4	13.2	-1.8	B	49.5	50.5	6.8	C	16.3	45.5	-9.3	C	469	9	58.1	D	2.00

CONNECTICUT

Statewide Equity Index Score

2.19



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK B.S. IN GRAD %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIFFERENCE %	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
University of Delaware	1.6	26.1	-24.5	F	11.0	44.0	0.3	A	66.9	11.7	-14.8	D	993	49	22.1	B	2.00

DELAWARE

Statewide Equity Index Score

2.00



FLORIDA

Statewide Equity Index Score

1.89



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK B.S. IN GRAD %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIFFERENCE %	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Florida Atlantic University	18.8	11.5	-2.9	C	68.3	27.7	6.0	C	48.5	46.3	-0.9	A	1824	24	54.1	D	2.16
Florida Gulf Coast University	7.0	21.5	-14.0	F	81.5	18.5	5.2	B	43.4	45.5	-2.1	A	713	10	47.1	D	2.00
Florida International University	11.9	11.8	-0.7	D	61.7	38.3	5.4	B	44.8	54.9	-10.1	C	1072	77	40.1	C	2.00
Florida Polytechnic University	4.4	21.5	-17.2	F	9.1	90.9	47.2	F	---	---	---	F	55	1	55.1	D	0.33
Florida State University	8.1	11.5	-13.4	F	84.6	15.4	8.3	C	78.9	78.9	-1.0	A	1113	10	47.1	D	1.71
New College of Florida	2.8	21.5	-18.8	F	70.8	29.2	14.5	D	60.0	87.5	-7.5	B	24	3	8.1	A	2.00
University of Central Florida	11.1	21.5	-10.4	D	81.9	18.1	8.8	B	65.1	69.0	-4.0	A	4232	55	77.1	F	2.00
University of Florida	6.1	21.5	-15.5	F	84.4	15.6	8.1	C	79.0	85.9	-7.9	B	1857	86	39.1	B	2.00
University of North Florida	8.7	21.5	-12.8	F	64.9	35.1	6.6	C	49.4	53.3	-3.9	A	834	13	39.1	C	2.00
University of South Florida	10.0	21.5	-11.5	F	62.0	38.0	5.7	B	68.8	66.6	-0.1	A	1362	81	29.1	B	2.50
University of South Florida-Sarasota-Manatee	4.8	21.5	-16.9	F	65.2	34.8	8.0	C	---	---	---	F	46	5	8.1	A	2.00
University of South Florida-St. Petersburg	7.8	21.5	-13.9	F	63.9	34.1	9.6	D	31.3	35.0	-3.5	B	308	6	35.1	C	1.50
University of West Florida	12.9	21.5	-8.7	D	54.9	45.1	1.4	A	29.9	47.7	-7.8	B	902	10	47.1	D	1.11

GEORGIA

Statewide Equity Index Score

2.16



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK B.S. IN GRAD %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	DIFFERENCE %	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016	RATIO	GRADE	EQUITY INDEX
Armstrong State University	24.8	36.3	-11.3	F	75.5	26.5	17.2	F	23.2	31.2	-1.7	A	1171	10	42.1	C	1.30
Augusta University	24.0	36.2	-12.2	F	70.4	29.6	14.1	D	21.9	29.2	-7.3	B	978	52	19.1	A	2.00
Clayton State University	61.5	36.8	23.3	A	73.8	28.8	16.9	F	21.4	31.7	-6.9	A	1263	45	50.1	D	2.25
Columbus State University	38.5	36.2	2.3	A	67.2	32.8	10.9	D	25.5	30.8	-5.3	B	1831	34	54.1	D	2.25
Dalton State College	1.8	36.2	-30.6	F	53.8	46.4	2.7	B	14.3	20.7	-6.4	B	181	4	45.1	C	2.00
Georgia College and State University	5.1	36.2	-31.1	F	64.1	35.9	7.0	C	27.6	60.5	-2.0	A	281	25	11.1	A	2.50
Georgia Gwinnett College	35.1	36.8	-1.1	C	60.3	39.7	4.0	B	11.1	10.3	-0.8	B	1851	41	39.1	D	1.11
Georgia Institute of Technology	6.7	36.2	-29.5	F	40.0	60.0	16.3	F	76.3	83.7	-7.4	B	924	94	39.1	C	1.25
Georgia Southern University	13.8	36.9	-10.6	D	54.4	45.6	1.9	A	31.2	50.9	0.3	A	4077	45	91.1	F	2.25
Georgia Southwestern State University	17.0	36.2	-9.2	D	65.5	34.5	9.2	D	29.0	32.3	-4.2	A	475	7	68.1	D	1.75
Georgia State University	40.8	36.2	4.6	A	65.7	34.3	9.4	D	36.9	53.4	1.4	A	7774	118	68.1	D	2.50
Kennesaw State University	50.8	36.2	-15.4	F	54.1	45.9	2.2	A	38.4	48.3	-9.9	A	5023	98	52.1	D	2.25
Middle Georgia State University	38.3	36.2	2.1	A	58.5	40.5	3.1	B	12.6	15.2	-10.6	C	1789	29	61.1	D	2.50
University of Georgia	7.7	36.2	-28.5	F	64.7	35.3	6.4	C	11.0	15.5	-4.5	A	2018	102	50.1	A	2.50
University of North Georgia	2.8	36.8	-32.4	F	54.1	43.9	2.8	A	35.8	53.2	-18.3	F	477	25	19.1	A	2.00
University of West Georgia	40.9	36.2	4.7	A	66.4	33.6	10.1	D	42.8	40.9	1.9	A	3865	30	128.1	F	2.25
Valdosta State University	17.8	36.2	-1.0	A	42.1	17.9	3.8	B	25.4	17.9	-2.4	A	1701	87	100.1	F	2.75

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO OI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
University of Hawaii at Hilo	1.1	3.4	-2.3	B	43.3	57.7	14.0	D	15.8	37.3	-21.5	F	136	1	24.1	B	1.75
University of Hawaii at Manoa	1.5	3.4	-1.9	B	44.0	56.0	12.3	D	32.0	57.0	-24.0	F	159	15	12.1	A	2.00
University of Hawaii-West Oahu	2.1	3.4	-0.8	B	53.8	46.2	2.5	A	0.0	37.0	-37.0	F	18	8	7.1	A	2.35

HAWAII
Statewide Equity Index Score
2.17

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO OI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Boise State University	1.8	1.2	0.5	A	36.7	63.3	18.6	F	14.5	32.1	-1.5	A	199	3	64.2	D	2.31
Kaho State University	1.1	1.2	-0.1	B	38.0	62.0	18.3	F	39.6	59.3	10.4	A	71	3	24.1	B	2.50
Louis Clark State College	1.3	1.2	0.1	A	37.8	62.1	18.4	F	2.1	21.6	-14.5	D	13	2	15.1	A	2.25
University of Idaho	1.5	1.2	0.3	A	24.1	75.9	35.2	F	27.7	50.3	-26.6	F	108	8	14.1	A	2.00

IDAHO
Statewide Equity Index Score
2.25

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO OI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Chicago State University	71.2	17.8	53.8	A	71.2	27.8	43.9	D	14.3	15.4	-1.1	A	1043	88	12.3	A	1.22
Eastern Illinois University	19.9	17.8	2.3	A	58.7	41.3	2.4	A	44.7	58.8	-14.1	D	1020	18	57.1	D	1.50
Governors State University	40.5	17.8	22.4	A	65.8	30.4	33.3	D	---	---	---	F	773	31	25.1	B	2.27
Illinois State University	8.4	17.8	-9.2	D	60.9	28.1	4.6	B	55.8	72.2	-16.4	F	1462	33	44.1	C	1.50
Northeastern Illinois University	11.1	17.8	-6.5	D	62.7	37.3	6.4	C	7.2	22.1	-14.2	D	474	22	22.1	B	1.75
Northern Illinois University	16.4	17.8	-1.2	B	57.2	42.8	0.9	A	33.9	49.4	-20.5	F	2027	37	75.1	F	1.75
Southern Illinois University-Carbondale	17.7	17.8	0.0	A	56.3	43.8	0.0	A	30.0	44.1	-14.1	D	1858	51	36.1	C	1.75
Southern Illinois University-Edwardsville	14.9	17.8	-2.7	C	61.6	36.4	7.3	C	29.9	49.3	-19.4	F	1474	38	39.1	C	1.50
University of Illinois at Chicago	8.3	17.8	-9.4	D	62.9	37.1	6.6	C	42.2	58.4	-15.3	D	1151	107	11.1	A	2.00
University of Illinois at Springfield	17.3	17.8	-0.3	B	65.9	34.1	9.6	D	38.5	47.5	-9.1	B	328	9	36.1	C	2.25
University of Illinois at Urbana-Champaign	4.9	17.8	-11.7	F	59.2	40.8	2.9	B	74.4	84.6	-10.3	C	1309	37	35.1	A	1.52
Western Illinois University	22.1	17.8	4.5	A	60.3	39.7	4.0	B	40.5	54.1	-13.6	D	1653	30	55.1	D	2.25

ILLINOIS
Statewide Equity Index Score
2.20

INDIANA
Statewide Equity Index Score
2.02

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO OI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Ball State University	7.9	10.7	-2.8	C	61.0	39.0	4.7	B	47.0	40.8	-11.8	D	1185	25	47.1	C	1.00
Indiana State University	19.6	10.7	8.9	A	36.9	42.1	0.8	A	31.8	40.0	-16.2	D	1234	17	100.1	F	2.25
Indiana University-Bloomington	4.4	10.7	-6.4	D	66.6	43.4	0.3	A	61.1	77.0	-16.0	D	1397	86	16.1	A	1.50
Indiana University-East	3.7	10.7	-7.0	D	60.9	39.1	4.6	B	15.0	28.3	-13.3	D	69	3	22.1	B	2.00
Indiana University-Yokumo	4.0	10.7	-6.7	D	65.1	34.9	8.8	C	20.0	30.6	-10.6	C	83	7	12.1	A	2.25
Indiana University-Northwest	14.9	10.7	4.2	A	70.3	29.7	14.0	D	9.0	25.1	-16.1	D	407	12	34.1	C	2.00
Indiana University-Purdue University-Fort Wayne	4.5	10.7	-6.1	D	64.0	36.0	7.7	C	7.9	24.5	-16.4	D	293	11	27.1	B	1.75
Indiana University-Purdue University-Indianapolis	9.4	10.7	-1.3	B	66.8	33.2	10.8	D	20.8	44.2	-13.3	D	1632	102	16.1	A	2.25
Indiana University-South Bend	0.7	10.7	-10.0	C	69.3	30.7	11.0	D	14.8	26.6	-11.9	C	254	7	36.1	C	1.75
Indiana University-Southeast	8.7	10.7	-2.0	C	68.6	37.4	6.3	C	11.9	30.3	-18.4	F	222	10	22.1	B	1.75
Purdue University	3.0	10.7	-7.7	D	49.4	50.6	6.9	C	60.5	73.9	-13.3	D	874	26	33.1	A	2.00
University of Southern Indiana	4.2	10.7	-6.5	D	61.1	38.9	4.8	B	17.9	38.6	-20.7	F	280	9	31.1	B	1.75

IOWA
Statewide Equity Index Score
2.33

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO OI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Iowa State University	2.5	4.7	-2.1	B	41.3	58.7	15.0	D	47.9	70.7	-22.8	F	719	41	18.1	A	2.00
University of Iowa	2.4	4.7	-1.3	B	54.2	45.8	2.1	A	33.9	70.9	-15.0	D	706	49	14.1	A	3.00
University of Northern Iowa	3.8	4.7	-0.9	B	46.0	54.0	10.3	D	36.3	65.9	-28.5	F	337	14	17.1	A	2.00

KANSAS
Statewide Equity Index Score
1.61

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK TO OI %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Emporia State University	2.3	7.3	-5.0	B	43.9	56.1	18.4	D	20.4	41.3	-20.7	C	120	3	40.1	D	1.75
Fort Hays State University	4.4	7.3	-2.9	C	44.4	55.6	11.9	D	26.5	40.4	-13.9	F	246	7	35.1	C	1.55
Kansas State University	2.4	7.3	-4.9	C	46.3	53.5	7.8	C	24.8	60.9	-36.0	F	198	25	24.1	B	1.75
Pittsburg State University	3.9	7.3	-3.4	C	39.9	60.1	16.4	F	22.1	47.8	-15.7	D	203	5	41.1	C	1.25
University of Kansas	4.2	7.3	-3.0	C	48.5	51.5	7.8	C	44.3	61.3	-17.2	D	718	66	11.1	A	3.25
Washburn University	5.3	7.3	-2.0	B	44.3	55.7	12.0	D	14.2	34.9	-20.7	F	201	4	50.1	D	1.25
Wichita State University	2.4	7.3	-4.8	B	67.5	32.5	7.2	C	22.0	44.8	-22.8	D	463	7	66.1	D	1.75

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK RD OF FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Eastern Kentucky University	8.1	10.6	-4.5	C	57.0	47.0	10.0	B	23.6	48.6	-15.0	D	668	38	16:1	B	2.35
Morehead State University	4.1	10.6	-6.5	D	46.4	53.6	7.2	D	27.1	44.1	-17.0	D	239	14	17:1	A	1.75
Murray State University	6.7	10.8	-3.9	C	56.4	43.8	12.6	A	29.1	50.6	-11.5	C	468	16	29:1	B	2.75
Northern Kentucky University	7.4	10.6	-3.2	C	65.0	35.0	30.0	C	23.9	37.9	-14.0	D	672	27	25:1	B	2.00
University of Kentucky	7.8	10.8	-3.0	C	55.8	44.4	11.4	B	44.1	61.4	-17.3	F	1489	95	15:1	B	2.53
University of Louisville	11.1	10.6	0.5	A	39.1	40.9	-1.8	B	46.5	53.2	-6.7	B	1166	110	10:1	A	3.50
Western Kentucky University	9.7	10.8	-0.9	B	53.4	46.6	6.8	B	32.3	50.6	-18.3	F	1284	36	35:1	C	2.00

KENTUCKY

Statewide Equity Index Score

2.36



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK RD OF FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Louisiana State University	12.8	38.6	-25.4	F	43.3	27.7	15.6	C	56.1	65.3	-9.4	C	2811	54	52:1	D	1.33
Louisiana State University-Alexandria	16.8	38.6	-21.8	F	64.4	35.6	28.8	C	7.4	23.1	-15.7	D	298	4	75:1	F	0.75
Louisiana State University-Sherwood	11.3	38.6	-27.3	F	68.5	31.5	37.0	D	23.7	33.8	-10.1	C	322	13	25:1	B	1.30
Louisiana Tech University	13.6	38.6	-25.0	F	47.6	52.4	-4.8	C	40.4	52.4	-12.0	C	1010	11	92:1	F	1.00
McNeese State University	17.7	38.6	-20.9	F	64.6	35.4	29.2	C	29.1	40.1	-11.0	C	952	13	80:1	F	1.00
Nicholls State University	23.0	38.6	-15.6	F	64.8	35.4	29.4	C	31.2	42.3	-11.1	C	904	8	112:1	F	1.00
Northeastern State University of Louisiana	21.1	38.8	-17.5	D	68.0	32.0	36.0	D	23.0	37.0	-14.0	A	1410	18	101:1	F	1.30
Southeastern Louisiana University	19.6	38.6	-19.0	F	67.4	32.6	34.8	D	27.9	37.3	-9.3	C	1675	85	67:1	D	1.00
University of Louisiana at Lafayette	20.6	38.6	-18.0	F	61.7	38.3	23.4	B	25.9	46.0	-10.1	C	2651	33	80:1	F	1.25
University of Louisiana at Monroe	24.5	38.6	-14.1	F	63.3	36.7	26.6	D	34.4	40.1	-5.7	B	1264	18	70:1	F	1.00
University of New Orleans	16.5	38.6	-22.1	F	59.0	41.0	18.0	B	24.0	34.3	-10.3	C	784	20	39:1	C	1.75

LOUISIANA

Statewide Equity Index Score

1.18



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK RD OF FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
University of Maine	2.2	2.4	-0.3	B	31.8	65.4	-33.6	F	37.7	57.4	-19.5	F	174	4	44:1	C	1.83
University of Maine at Augusta	1.3	2.4	-1.1	B	50.0	50.0	0.0	C	0.0	12.5	-12.5	C	18	0	0	F	1.75
University of Maine at Farmington	2.1	2.4	-0.3	B	44.4	55.6	-11.2	D	20.0	35.8	-15.8	B	35	1	36:1	C	2.25
University of Maine at Fort Kent	2.9	2.4	0.5	A	73.1	26.9	46.2	F	32.3	36.5	-4.2	A	26	1	26:1	B	2.75
University of Maine at Machias	4.1	2.4	1.7	A	17.6	82.4	-64.8	F	8.3	28.7	-20.4	F	17	0	0	F	1.00
University of Maine at Presque Isle	2.9	2.4	0.5	A	36.8	63.2	-26.4	F	20.0	38.3	-18.3	F	19	0	0	F	1.00
University of Southern Maine	5.0	2.4	2.6	A	49.1	50.9	-1.8	C	19.4	32.1	-12.7	D	184	2	92:1	F	1.75

MAINE

Statewide Equity Index Score

1.68



MARYLAND

Statewide Equity Index Score

2.21



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK RD OF FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Albany State University	34.7	33.3	1.4	A	47.3	52.7	-5.4	C	44.8	48.4	-3.6	A	1419	19	142:1	F	1.50
Salisbury University	13.4	33.2	-19.8	F	58.0	41.8	16.2	A	58.3	67.2	-8.9	B	887	24	40:1	C	2.25
St. Mary's College of Maryland	8.8	33.2	-24.4	F	48.8	51.2	-2.4	C	71.1	78.1	-6.9	B	132	8	17:1	A	2.25
Towson University	19.1	33.2	-14.1	F	64.8	35.2	29.6	C	64.0	69.6	-5.6	A	3214	50	64:1	D	1.75
University of Baltimore	48.1	33.2	14.9	A	62.9	37.1	25.8	C	28.6	37.1	-8.5	B	860	17	50:1	D	0.50
University of Maryland-Baltimore County	17.5	33.2	-15.7	F	52.3	47.7	4.6	B	62.8	63.3	-0.5	A	1682	24	49:1	D	2.00
University of Maryland-College Park	33.0	33.2	-0.2	F	53.6	44.4	9.2	A	79.3	85.4	-6.1	B	1391	88	16:1	C	2.25

MASSACHUSETTS

Statewide Equity Index Score

2.81



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK RD OF FACULTY %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER FACULTY	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Bridgewater State University	10.1	9.0	1.1	A	54.8	45.2	9.6	A	53.9	58.3	-4.4	B	717	15	48:1	D	2.00
Fitchburg State University	9.7	9.0	0.7	A	53.8	46.8	7.0	B	55.6	53.6	2.0	A	333	10	33:1	C	1.25
Framingham State University	10.7	9.0	1.7	A	53.0	47.0	6.0	B	50.0	53.8	-3.8	A	294	9	44:1	C	3.33
Massachusetts College of Art and Design	4.2	9.0	-4.8	C	55.8	46.8	9.0	A	53.3	72.0	-18.7	F	65	4	16:1	A	2.50
Massachusetts College of Liberal Arts	10.0	9.0	1.0	A	50.0	40.0	10.0	B	55.6	53.4	2.2	A	125	4	31:1	B	1.50
Salem State University	8.6	9.0	-0.4	B	61.2	38.8	22.4	B	42.6	48.2	-5.6	B	500	20	25:1	B	3.00
University of Massachusetts-Amherst	1.7	9.0	-7.3	C	50.3	49.7	0.6	C	67.4	75.8	-8.4	B	730	57	14:1	A	2.75
University of Massachusetts-Boston	14.8	9.0	5.8	A	62.1	37.9	24.2	B	42.7	49.4	-6.7	A	1355	36	38:1	C	3.25
University of Massachusetts-Dartmouth	18.1	9.0	9.1	A	58.8	41.2	17.6	A	42.9	47.6	-4.7	B	950	13	74:1	F	2.75
University of Massachusetts-Lowell	6.7	9.0	-2.3	C	37.5	62.5	-25.0	F	48.0	55.2	-7.2	B	568	12	47:1	D	1.50
Westfield State University	4.5	9.0	-4.5	C	53.3	46.7	6.6	B	49.0	62.7	-13.7	D	333	24	14:1	A	2.50
Worcester State University	7.3	9.0	-1.7	B	49.7	50.3	-0.6	C	43.2	52.3	-9.1	B	494	7	42:1	C	2.50

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY VALUE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Central Michigan University	7.5	17.0	-9.4	D	57.7	42.3	1.4	A	48.4	37.8	-11.4	C	1287	35	3.11	D	2.00
Eastern Michigan University	20.0	17.0	3.0	A	62.9	37.1	6.6	C	23.1	38.9	-15.8	D	2543	46	59.1	D	2.00
Ferris State University	7.2	17.0	-9.8	D	51.6	48.4	4.7	B	38.0	47.4	-11.4	C	430	13	53.1	D	1.78
Grand Valley State University	5.2	17.0	-11.7	F	61.5	38.5	5.2	B	56.2	66.8	-10.6	C	1028	35	29.1	B	2.00
Lake Superior State University	1.3	17.0	-15.7	F	49.5	56.5	-13.8	D	33.0	41.8	-8.8	B	33	0	0	F	1.60
Michigan State University	7.2	17.0	-9.8	D	68.5	37.4	6.3	C	58.2	78.1	-19.9	F	2546	128	20.1	A	1.75
Michigan Technological University	0.9	17.0	-16.1	F	35.0	73.0	-11.3	F	47.1	53.3	-18.3	F	48	4	12.1	A	1.90
Northern Michigan University	2.4	17.0	-14.6	F	40.0	60.0	16.3	F	35.0	46.6	-23.6	F	150	4	39.1	C	0.50
Oakland University	7.7	17.0	-9.3	D	66.3	33.1	10.8	D	31.7	44.8	-23.1	F	991	20	50.1	D	0.73
Saginaw Valley State University	8.9	17.0	-8.1	D	59.0	41.0	2.7	B	17.5	39.3	-21.8	F	600	12	50.1	D	1.25
University of Michigan-Ann Arbor	4.4	17.0	-12.6	F	38.8	41.3	3.5	A	78.4	90.5	-18.1	C	1213	184	7.1	A	2.50
University of Michigan-Dearborn	7.8	17.0	-9.2	D	57.7	45.3	1.4	A	38.1	55.2	-14.1	D	381	9	42.1	C	2.00
University of Michigan-Flint	11.3	17.0	-5.8	C	68.0	35.0	11.7	D	23.3	36.7	-18.4	D	508	28	18.1	A	2.00
Wayne State University	14.6	17.0	-2.3	B	63.8	36.2	7.5	C	13.1	35.0	-21.9	F	1750	119	15.1	A	2.25
Western Michigan University	11.9	17.0	-4.0	C	37.3	42.7	3.0	A	19.8	54.0	-14.1	D	1948	37	52.1	D	0.90

MICHIGAN
Statewide Equity Index Score
1.65



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY VALUE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Bemidji State University	2.0	7.4	-5.4	C	34.3	65.7	22.0	F	33.8	44.7	-16.1	D	67	1	67.1	D	1.00
Metropolitan State University	18.3	7.4	10.9	A	55.8	44.2	0.5	A	24.3	33.9	-9.6	C	516	8	65.1	D	2.75
Minnesota State University Moorhead	3.8	7.4	-4.6	C	29.1	70.9	37.8	F	17.0	45.9	-25.0	F	117	4	29.1	B	1.23
Minnesota State University-Mankato	5.1	7.4	-2.3	B	46.5	53.4	5.7	D	25.3	49.3	-19.9	F	551	15	37.1	C	1.50
Saint Cloud State University	11.1	7.4	-3.7	B	48.0	54.0	10.3	D	31.5	44.3	-12.8	D	330	21	25.1	B	2.00
Southwest Minnesota State University	5.6	7.4	-1.8	B	33.0	67.0	23.3	F	16.4	43.8	-27.4	F	109	2	54.1	D	1.00
University of Minnesota-Crookston	6.8	7.4	-0.8	B	21.7	77.3	33.6	F	20.0	47.9	-17.9	F	73	2	36.1	C	1.25
University of Minnesota-Duluth	3.4	7.4	-4.0	C	45.1	54.9	11.2	D	47.2	59.3	-12.2	C	508	19	17.1	A	2.25
University of Minnesota-Morris	2.0	7.4	-5.4	C	26.3	43.8	0.0	A	55.0	64.8	-9.0	B	33	2	16.1	A	1.33
University of Minnesota-Rochester	7.4	7.4	0.0	A	63.3	36.7	7.0	C	50.0	54.9	-4.9	B	30	0	0	F	2.25
University of Minnesota-Twin Cities	4.8	7.4	-3.2	C	37.5	45.5	1.3	A	58.1	77.3	-19.2	F	1193	73	17.1	A	2.00
Winona State University	9.3	7.4	-1.9	C	43.7	56.3	12.6	D	52.2	57.3	-5.1	B	151	7	22.1	B	2.25

MINNESOTA
Statewide Equity Index Score
1.94



MISSISSIPPI
Statewide Equity Index Score
1.42



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY VALUE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Delta State University	34.7	43.7	-9.0	D	62.6	37.3	6.3	C	21.9	34.0	-12.4	C	780	28	43.1	C	1.75
Mississippi State University	20.6	43.7	-22.2	F	38.1	41.9	1.8	A	44.7	60.3	-15.7	D	3302	54	61.1	D	1.50
Mississippi University for Women	37.1	43.7	-6.6	D	67.6	28.4	33.3	---	26.7	45.9	-7.2	B	784	5	157.1	F	1.33
University of Mississippi	12.9	43.7	-30.8	F	64.7	35.3	8.4	C	45.2	60.0	-14.9	D	2868	127	18.1	A	1.75
University of Southern Mississippi	19.8	43.7	-24.3	F	67.6	32.4	11.3	D	37.2	47.1	-9.8	C	3993	28	107.1	F	0.75

MISSOURI
Statewide Equity Index Score
1.68



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY VALUE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Missouri Southern State University	3.1	14.8	-11.5	D	41.3	34.3	10.8	D	20.8	33.1	-12.4	C	310	6	52.1	D	1.33
Missouri State University-Springfield	4.8	14.8	-9.8	D	55.1	44.3	1.2	A	35.9	55.8	-18.0	F	722	24	30.1	B	2.00
Missouri University of Science and Technology	3.2	14.8	-11.4	F	25.5	74.5	30.6	F	47.8	63.9	-16.0	D	200	9	22.1	B	1.00
Missouri Western State University	10.5	14.8	-4.1	C	61.5	48.3	4.8	B	14.3	31.5	-17.2	D	357	1	357.1	F	1.50
Northwest Missouri State University	8.3	14.8	-6.3	D	47.2	52.8	9.1	D	29.8	48.4	-19.2	F	207	5	42.1	D	0.75
Southeast Missouri State University	10.3	14.8	-4.3	C	57.0	43.0	0.7	A	33.8	49.2	-15.6	D	786	17	47.1	D	2.00
Truman State University	3.7	14.8	-10.8	F	57.3	42.7	3.0	A	60.3	73.7	-13.4	C	132	3	44.1	D	1.75
University of Central Missouri	11.0	14.8	-3.6	C	55.0	44.1	0.4	A	38.1	52.9	-13.8	D	852	14	61.1	D	2.00
University of Missouri-Columbia	7.8	14.8	-6.8	D	61.0	39.0	4.7	B	55.8	69.1	-13.2	D	1872	37	50.1	C	1.75
University of Missouri-Kansas City	14.6	14.8	-0.2	A	65.9	37.1	6.6	C	29.7	49.6	-19.9	F	951	34	28.1	B	2.25
University of Missouri-St. Louis	13.1	14.8	-1.5	A	66.7	33.3	10.4	D	23.5	48.3	-13.9	D	790	27	29.1	B	2.25

MONTANA
Statewide Equity Index Score
1.71



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK BY VALUE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	EQUITY INDEX
Montana State University	0.8	0.8	0.0	B	31.0	69.0	35.3	F	42.5	51.2	-8.6	B	71	1	71.1	D	1.75
Montana State University-Billings	1.4	0.8	0.6	A	31.4	68.6	24.9	F	0.0	24.4	-24.4	F	35	0	0	F	1.00
Montana State University-Northern	3.1	0.8	2.3	A	7.1	92.9	48.9	F	0.0	24.3	-24.3	F	28	1	28.1	B	1.75
Montana Tech of the University of Montana	1.1	0.8	0.3	A	22.2	77.8	24.1	F	33.3	42.9	-9.5	C	16	0	0	F	1.50
University of Montana	1.1	0.8	0.3	A	88.0	72.0	26.3	F	39.2	48.2	-9.0	B	81	2	41.1	C	2.33
University of Montana-Western	1.5	0.8	0.7	A	22.2	77.8	34.1	F	60.0	47.4	12.6	A	18	0	0	F	2.00

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK W/ P/ V VALUES %	% 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	58.2	72.8	30.1	F	15.4	38.7	-23.3	F	83	1	82.1	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	100	1	120.1	F	1.00
University of Nebraska at Kearney	10.0	6.1	-4.1	C	35.0	75.0	31.3	F	19.1	55.7	-36.6	F	84	6	14.1	A	1.50
University of Nebraska at Omaha	5.8	6.1	-0.3	B	59.1	40.9	2.8	B	23.2	44.6	-21.5	F	570	26	22.1	B	2.21
University of Nebraska-Lincoln	10.7	6.1	-3.5	C	48.3	51.7	8.0	C	48.1	68.8	-17.7	F	518	29	18.1	A	2.00
Wayne State College	3.1	6.1	-3.1	C	16.0	84.0	40.3	F	20.8	47.8	-27.0	F	75	1	75.1	F	0.50

NEBRASKA

Statewide Equity Index Score

1.38



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK W/ P/ V VALUES %	% 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	71.5	24.3	19.2	F	2.0	14.3	-12.3	B	102	2	24.1	C	1.78
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	1.5	10.6	-9.1	D	52.7	47.3	3.6	B	42.6	54.7	-12.1	C	648	20	37.1	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 W/ P/ V VALUES %	% 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
Cornell State College	3.1	3.1	0.0	A	85.6	14.5	9.1	D	---	---	---	F	25	0	0	F	1.67
Keene State College	1.3	2.1	-0.8	B	44.0	56.0	12.3	D	33.7	62.8	-27.1	F	50	3	17.1	A	2.00
Plymouth State University	1.3	2.1	-0.8	B	25.9	64.1	20.4	F	35.5	56.5	-21.0	F	98	2	48.1	C	1.50
University of New Hampshire	1.5	2.1	-0.6	B	89.4	60.6	16.9	F	69.1	78.6	-9.5	C	160	9	16.1	A	2.25
University of New Hampshire at Manchester	1.2	2.1	-0.9	B	57.1	42.9	0.8	A	6.0	57.6	-47.6	F	7	0	0	F	1.76

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 W/ P/ V VALUES %	% 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
Kean University	18.5	16.9	1.6	A	59.8	40.2	1.5	B	28.7	42.7	-14.0	B	1773	33	48.1	D	2.75
Montclair State University	18.0	16.9	-1.1	C	64.1	25.9	7.8	C	60.6	64.5	-3.9	A	1789	39	46.1	C	2.50
New Jersey City University	22.6	16.0	6.7	A	82.1	27.9	8.8	B	22.3	21.0	1.3	A	1124	22	38.1	C	3.00
New Jersey Institute of Technology	7.7	16.9	-9.2	D	23.9	76.1	32.4	F	42.3	59.4	-17.0	D	473	15	30.1	B	1.25
Ramapo College of New Jersey	5.3	16.9	-11.6	F	60.2	39.8	3.9	B	57.9	73.0	-15.1	D	254	12	22.1	B	1.75
Rowan University	10.2	16.9	-6.7	D	51.8	48.2	4.5	B	49.0	68.5	-19.5	F	1302	32	41.1	C	1.50
Rutgers University-Camden	26.8	16.9	9.9	B	71.8	28.2	15.5	D	49.2	56.0	-6.8	B	680	12	37.1	D	2.00
Rutgers University-New Brunswick	7.3	16.9	-9.6	D	59.8	40.2	3.3	B	71.1	80.0	-9.0	B	2490	119	21.1	B	2.50
Rutgers University-Newark	17.8	16.9	0.9	A	82.6	17.4	6.3	C	82.3	82.7	-0.4	A	1184	28	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	5.4	B	68.6	85.8	-17.0	D	359	20	18.1	A	2.00
William Paterson University of New Jersey	17.0	16.9	0.1	A	57.9	42.1	1.6	A	38.6	50.1	-11.5	C	1275	36	35.1	C	3.00

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 W/ P/ V VALUES %	% 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	7.0	3.3	3.7	A	14.4	65.6	21.8	F	17.2	30.1	-12.9	D	180	2	180.1	F	1.25
New Mexico Highlands University	6.2	3.2	3.0	A	25.6	64.4	20.7	F	11.2	18.8	-7.6	B	90	2	45.1	C	2.25
New Mexico Institute of Mining and Technology	1.9	3.2	-1.4	B	11.5	88.5	44.8	F	35.0	47.0	-12.0	F	28	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	21.5	3.2	18.3	B	49.3	50.7	7.1	C	28.4	46.4	-18.0	B	248	29	11.1	A	2.50
Western New Mexico University	7.7	3.2	4.5	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 FTE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Binghamton University	5.3	17.8	-13.5	F	55.7	44.3	0.8	A	77.1	81.4	-4.3	A	300	25	28:1	B	1.75
College of Staten Island CUNY	14.8	17.8	-3.0	C	60.1	39.9	3.8	B	14.4	46.4	-32.0	F	1410	16	94:1	F	1.25
CUNY Bernard M. Baruch College	7.9	17.8	-9.8	D	13.4	46.8	1.9	B	58.4	67.2	-8.8	B	893	39	10:1	D	2.50
CUNY Brooklyn College	19.4	17.8	1.6	A	63.6	36.4	7.3	C	46.9	51.5	-4.6	A	1964	38	52:1	D	2.75
CUNY City College	15.1	17.8	-2.7	C	55.8	44.2	0.3	A	45.0	44.2	0.8	A	1508	11	10:1	B	1.15
CUNY Hunter College	9.8	17.8	-8.0	D	70.9	29.1	14.6	D	53.6	52.2	1.3	A	1189	58	21:1	B	2.25
CUNY John Jay College of Criminal Justice	16.2	17.8	-1.7	B	65.0	35.0	8.7	C	42.7	43.0	-0.3	A	1381	43	37:1	C	2.75
CUNY Lehman College	24.2	17.8	6.4	A	65.9	24.1	9.8	D	35.6	38.5	-2.8	A	1588	40	40:1	C	2.75
CUNY Queens College	8.3	17.8	-9.5	D	54.3	41.7	2.0	A	51.4	57.8	-6.9	B	569	13	28:1	B	2.75
CUNY York College	25.5	17.8	7.8	A	68.9	31.1	12.6	D	30.6	29.1	2.5	A	1776	39	46:1	C	2.75
Farmingdale State College	9.1	17.8	-8.7	D	47.3	52.7	0.0	C	44.7	47.4	-2.7	A	820	13	48:1	D	2.00
Stony Brook University	6.5	17.8	-11.3	F	54.7	45.3	1.6	A	70.8	68.8	2.0	A	1015	81	17:1	A	3.00
SUNY at Albany	17.3	17.8	-0.5	B	58.0	42.0	1.7	A	78.8	84.8	-6.1	A	2141	79	74:1	F	1.75
SUNY at Fredonia	7.0	17.8	-10.8	F	57.0	45.1	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	-13.0	F	63.2	24.8	8.5	C	87.3	72.3	-8.3	B	338	14	29:1	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	28.4	17.8	14.7	A	53.3	43.8	1.9	B	46.7	48.1	-1.4	A	2482	18	137:1	F	2.75
SUNY College at Brockport	11.2	17.8	-6.6	D	59.9	40.1	3.6	B	54.3	68.0	-13.7	D	716	12	60:1	D	1.50
SUNY College at Geneseo	2.0	17.8	-14.8	F	43.9	38.1	7.6	C	58.8	79.8	-19.8	F	158	8	90:1	A	1.30
SUNY College at Old Westbury	28.1	17.8	10.4	A	65.6	34.4	9.3	D	42.1	39.2	2.8	A	1010	21	48:1	D	2.50
SUNY College at Oswego	8.3	17.8	-9.3	D	67.8	45.8	0.9	A	50.7	53.3	-25.6	C	134	18	32:1	B	2.60
SUNY College at Plattsburgh	7.7	17.8	-10.1	D	58.3	41.7	2.0	A	37.8	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	42.7	0.0	A	48.2	53.0	-10.8	C	273	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	262:1	F	2.00
SUNY College of Environmental Science and Forestry	1.5	17.8	-16.3	F	60.0	50.0	6.3	C	64.3	71.7	-7.8	B	18	3	3:1	A	2.25
SUNY Cortland	6.1	17.8	-11.7	F	51.5	48.5	4.8	B	53.8	70.9	-17.1	D	375	6	83:1	D	1.25
SUNY Empire State College	20.9	17.8	3.1	A	75.1	54.9	18.8	F	10.1	15.8	-5.7	B	772	17	45:1	C	1.25
SUNY Oneonta	1.8	17.8	-14.0	F	59.6	40.4	3.3	B	69.9	71.6	-2.0	A	213	13	16:1	A	2.75
SUNY Polytechnic Institute	1.3	17.8	-15.5	F	31.5	68.5	24.8	F	44.4	46.0	-1.5	A	89	4	21:1	B	1.75
University at Buffalo	7.5	17.8	-10.3	D	50.0	50.0	6.3	C	63.0	73.0	-10.0	C	1409	35	40:1	C	1.75

NEW YORK
Statewide Equity Index Score
2.28



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 FTE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Appalachian State University	3.8	25.5	-21.7	F	47.1	15.9	9.2	D	57.5	70.3	-12.8	D	589	27	25:1	C	1.50
East Carolina University	16.0	25.5	-9.4	D	58.7	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	8.0	25.5	-19.5	F	55.2	44.8	1.1	A	60.1	75.9	-6.8	B	1243	87	10:1	A	2.75
University of North Carolina at Asheville	4.4	25.5	-21.0	F	55.4	44.8	0.9	A	55.7	61.5	-5.8	B	139	14	10:1	A	2.75
University of North Carolina at Chapel Hill	7.8	25.5	-17.7	F	65.7	34.3	8.4	D	65.0	90.4	-5.4	B	1389	104	13:1	A	3.00
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	1.50
University of North Carolina at Greensboro	18.9	25.5	-3.4	A	71.5	28.5	16.2	D	59.9	65.9	-4.4	A	4013	11	79:1	F	0.53
University of North Carolina at Pembroke	37.1	25.5	11.7	A	58.4	43.6	0.1	A	35.5	35.4	0.1	A	1653	13	108:1	F	3.00
University of North Carolina School of the Arts	0.3	25.5	-16.2	F	46.3	53.7	10.0	D	60.8	69.3	-2.3	A	83	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	63.7	71.2	-1.5	A	510	21	24:1	B	2.50
Western Carolina University	6.5	25.5	-18.9	F	46.8	53.2	9.8	D	51.8	63.9	-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 FTE %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Dickinson State University	4.4	3.4	1.1	A	10.0	90.0	78.3	F	21.6	22.1	-10.5	C	40	0	0	F	1.10
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	3.3	3.4	0.0	A	25.9	74.1	30.4	F	28.3	41.0	-14.7	D	108	1	108:1	F	1.25
North Dakota State University	2.9	3.4	-0.5	B	38.7	61.3	19.6	F	33.8	54.7	-20.9	F	305	9	34:1	C	1.25
University of North Dakota	0.1	3.4	-3.3	F	32.6	67.4	22.7	F	49.7	63.9	-11.3	C	141	4	35:1	B	2.00
Valley City State University	3.7	3.4	0.4	A	14.8	85.2	41.5	F	20.0	42.0	-33.0	D	27	0	0	F	1.25

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				EQUITY INDEX
	BLACK STUDENTS %	BLACK TO 14 YEARS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	
Bowling Green State University	9.8	15.3	-5.5	C	38.3	41.7	3.0	A	41.3	54.2	-13.0	D	1358	29	47:1	C	2.25
Cleveland State University	15.0	15.1	0.0	A	55.5	34.5	9.2	D	16.3	37.7	-21.3	F	1375	31	44:1	C	1.75
Kent State University at Kent	9.0	15.1	-6.1	D	68.4	31.6	12.1	D	39.3	54.4	-14.9	D	1713	47	36:1	C	1.25
Miami University-Hamilton	9.0	15.1	-6.0	D	50.6	49.4	5.7	B	7.5	25.9	-18.3	F	172	1	172:1	F	1.50
Miami University-Hiddletown	4.1	15.1	-11.0	F	39.1	40.9	3.8	B	2.7	18.9	-16.1	D	44	1	44:1	C	1.50
Miami University-Ohio	3.2	15.1	-11.9	F	51.8	48.2	4.5	B	71.2	78.5	-7.3	B	508	44	12:1	A	2.50
Ohio State University	1.2	15.1	-13.9	F	35.8	44.5	0.8	A	72.9	83.4	-10.4	C	1284	139	18:1	A	2.75
Ohio University	5.4	15.1	-9.7	D	58.0	42.0	1.7	A	58.2	65.9	-7.6	B	955	38	25:1	B	2.75
Shenandoah State University	6.1	15.1	-9.0	D	39.2	60.8	17.1	F	14.8	26.8	-11.9	C	181	3	38:1	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	-8.3	D	35.8	44.2	0.5	A	49.8	85.0	-15.3	D	1419	30	18:1	A	2.50
University of Toledo	11.5	15.1	-3.5	C	59.2	44.8	1.1	A	19.4	43.8	-24.4	F	1477	25	67:1	D	1.75
Wright State University	11.6	15.1	-3.5	C	64.4	35.6	8.1	C	30.3	38.7	-18.5	F	1107	33	34:1	C	1.75
Wright State University-Lake Campus	3.3	15.1	-11.6	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	34.9	45.1	1.4	A	2.6	31.1	-23.3	F	761	24	23:1	B	2.00

OHIO
Statewide Equity Index Score
1.82



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				EQUITY INDEX
	BLACK STUDENTS %	BLACK TO 14 YEARS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	
Canisius University	13.0	9.3	3.8	A	38.0	41.0	1.7	B	13.3	21.8	-8.9	B	383	7	55:1	D	2.75
East Central University	3.9	9.3	-5.5	C	34.9	65.1	21.4	F	28.8	34.3	-4.5	A	109	3	28:1	C	2.00
Northwestern State University	1.8	9.3	-7.5	C	48.2	53.8	10.1	D	23.7	28.3	-4.6	B	184	8	23:1	B	1.50
Northwestern Oklahoma State University	7.4	9.3	-1.9	B	22.6	77.4	33.7	F	7.3	27.4	-20.1	F	106	3	35:1	C	1.25
Oklahoma Panhandle State University	11.2	9.3	1.8	A	15.3	84.8	43.1	F	30.8	31.1	-0.4	A	89	0	0	F	0.00
Oklahoma State University	4.5	9.3	-4.9	C	48.8	51.4	7.7	C	42.1	61.2	-19.1	F	821	20	41:1	C	1.50
Progers State University	4.3	9.3	-5.1	C	57.6	49.4	1.3	A	5.9	23.1	-17.2	D	89	1	31:1	C	2.25
Southeastern Oklahoma State University	5.5	9.3	-3.8	C	37.8	79.2	28.5	F	23.4	28.4	-6.0	B	133	1	133:1	F	1.25
Southwestern Oklahoma State University	4.8	9.3	-4.7	C	38.1	61.9	18.3	F	18.2	32.7	-14.4	D	188	2	84:1	F	0.75
University of Central Oklahoma	8.8	9.3	-0.5	B	60.0	40.0	3.7	B	37.2	37.4	-0.2	C	926	15	62:1	D	2.25
University of Oklahoma-McCombs Campus	4.6	9.3	-4.7	C	48.8	50.4	6.7	C	58.0	68.7	-10.7	C	835	11	34:1	C	2.00
University of Science and Arts of Oklahoma	3.5	9.3	-5.9	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				EQUITY INDEX
	BLACK STUDENTS %	BLACK TO 14 YEARS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER	BLACK FACULTY PER	RATIO	GRADE	
Eastern Oregon University	2.3	2.5	0.3	A	33.9	79.1	31.4	F	16.1	26.6	-10.5	C	48	1	48:1	C	2.00
Oregon Institute of Technology	1.3	2.5	-1.2	B	30.0	70.0	26.3	F	40.0	45.9	-5.9	B	30	0	0	F	1.50
Oregon State University	1.3	2.5	-1.1	B	38.9	61.1	17.4	F	43.4	61.1	-17.7	F	244	13	18:1	A	1.75
Portland State University	2.6	2.5	0.1	A	52.2	47.8	4.1	B	33.3	43.4	-10.2	C	494	25	20:1	A	2.25
Southern Oregon University	2.6	2.5	0.1	A	38.9	61.1	17.4	F	37.1	38.0	-0.9	C	30	0	0	F	1.50
University of Oregon	2.1	2.5	-0.4	B	46.5	53.5	9.8	D	60.6	69.7	-9.0	B	381	17	22:1	B	2.50
Western Oregon University	4.0	2.5	1.5	A	45.8	56.2	18.5	D	31.1	43.3	-12.3	C	182	3	34:1	D	2.00

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK W/OUT %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Bloomsburg University of Pennsylvania	8.7	14.2	-5.5	C	52.4	46.9	5.5	B	40.8	32.8	8.0	F	71.4	11	6.51	D	1.50
California University of Pennsylvania	13.7	14.2	-0.5	B	50.0	50.0	0.0	C	46.1	53.8	-11.7	C	832	22	29.11	B	2.50
Clarion University of Pennsylvania	7.7	14.2	-6.5	D	49.3	50.3	-1.0	C	34.6	50.7	-16.0	F	273	7	39.11	C	1.25
East Stroudsburg University of Pennsylvania	15.4	14.2	1.2	A	53.9	46.1	7.8	A	41.0	35.8	5.2	D	866	11	79.11	F	0.25
Edinboro University of Pennsylvania	7.4	14.2	-6.8	D	48.1	51.9	-3.8	C	32.4	48.3	-15.9	D	232	8	29.11	D	1.50
Indiana University of Pennsylvania	12.2	14.2	-2.0	B	54.8	45.2	9.6	A	32.6	53.4	-20.8	F	1212	20	61.11	D	2.00
Kutztown University of Pennsylvania	7.7	14.2	-6.5	D	43.3	57.5	-14.2	D	33.6	54.7	-21.1	F	159	15	10.11	C	1.50
Lock Haven University	8.7	14.2	-5.5	D	45.0	55.0	-10.0	D	32.9	48.3	-15.3	D	340	7	49.11	D	1.25
Mansfield University of Pennsylvania	10.4	14.2	-3.8	C	53.8	44.2	9.6	A	40.2	50.0	-9.8	C	189	1	19.11	F	0.50
Millersville University of Pennsylvania	8.4	14.2	-5.8	D	52.9	47.1	5.8	B	40.1	61.9	-21.8	F	495	17	29.11	B	1.75
Pennsylvania State University-Kidston	11.4	14.2	-2.8	B	60.0	40.0	20.0	B	32.0	47.6	-15.6	D	498	7	71.11	D	1.50
Pennsylvania State University-Altoona	7.4	14.2	-6.8	D	57.3	42.7	14.6	A	56.9	66.8	-9.9	C	246	3	82.11	F	1.75
Pennsylvania State University-Beaver	9.3	14.2	-4.9	C	52.2	46.8	5.4	B	35.2	44.5	-9.3	C	68	2	34.11	B	2.50
Pennsylvania State University-Berks	10.5	14.2	-3.7	C	49.1	50.9	-1.8	C	44.4	58.7	-14.3	D	265	1	26.11	F	1.25
Pennsylvania State University-Berks-Snyder	11.3	14.2	-2.9	B	51.1	48.9	2.2	B	34.3	48.1	-13.8	F	178	4	44.11	C	1.75
Pennsylvania State University-Life Behavioral	9.1	14.2	-5.1	F	58.9	41.1	17.8	A	36.7	67.7	-31.0	F	129	3	43.11	C	1.50
Pennsylvania State University-Fayette-Eberly	4.7	14.2	-9.5	D	37.7	40.3	-2.6	A	21.7	44.9	-23.2	F	26	0	0	F	1.25
Pennsylvania State University-Greater Allegheny	10.6	14.2	-3.6	A	54.0	46.0	8.0	A	27.3	41.3	-14.0	D	100	8	12.11	A	3.25
Pennsylvania State University-Harrisburg	9.9	14.2	-4.3	C	34.4	41.6	-7.2	A	64.8	63.7	1.1	A	373	10	38.11	C	3.00
Pennsylvania State University-Lehigh Valley	8.6	14.2	-5.6	D	48.9	51.1	-2.2	C	41.2	54.5	-13.3	D	45	0	0	F	1.00
Pennsylvania State University-New Kensington	8.2	14.2	-6.0	D	33.3	66.7	-33.4	F	36.0	51.1	-15.1	D	27	1	27.11	B	1.25
Pennsylvania State University-Schuylkill	18.8	14.2	4.6	A	54.7	45.3	9.4	A	43.0	43.1	-0.1	A	117	0	0	F	3.00
Pennsylvania State University-Schuylkill	9.8	14.2	-4.4	C	63.6	36.4	27.2	C	8.1	30.4	-22.3	F	22	0	0	F	1.00
Pennsylvania State University-University Park	4.1	14.2	-10.1	D	56.0	44.0	12.0	A	63.4	85.5	-22.1	D	1845	105	16.11	A	2.50
Pennsylvania State University-Wilkes-Barre	4.3	14.2	-9.9	D	37.8	71.9	-34.1	F	51.9	49.8	2.1	A	16	4	4.11	A	2.25
Pennsylvania State University-Worthington Scranton	3.0	14.2	-11.2	F	52.0	48.0	4.0	B	30.0	43.4	-13.4	F	25	1	25.11	B	1.50
Pennsylvania State University-York	6.8	14.2	-7.4	D	52.7	47.3	5.4	B	39.0	48.7	-9.7	C	51	1	51.11	D	1.75
Shippensburg University of Pennsylvania	11.3	14.2	-2.9	C	49.8	50.2	-0.4	C	37.7	55.8	-18.0	F	626	19	42.11	C	1.50
Slippery Rock University of Pennsylvania	5.4	14.2	-8.8	D	33.0	47.0	-14.0	D	31.7	48.8	-17.1	D	383	8	48.11	D	1.50
Temple University	11.8	14.2	-2.4	B	64.5	35.5	29.0	C	64.3	68.2	-3.9	B	3090	117	26.11	B	2.75
University of Pittsburgh-Bruinford	12.4	14.2	-1.8	B	44.2	55.8	-11.6	D	48.7	40.9	7.8	A	181	3	60.11	D	1.25
University of Pittsburgh-Greensburg	6.0	14.2	-8.2	D	62.8	37.2	25.6	C	47.2	53.0	-5.8	B	86	3	28.11	B	2.25
University of Pittsburgh-Johnstown	4.0	14.2	-10.2	D	50.0	44.0	6.0	A	30.3	33.4	-3.1	F	109	2	54.11	D	1.50
University of Pittsburgh-Pittsburgh Campus	5.1	14.2	-9.1	D	57.2	42.8	14.4	A	70.7	81.3	-10.6	C	925	106	9.11	A	2.75
West Chester University of Pennsylvania	10.6	14.2	-3.6	C	62.5	37.5	25.0	C	51.8	69.8	-17.9	F	1353	14	40.11	C	1.50

PENNSYLVANIA
Statewide Equity Index Score
1.89



RHODE ISLAND
Statewide Equity Index Score
2.00

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK W/OUT %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Rhode Island College	8.3	7.8	0.7	A	44.6	33.4	11.2	C	32.3	44.2	-11.9	C	47.4	8	5.91	F	1.50
University of Rhode Island	5.1	7.8	-2.7	C	48.4	51.6	-3.2	C	48.9	62.1	-13.2	D	888	20	34.11	B	2.00

SOUTH CAROLINA
Statewide Equity Index Score
1.78

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK W/OUT %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Clemson University	8.7	32.1	-23.4	F	48.3	31.7	16.6	C	68.1	61.7	6.4	D	1108	46	24.11	B	1.50
Coastal Carolina University	20.4	32.1	-11.7	F	46.5	53.5	-7.0	D	46.0	43.7	2.3	A	1798	21	86.11	F	1.25
College of Charleston	7.5	32.1	-24.6	F	68.9	31.1	37.8	D	61.8	67.1	-5.3	B	707	23	30.11	D	1.75
Francis Marion University	44.0	32.1	11.9	A	77.9	22.1	55.8	F	40.1	40.9	-0.8	A	1355	8	169.11	F	2.00
Lander University	28.9	32.1	-3.2	C	74.3	25.7	48.6	F	28.4	45.8	-17.4	B	736	2	369.11	F	1.25
University of South Carolina-Aiken	26.6	32.1	-5.5	C	71.7	28.3	43.4	D	40.6	41.6	-1.0	A	750	7	107.11	F	1.75
University of South Carolina-Boufford	39.3	32.1	7.2	D	79.2	20.8	58.4	D	22.2	34.9	-12.7	A	889	2	444.11	F	1.25
University of South Carolina-Columbia	8.8	32.1	-23.3	F	59.4	40.6	18.8	B	71.0	72.9	-1.9	A	2106	83	25.11	B	2.50
University of South Carolina-Upstate	30.6	32.1	-1.5	B	73.8	26.2	47.6	F	41.1	40.1	1.0	A	1348	24	56.11	D	2.00
Winthrop University	30.3	32.1	-1.8	B	71.0	29.0	42.0	D	56.7	55.1	1.6	A	1366	23	60.11	D	2.25

SOUTH DAKOTA
Statewide Equity Index Score
1.63

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK W/OUT %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS PER 100	BLACK FACULTY PER 100	RATIO	GRADE	EQUITY INDEX
Black Hills State University	1.3	2.4	-1.1	B	18.8	81.2	-62.4	F	30.8	33.7	-2.9	A	21	1	21.11	B	1.50
Dakota State University	3.5	2.4	1.1	A	8.8	91.2	-82.4	F	10.0	41.0	-31.0	F	45	0	0	F	1.00
Northern State University	1.8	2.4	-0.6	B	16.0	84.0	-68.0	F	15.0	49.1	-34.1	F	23	0	0	F	0.75
South Dakota School of Mines and Technology	1.7	2.4	-0.7	B	2.9	97.1	-94.2	F	33.3	49.1	-15.8	D	34	1	34.11	C	1.50
South Dakota State University	1.8	2.4	-0.6	B	26.1	73.9	-47.8	F	32.3	53.7	-21.4	F	122	6	20.11	A	1.75
University of South Dakota	3.8	2.4	1.4	A	29.0	71.0	-42.0	F	40.3	54.0	-13.7	D	138	8	17.11	A	2.25

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENT %	BLACK FAC %	% DIFFERENCE	GRADE	BLACK MEN %	BLACK WOMEN %	% DIFFERENCE	GRADE	BLACK GRAD RATE	GENERAL GRAD RATE	% DIFFERENCE	GRADE	BLACK STUDENTS / 1000	BLACK FACULTY / 1000	RATIO	GRADE	EQUITY INDEX
Austin State University	21.1	21.5	-0.3	B	60.8	23.1	4.5	B	30.2	28.5	-1.3	B	1473	25	58:1	D	2.50
East Tennessee State University	6.5	21.5	-15.0	F	34.9	45.1	1.4	A	24.6	41.9	-17.3	F	503	20	30:1	B	1.75
Middle Tennessee State University	22.2	21.5	0.7	A	22.3	27.5	6.2	C	42.6	44.5	-1.9	A	1533	61	25:1	D	2.75
Tennessee Technological University	4.0	21.5	-17.5	F	33.8	22.5	11.3	F	43.8	51.0	-7.2	B	337	13	26:1	B	1.50
University of Memphis	24.6	21.5	13.1	A	22.2	24.9	2.7	C	35.3	45.5	-10.2	C	4302	78	55:1	D	2.25
University of Tennessee-Chattanooga	10.4	21.5	-11.1	F	60.1	35.9	3.8	B	31.1	41.3	-10.1	C	593	32	29:1	B	2.00
University of Tennessee-Knoxville	6.7	21.5	-14.8	F	34.3	45.1	1.8	A	28.9	28.9	0.0	C	1396	16	87:1	B	2.15
University of Tennessee-Martin	14.0	21.5	-7.5	D	20.4	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

TEXAS
Statewide Equity Index Score

2.19

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENT %	BLACK FAC %	% DIFFERENCE	GRADE	BLACK MEN %	BLACK WOMEN %	% DIFFERENCE	GRADE	BLACK GRAD RATE	GENERAL GRAD RATE	% DIFFERENCE	GRADE	BLACK STUDENTS / 1000	BLACK FACULTY / 1000	RATIO	GRADE	EQUITY INDEX
Arapaho State University	9.1	13.5	-4.4	C	47.0	37.0	10.0	D	22.6	21.0	-10.4	C	431	5	90:1	F	1.25
Lamar University	22.1	13.5	8.6	A	22.3	37.7	6.0	C	22.7	33.0	-10.3	C	1780	25	69:1	D	2.25
Midwestern State University	14.7	13.5	1.2	A	24.5	45.5	1.8	A	31.3	43.4	-12.1	C	608	4	152:1	F	1.50
Sam Houston State University	19.3	13.5	5.8	A	25.6	34.4	8.8	D	47.0	50.9	-3.9	A	2202	32	69:1	F	2.25
Stephen F. Austin State University	13.3	13.5	-0.2	A	25.3	34.7	9.4	C	25.5	43.0	-17.5	B	1650	18	154:1	F	2.25
Southwest State University	10.5	13.5	-3.0	C	17.4	22.6	5.2	F	9.6	21.8	-12.2	C	144	3	48:1	D	1.25
Tarleton State University	7.8	13.5	-5.7	D	27.1	40.9	13.8	A	28.6	43.7	-15.1	D	272	11	25:1	D	1.75
Texas A&M International University	0.4	13.5	-13.1	F	16.7	23.3	6.6	F	36.8	42.4	-5.6	B	18	6	3:1	A	1.75
Texas A&M University-Central Texas	19.8	13.5	6.3	A	28.0	32.0	4.0	D	---	---	---	I	122	6	20:1	A	2.00
Texas A&M University-College Station	3.7	13.5	-10.3	D	54.5	45.5	9.0	A	27.6	28.4	-0.8	C	1454	102	14:1	A	2.75
Texas A&M University-Commerce	22.6	13.5	9.1	A	26.6	43.5	16.9	A	27.1	45.5	-18.4	B	1410	28	50:1	D	2.00
Texas A&M University-Corpus Christi	7.2	13.5	-6.3	D	27.4	42.6	15.2	A	26.2	37.4	-11.2	C	582	12	48:1	D	2.50
Texas A&M University-Kingsville	6.8	13.5	-6.7	D	28.0	42.0	14.0	F	18.8	32.2	-13.4	D	347	11	31:1	B	1.25
Texas A&M University-San Antonio	8.0	13.5	-5.5	C	24.7	45.3	20.6	A	---	---	---	I	190	8	24:1	B	2.00
Texas A&M University-Texarkana	14.8	13.5	1.3	A	27.1	28.8	1.7	D	21.1	26.8	-5.7	D	284	3	95:1	D	1.75
Texas State University	10.0	13.5	-3.5	C	27.7	42.3	14.6	A	24.1	24.8	-0.7	A	2211	35	63:1	F	2.50
Texas Tech University	2.3	13.5	-11.2	D	42.1	57.9	15.8	D	22.8	29.5	-6.7	B	1622	10	162:1	C	1.75
Texas Woman's University	21.2	13.5	7.7	A	23.8	2.2	21.6	---	33.3	41.1	-7.8	B	1478	23	64:1	D	2.25
University of Houston	10.6	13.5	-2.9	C	25.1	44.8	19.7	A	27.1	48.3	-21.2	C	2281	28	71:1	D	2.25
University of Houston-Clear Lake	7.7	13.5	-5.8	D	28.8	30.4	1.6	D	---	---	---	I	207	19	11:1	A	2.00
University of Houston-Coonham	12.7	13.5	-0.8	A	22.8	37.2	14.4	C	11.6	15.2	-3.6	A	1184	24	50:1	C	2.00
University of Houston-Victoria	17.3	13.5	3.8	A	27.5	42.5	15.0	A	27	17.8	-9.2	B	275	1	275:1	F	2.75
University of North Texas	32.0	13.5	18.5	A	27.3	42.7	15.4	A	47.8	50.9	-3.1	A	3327	34	61:1	D	2.00
University of North Texas at Dallas	28.5	13.5	15.0	A	28.5	31.5	3.0	D	27.3	32.6	-5.3	B	291	11	26:1	C	2.50
University of Texas at Arlington	19.9	13.5	6.4	A	22.1	37.8	15.7	B	27.2	44.4	-17.2	B	2133	21	101:1	F	2.25
University of Texas at Austin	4.2	13.5	-9.3	D	22.0	37.0	15.0	C	28.2	20.2	-8.0	C	1358	28	48:1	A	2.25
University of Texas at Dallas	3.8	13.5	-9.7	D	47.6	27.4	20.2	C	22.4	26.8	-4.4	D	726	12	60:1	C	1.50
University of Texas at El Paso	2.6	13.5	-10.9	F	42.0	28.0	14.0	D	23.9	39.0	-15.1	D	245	10	24:1	A	1.50
University of Texas at San Antonio	2.9	13.5	-10.6	F	24.6	41.4	16.8	A	28.4	21.8	6.6	A	1270	12	106:1	D	2.25
University of Texas at Tyler	2.2	13.5	-11.3	F	22.2	37.6	15.4	B	26.4	42.2	-15.8	A	442	16	28:1	B	2.00
University of Texas of the Permian Basin	2.3	13.5	-11.2	F	27.0	23.0	4.0	F	25.3	22.4	2.9	B	119	3	40:1	C	1.50
University of Texas Rio Grande Valley	0.5	13.5	-13.0	F	43.9	24.1	19.8	D	24.3	40.5	-16.2	B	98	27	4:1	A	2.00
West Texas A&M University	3.3	13.5	-10.2	D	40.6	29.5	11.1	D	22.4	41.1	-18.7	F	220	3	100:1	F	0.50

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				
	BLACK STUDENTS %	BLACK IN 21 YR-OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 21%	BLACK FACULTY 21%	RATIO	GRADE	EQUITY INDEX
Southern Utah University	2.8	1.2	1.0	A	28.1	41.9	18.3	F	32.9	36.2	-3.3	B	126	0	0	F	1.75
University of Utah	1.3	1.2	0.1	A	45.6	53.4	8.7	D	59.3	63.0	-3.7	A	223	16	12:1	A	3.25
Utah State University	0.9	1.2	-0.3	B	40.8	53.2	12.5	D	39.8	46.5	-6.9	B	152	6	13:1	B	2.50
Utah Valley University	0.9	1.2	-0.4	B	40.4	59.6	19.9	D	16.3	25.7	-9.3	C	146	6	24:1	B	2.25
Weber State University	2.0	1.2	0.7	A	33.1	61.8	19.2	F	19.8	27.8	-7.4	F	238	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 IN 21 YR-OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 21%	BLACK FACULTY 21%	RATIO	GRADE	EQUITY INDEX
Castleton University	1.8	2.3	-0.6	B	15.1	27.9	12.8	F	58.2	46.9	10.4	A	31	1	31:1	B	2.50
Johnson State College	4.3	2.3	2.0	A	14.3	43.8	29.1	F	35.3	35.2	-1.8	A	38	0	0	F	2.00
Lyndon State College	3.2	2.3	0.9	A	15.4	60.6	36.9	F	23.7	35.9	-12.0	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 IN 21 YR-OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 21%	BLACK FACULTY 21%	RATIO	GRADE	EQUITY INDEX
Christopher Newport University	2.6	18.3	-14.6	F	50.1	49.9	0.2	C	62.8	69.4	-6.6	B	371	13	31:1	B	2.00
College of William and Mary	7.1	22.3	-15.2	F	61.3	26.7	7.0	C	67.1	90.5	-23.4	A	439	33	13:1	A	2.50
George Mason University	10.9	22.3	-11.4	F	60.3	39.7	4.0	B	68.3	84.3	-16.0	A	2049	59	34:1	C	1.50
James Madison University	4.6	22.3	-17.7	F	58.9	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	8.9	C	56.1	65.2	-9.1	B	333	5	71:1	D	1.00
Old Dominion University	21.1	22.3	-0.6	A	60.1	39.9	3.8	B	50.3	51.6	-0.7	A	4763	51	93:1	F	0.75
Radford University	15.1	22.3	-7.0	D	37.9	42.1	1.0	A	33.9	58.7	-24.8	B	1239	15	82:1	F	1.00
University of Mary Washington	6.9	22.3	-15.4	F	55.8	44.4	0.7	A	62.7	72.1	-9.4	C	906	9	101:1	B	2.25
University of Virginia	6.5	22.3	-15.8	F	58.8	40.8	3.5	B	67.1	92.7	-25.6	B	985	81	12:1	A	2.50
University of Virginia College at Wise	11.3	22.3	-10.9	F	24.1	75.9	38.2	F	29.9	41.8	-11.7	C	145	3	48:1	D	0.75
Virginia Commonwealth University	18.1	22.3	-4.2	C	67.0	33.0	10.7	D	59.3	58.9	-0.4	A	3823	109	35:1	C	1.50
Virginia Polytechnic Institute and State University	4.0	22.3	-18.3	F	41.4	58.5	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 IN 21 YR-OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 21%	BLACK FACULTY 21%	RATIO	GRADE	EQUITY INDEX
Central Washington University	3.3	4.5	-1.0	B	43.2	36.8	13.1	D	37.4	31.2	6.2	D	329	10	33:1	C	1.75
Eastern Washington University	3.6	4.5	-0.9	B	47.1	52.9	8.2	D	30.6	45.9	-15.3	D	140	12	28:1	B	2.00
The Evergreen State College	3.3	4.5	-0.6	A	34.0	48.0	3.3	A	48.6	33.8	14.8	B	176	0	0	F	1.75
University of Washington-Bothell Campus	6.4	4.5	1.9	A	56.0	45.0	1.8	A	65.9	67.9	-2.0	A	282	4	71:1	D	1.25
University of Washington-Seattle Campus	2.6	4.5	-1.9	B	55.0	49.0	1.3	A	74.8	85.4	-10.6	C	737	38	13:1	A	3.25
University of Washington-Tacoma Campus	7.3	4.5	2.8	A	55.8	44.2	0.5	A	47.5	57.1	-9.6	C	274	6	46:1	C	1.00
Washington State University	3.4	4.5	-1.1	B	50.8	49.2	6.5	B	55.2	65.8	-10.6	C	728	11	66:1	D	0.55
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 IN 21 YR-OLDS %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 21%	BLACK FACULTY 21%	RATIO	GRADE	EQUITY INDEX
Concord University	6.6	5.2	1.4	A	33.0	43.0	21.3	F	17.8	15.6	2.2	F	233	1	133:1	F	1.00
Fairmont State University	5.9	5.2	0.6	A	29.6	70.2	26.5	F	25.5	31.0	-5.6	B	101	3	34:1	D	2.00
Glenville State College	11.8	5.2	6.5	A	20.7	79.3	35.6	F	13.8	31.7	-17.9	F	145	0	0	F	1.00
Marshall University	6.8	5.2	1.7	A	47.5	58.5	8.8	C	37.5	44.8	-7.3	B	547	21	26:1	B	3.00
Shepherd University	8.1	5.2	2.9	A	42.9	67.1	15.4	D	31.9	43.2	-11.2	C	319	4	55:1	D	0.50
West Liberty University	2.7	5.2	-2.5	B	26.5	73.5	29.8	F	20.5	48.0	-27.5	F	49	0	0	F	0.75
West Virginia University	4.8	5.2	-0.4	B	36.5	63.5	10.9	F	41.8	56.9	-15.2	D	381	38	17:1	A	2.00
West Virginia University Institute of Technology	0.1	5.2	-5.1	A	44.3	55.7	12.0	D	3.9	20.0	-16.1	D	78	2	40:1	C	2.00

COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				EQUITY INDEX
	BLACK STUDENTS %	BLACK IS 21 %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS %	BLACK FACULTY %	RATIO	GRADE	
University of Wisconsin-Eau Claire	0.8	8.2	-7.3	D	24.5	63.5	21.6	F	81.3	66.9	-1.6	A	84	10	8:1	A	2.22
University of Wisconsin-Green Bay	1.6	8.2	-6.7	D	34.4	66.6	21.9	F	40.5	47.9	-7.3	B	64	3	21:1	B	1.73
University of Wisconsin-La Crosse	0.8	8.5	-7.4	D	30.7	60.3	16.6	F	47.1	67.9	-20.8	F	73	8	9:1	A	1.93
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	589	87	6:1	A	2.75
University of Wisconsin-Milwaukee	7.4	8.3	-0.8	B	62.5	37.5	6.3	C	30.5	41.5	-21.0	F	1294	47	28:1	B	2.00
University of Wisconsin-Oshkosh	2.6	8.2	-5.6	C	50.7	49.3	5.6	B	24.3	58.8	-28.5	F	215	7	31:1	B	2.60
University of Wisconsin-Parkeesh	6.6	8.2	0.4	A	56.3	43.7	0.0	A	15.5	29.3	-14.0	D	278	7	40:1	C	2.71
University of Wisconsin-Platteville	1.1	8.2	-7.1	D	36.7	63.3	19.5	F	14.2	52.5	-39.3	F	79	15	5:1	A	1.95
University of Wisconsin-River Falls	1.8	8.3	-6.7	D	43.1	57.9	14.2	D	28.4	34.2	-25.8	F	75	3	25:1	B	1.18
University of Wisconsin-Stevens Point	2.6	8.2	-5.8	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	8.3	-6.3	D	30.3	69.7	28.0	F	32.0	54.7	-22.7	F	132	3	44:1	C	0.72
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-Wausau	4.1	8.3	-4.2	C	46.1	58.9	10.2	D	59.6	57.4	-27.8	F	410	17	24:1	B	1.10

WISCONSIN

Statewide Equity Index Score
1.69



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY				GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO				EQUITY INDEX
	BLACK STUDENTS %	BLACK IS 21 %	% DIFFERENCE	GRADE	BLACK WOMEN %	BLACK MEN %	WOMEN'S DIFFERENCE	GRADE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS %	BLACK FACULTY %	RATIO	GRADE	
University of Wyoming	1.3	2.1	-0.9	D	28.1	71.9	29.3	F	31.3	54.7	-21.4	F	96	8	12:1	A	1.73

WYOMING

Statewide Equity Index Score
1.75



RECOMMENDATIONS

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

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

ACHIEVING EQUITY ACROSS THE FOUR INDICATORS

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

Faculty members and leaders at campus and system levels must spend time learning how to actually achieve racial equity. Our research at the USC Race and Equity Center makes painfully clear that most people who work in higher education never learned much, if anything at all, about how to address racism or strategically achieve racial equity. Since those who are supposed to fix racial inequities on campuses were not taught how to do so, it is no surprise that widespread inequity continually persists. The USC Equity Institutes, our eight-week professional learning series, is one response to this problem. In addition to facilitating

eight 90-minute modules for 20 leaders at an institution, we also coach teams as they create strategic plans for the design, implementation, resourcing, assessment, accountability, communication, and sustainability of four racial equity projects. We believe it hard to achieve equity for Black undergraduates at public colleges and universities without this level of commitment to professional learning and strategic organizational change.

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

INCREASING BLACK UNDERGRADUATE STUDENT ENROLLMENTS

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

State legislators and public postsecondary system executives must invest more resources into programs that specifically prepare Black students for college admission and success. Prep programs for low-income, first generation, and underrepresented students are oftentimes not specific enough. Consequently, too few Black students directly benefit from them. Legislators and public system executives who wish to align Black student enrollments with Black representation in the state's population should make money available to create

new partnerships, to establish college access programs specifically for Black students, and to increase admission officers' travel budgets to more high schools across the state with the explicit goal of enrolling more Black state residents. Haphazardly awarding such funds would be irresponsible. Instead, public institutions must be required to submit Black student recruitment plans that include goals, strategies, and metrics. In addition, state system offices should launch systemwide campaigns to specifically increase Black undergraduate enrollments.

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

resource below in the Black faculty recruitment and retention section that would also help diversify admission offices.

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

**RECOMMENDATIONS
(CONTINUED)**

ENSURING GENDER EQUITY IN AND BEYOND ENROLLMENT

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

On campuses where Black undergraduate women considerably outnumber Black undergraduate men, or vice versa, we recommend creating gender-specific outreach and enrollment strategies. Together, specificity and strategy can help achieve gender balance. Systemwide Black male initiatives, recruitment plans aimed at enrolling more Black men who are not student-athletes, and campus resource centers and student organizations aimed at improving academic success for Black undergraduate men are all fine with us – so long as institutions also commit energy and resources to understanding and meeting Black women's

gender-specific needs. Just because Black women perform better on equity indicators such as the four used in this study does not mean there are not other inequities that specifically disadvantage them. We suggest conducting qualitative studies on Black women's and men's uniquely gendered experiences, as well as disaggregating quantitative data by race and gender. Analyzing Black women's educational outcomes in comparison to women from other racial/ethnic groups, as opposed to always using Black men as their comparison, would also reveal particular racial inequities.

GRADUATING BLACK STUDENTS AT HIGHER RATES

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

for federal policymakers. Giving institutions the resources they need to strategically address longstanding racial inequities must be among state and federal policymakers' highest priorities.

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

RECRUITING AND RETAINING

FULL-TIME BLACK FACULTY MEMBERS

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

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

The USC Race and Equity Center will soon launch PRISM, a professional networking and racial equity recruitment resource for colleges and 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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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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Adopted:

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

AS-__-18

RESOLUTION TO MODIFY THE *BYLAWS OF THE ACADEMIC SENATE*

- 1 WHEREAS, The consent agenda is a tool for increasing the efficiency of meetings;
2 and
3
4 WHEREAS, The consent agenda is a procedure where a group of items are
5 approved in a single motion without discussion; therefore be it
6
7 RESOLVED: That the *Bylaws of the Academic Senate* be modified as shown on the
8 attached copy.

Proposed by: Academic Senate Executive Committee
Date: August 21, 2018

ADDITION to Bylaws of the Academic Senate

Section V. MEETINGS

E. CONSENT AGENDA

Items appearing on the Consent Agenda are expected to be routine and noncontroversial. Common uses include, but are not limited to, modifications to departments, courses, programs, degrees; new courses; and editorial revisions to personnel policies. (New departments, programs and degrees must include a resolution and follow the regular approval path for resolutions.)

Any item on the Consent Agenda may be moved to the regular agenda at the request of a Senator within the allowed time. If an item is so moved, it shall be placed on the Business Items of the agenda as a First Reading item. Certain Consent Agenda Items, such as recommendations from the Curriculum Committee or Faculty Affairs Committee, may require special procedures.

Debate is not allowed on any item on the Consent Agenda, but questions for clarification are permitted.

Items not removed shall be approved by general consent without debate.

Adopted:

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

AS-__-18

**RESOLUTION TO MODIFY SECTION V. MEETINGS OF THE *BYLAWS OF THE
ACADEMIC SENATE***

Impact on Existing Policy:ⁱ None.

1 WHEREAS, The Bylaws of the Academic Senate indicate that attachments are not
2 amendable; therefore be it

3
4 RESOLVED: That the *Bylaws of the Academic Senate* be modified as shown below:

5
6 SECTION V. MEETINGS

7 D. FIRST AND SECOND READINGS

8 Second reading: the motion to adopt a resolution must be moved
9 and seconded before debate ensues. It then belongs to the body
10 and may be amended. Documents attached to a resolution are not
11 amendable, and cannot be removed or added to a resolution.

12 Voting on substantive resolutions shall take place only after a
13 second reading of the resolution at a meeting subsequent to the
14 meeting at which it was first introduced, except that the
15 Academic Senate, by two-thirds vote of the senators present,
16 may waive this requirement. After the motion has been moved
17 and seconded, amendments may be presented for action by the
18 Senate.

Proposed by: Academic Senate Executive Committee
Date: October 24, 2018

ⁱ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.