

Chair Derek W. Frisby's Opening Statement
Forrest Hall Renaming Task Force
Nov. 12, 2015

Thank you, Dr. McPhee. I am honored to chair this committee comprised of MTSU community members who exemplify our TrueBlue core values.

"With malice toward none, and charity for all." These words from President Abraham Lincoln's second inaugural address encapsulated the President's consistent plea for a rapid reconciliation after the Civil War. Even during the darkest days of the war, Lincoln never wavered in this desire. Unfortunately a few weeks later, an assassin murdered Lincoln seeking to change history's verdict, a verdict hard won on many bloody battlefields including those just a few blocks away from this campus. In that one instant, a single bullet undid Lincoln's carefully laid plans for a peaceful reconciliation, unleashing a torrent of radicalism, vengeance, and violence throughout our country in stark contrast to the fallen president's wishes.

So, we convene here today still struggling with the legacy of the American Civil War. We are not the first culture, community, or campus to struggle with such a legacy, and sadly, I predict will not be the last. Yet, as deceptively trivial as some might believe a building's name might seem, this debate highlights our ongoing quest for civil rights, academic freedom, the right of free speech, the role of history and memory, and respect for our servicemen and women. And I believe that it is this last item that makes MTSU's situation exceptional. Unlike other building renaming discussions in North Carolina or Colorado, where the namesakes were honored explicitly for their role in racist activities like the klan or Sand Creek Massacre, and where the buildings in question there were office or general classroom buildings, the building in question on our campus has always been home to the MTSU ROTC program. If it were a general purpose building, I believe that this would be a different debate; however, our situation is exceptional due to the nature of the building as it is the home of those who provide the very liberties that allow us to openly consider this matter. Especially as we celebrate veterans this week, we should recognize as we proceed in this process how fortunate we are to have these discussions without fear of retribution or retaliation because of these young men and women who serve us faithfully. Thousands of cadets have passed through those halls and have developed a sense of ownership and pride in the building and its name.

How did we get here? To the best of my knowledge today, this was the path. Our campus leaders determined in 1958 to name the recently constructed ROTC building, Nathan Bedford Forrest Hall. The stated reasons for choosing this name were clear and unequivocal: the former Confederate cavalryman's established military reputation that they believed represented skills necessary for effective leadership and military training in a Cold War era of armored maneuver warfare and asymmetrical conflict that bore resemblance to Forrest's own campaigns. Forrest Hall was intended for and contractually dedicated to the ROTC program alone, a program that included mandatory male participation until the 1970s. It has not been for general student use, except for the last few years as a temporary measure. Even as the campus in 1968 discontinued employing Forrest's physical image and

other Confederate iconography such as institution's mascot, logo, or unofficial theme song "Dixie," little consideration, if any, of renaming Forrest Hall appeared to take place concurrent with these other discussions. Why this failed to occur is unclear. Regardless, in the late 1980s, the last vestige of Confederate iconography on campus, a bronze medallion depicting Forrest that was part of the original building design plan in the early 1960s, was removed from the university center. Again, few if any questions appear to have been raised about retaining the name of Forrest Hall. In fact, quite the opposite occurred. Taking office shortly after the plaque was removed, the late Dr. James Walker, MTSU's first African-American president, fielded a deluge of complaints from students, alumni, and the community about the removal of Forrest's plaque. In his response, Walker particularly said that those concerned about this event as a move to "erase history" from the campus should note that the university still maintained (and by inference would continue to maintain) the centrally-located ROTC building, Forrest Hall. I have spoken to Dr. Walker's colleagues who served intimately with him at MTSU, and they have indicated that Dr. Walker expressed no concern whatsoever about maintaining the name. For him, it was a non-issue.

Yet, still here we are again, for the second time in a decade, discussing Forrest Hall. Once again both sides as radicalized as ever before, seemingly still oblivious to Lincoln's plea for reconciliation 150 years after the war's end. We have tried the radicalism approach before, it brought nothing but stalemate. Of course, the natural inclination of this panel would be to debate Forrest's military reputation and his attitude, or for that matter an entire generation's attitude toward freedmen of that period. I hope we don't fall into that trap for it is an often frustrating effort for most historians, and perhaps even more so, for a committee of this type.

I believe that the enormous energies directed on simply changing the building's name have detracted from the positive MTSU efforts in fostering diversity. Since integrating in a relatively peaceful manner in 1962, MTSU has become a leader in diversity programs and international education. The percentage of minority students on our campus exceeds the state average in community colleges and universities. The percentage of minority or non-white MTSU faculty is on par with the national average, and in terms of African-American faculty it actually exceeds the national average. We have dramatically expanded our efforts at global outreach and send more students to study abroad than ever before, and other nations are now sending their students to us. (attached documents)

But we should not rest on our laurels. Promoting diversity demands active engagement. Diversity is inclusive of other cultures and human experiences rather than seeking to judge or to demean them. Education encourages understanding and reconciliation. We should use this "great task remaining before us" to enhance not subtract from our campus community.

Therefore, as a starting point for our future discussion at our next meeting, I ask you to consider the following, we must do more than simply recommend a change or not, we must ensure the university commits to make even bolder initiatives in fostering a more diverse global community with new interdisciplinary degree programs, most notably in Africana Studies, Latino/Hispanic studies, and Asian studies, areas where we need to show greater improvement to meet national student demographic and academic trends, particularly

given the changing nature of our state's changing demographic landscape. We must continue our new Student Success programs by seeking out, recruiting, and most importantly, retaining more first generation, low income students of all backgrounds, as well as, seeking greater faculty and staff diversity.

As we make this journey together, I request that you reflect on Abraham Lincoln's desire for a resolution that embodies the spirit of "With Malice Toward None, and Charity for All." Act methodically and thoughtfully. Keep an open mind and have no predetermined opinions in place from the beginning. Whatever course we eventually take will require due deliberation and consultation with the key parties involved to refine and determine specific steps that we can recommend to Dr. McPhee. Few may remember the decision we make, but all will remember the process by which the decision was made. Unless it is conducted with openness and integrity, any decision will be tainted. The process is as much or more important than the decision itself.

I have been told by my colleagues that this task is a "no win scenario." Well, I don't believe in a "no win scenario," and I know we can accomplish our charge with honor. I look forward to working together in finding positive ways to resolve this matter and continue our institution's proud traditions of excellence.

FAST FACTS

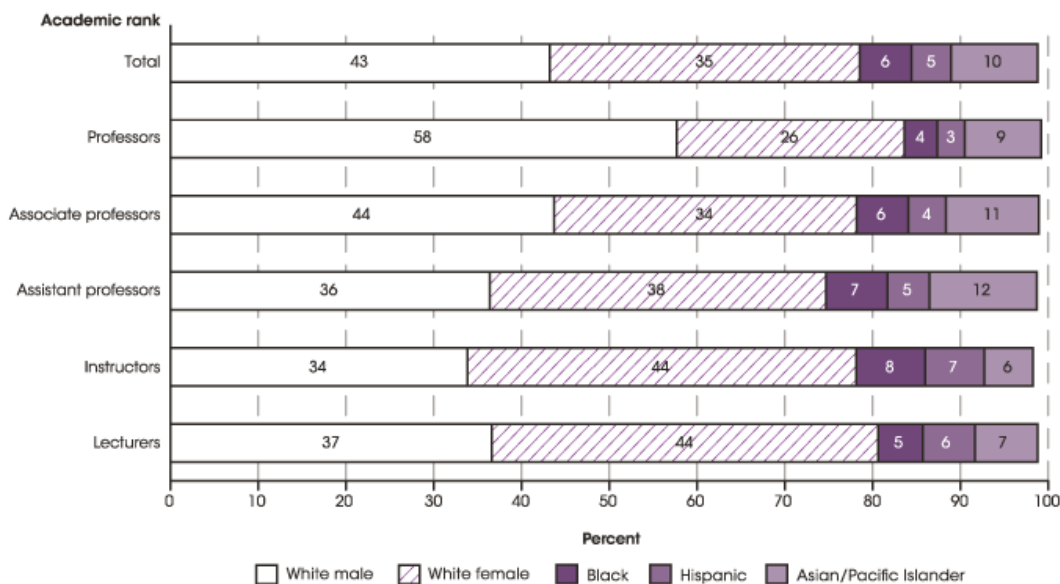
Race/ethnicity of college faculty

Question:
Do you have any information on the race/ethnicity of college and university faculty and staff?

Response:
In fall 2013, there were 1.5 million faculty in degree-granting postsecondary institutions: 51 percent were full-time and 49 percent were part-time. Faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors.

In fall 2013, of all full-time faculty in degree-granting postsecondary institutions, 79 percent were White (43 percent were White males and 35 percent were White females), 6 percent were Black, 5 percent were Hispanic, and 10 percent were Asian/Pacific Islander. Making up less than 1 percent each were full-time faculty who were American Indian/Alaska Native and of Two or more races. Among full-time professors, 84 percent were White (58 percent were White males and 26 percent were White females), 4 percent were Black, 3 percent were Hispanic, and 9 percent were Asian/Pacific Islander. Making up less than 1 percent each were professors who were American Indian/Alaska Native and of Two or more races.

Percentage distribution of full-time instructional faculty in degree-granting postsecondary institutions, by academic rank, selected race/ethnicity, and sex: Fall 2013



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Estimates are based on full-time faculty whose race/ethnicity was known. Detail may not sum to 100 percent because data on some racial/ethnic groups are not shown. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [Characteristics of Postsecondary Faculty](#).

Related Tables and Figures: (Listed by Release Date)

- [2015, Digest of Education Statistics 2014, Table 315.10. Number of faculty in degree-granting postsecondary institutions, by employment status, sex, control, and level of institution: Selected years, fall 1970 through fall 2013](#)
- [2015, Digest of Education Statistics 2014, Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2009, fall 2011, and fall 2013](#)
- [2015, Digest of Education Statistics 2014, Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2013-14](#)
- [2015, Digest of Education Statistics 2014, Table 316.20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, sex, and control and level of institution: Selected years, 1999-2000 through 2013-14](#)
- [2015, Digest of Education Statistics 2014, Table 316.80. Percentage of degree-granting postsecondary institutions w/ a tenure system and of full-time faculty with tenure at these institutions, by ctrl. & lvl. of institution and selected characteristics of faculty: Selected years, 1993-94 through 2013-14](#)

Other Resources: (Listed by Release Date)

- [2015, Integrated Postsecondary Education Data System \(IPEDS\): IPEDS is a system of surveys designed to collect data from all primary providers of postsecondary education.](#)

Table 1.12

Public Headcount by Race														
Fall 2014														
	Caucasian		African American		Hispanic		Multiracial		Other		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TBR Community Colleges														
Chattanooga State Community College	7,151	74.8%	1,509	15.8%	301	3.1%	184	1.9%	189	2.0%	223	2.3%	9,557	100%
Cleveland State Community College	2,849	80.7%	219	6.2%	116	3.3%	33	0.9%	64	1.8%	248	7.0%	3,529	100%
Columbia State Community College	4,307	82.3%	396	7.6%	209	4.0%	111	2.1%	80	1.5%	128	2.4%	5,231	100%
Dyersburg State Community College	2,171	75.8%	509	17.8%	74	2.6%	54	1.9%	31	1.1%	24	0.8%	2,863	100%
Jackson State Community College	3,725	75.6%	804	16.3%	87	1.8%	70	1.4%	58	1.2%	184	3.7%	4,928	100%
Motlow State Community College	3,803	79.3%	385	8.0%	199	4.2%	78	1.6%	115	2.4%	213	4.4%	4,793	100%
Nashville State Community College	5,801	57.7%	2,867	28.5%	528	5.3%	204	2.0%	419	4.2%	229	2.3%	10,048	100%
Northeast State Community College	5,252	89.5%	149	2.5%	114	1.9%	75	1.3%	48	0.8%	227	3.9%	5,865	100%
Pellissippi State Community College	8,534	83.3%	675	6.6%	350	3.4%	286	2.8%	306	3.0%	96	0.9%	10,247	100%
Roane State Community College	5,383	90.3%	147	2.5%	131	2.2%	90	1.5%	78	1.3%	133	2.2%	5,962	100%
Southwest Tennessee Community College	3,034	29.4%	6,212	60.1%	453	4.4%	178	1.7%	359	3.5%	97	0.9%	10,333	100%
Volunteer State Community College	6,148	80.1%	667	8.7%	306	4.0%	146	1.9%	130	1.7%	280	3.6%	7,677	100%
Walters State Community College	5,511	91.4%	134	2.2%	205	3.4%	79	1.3%	61	1.0%	41	0.7%	6,031	100%
TBR Community College Total	63,669	73.1%	14,673	16.9%	3,073	3.5%	1,588	1.8%	1,938	2.2%	2,123	2.4%	87,064	100%
TBR Universities														
Austin Peay State University	6,659	65.6%	1,924	19.0%	544	5.4%	388	3.8%	237	2.3%	401	3.9%	10,153	100%
East Tennessee State University	12,077	83.0%	945	6.5%	319	2.2%	238	1.6%	482	3.3%	490	3.4%	14,551	100%
Middle Tennessee State University	15,254	66.3%	4,539	19.7%	911	4.0%	492	2.1%	1,127	4.9%	683	3.0%	23,006	100%
Tennessee State University	2,282	25.1%	5,861	64.4%	152	1.7%	159	1.7%	383	4.2%	260	2.9%	9,097	100%
Tennessee Technological University	9,819	85.4%	454	3.9%	290	2.5%	167	1.5%	503	4.4%	265	2.3%	11,498	100%
University of Memphis	11,033	52.1%	7,225	34.1%	741	3.5%	453	2.1%	1,069	5.1%	640	3.0%	21,161	100%
TBR University Total	57,124	63.8%	20,948	23.4%	2,957	3.3%	1,897	2.1%	3,801	4.2%	2,739	3.1%	89,466	100%
UT Universities														
University of Tennessee, Chattanooga	8,731	75.1%	1,291	11.1%	328	2.8%	460	4.0%	369	3.2%	440	3.8%	11,619	100%
University of Tennessee, Knoxville	21,225	77.5%	1,880	6.9%	845	3.1%	544	2.0%	1,556	5.7%	1,332	4.9%	27,382	100%
University of Tennessee, Martin	5,501	78.3%	1,070	15.2%	138	2.0%	104	1.5%	91	1.3%	125	1.8%	7,029	100%
University of Tennessee, Medical Health Sci C	2,086	70.1%	360	12.1%	58	1.9%	18	0.6%	335	11.3%	120	4.0%	2,977	100%
UT University Total	37,543	76.6%	4,601	9.4%	1,369	2.8%	1,126	2.3%	2,351	4.8%	2,017	4.1%	49,007	100%
University Total	94,667	68.4%	25,549	18.5%	4,326	3.1%	3,023	2.2%	6,152	4.4%	4,756	3.4%	138,473	100%
Grand Total	158,336	70.2%	40,222	17.8%	7,399	3.3%	4,611	2.0%	8,090	3.6%	6,879	3.1%	225,537	100%

Source: THEC SIS

Notes: "Other" consists of Alaskan Native, American Indian, and Asian or Pacific Islander. "Multiracial" consists of any students that selected more than one race. If a student identified their ethnicity as Hispanic, they appear in the "Hispanic" column as well as the column for their race designation, pursuant to Department of Education reporting guidelines. Based on end of term data.

Faculty Profile - Fall 2014

Academic Department

	Ethnic Origin							Gender		Degree			Tenure			Rank					TOTAL
	O	I	B	H	W	T	X	M	F	D	M	O	TE	TT	NE*	Prof.	Assoc.	Asst.	Inst.	Lect.	
Basic and Applied Sciences																					
Aerospace	0	0	1	0	14	0	0	12	3	6	5	4	10	3	2	3	7	3	0	2	15
Agribusiness and Agriscience	1	0	0	0	14	0	0	9	6	14	1	0	9	1	5	5	6	1	1	2	15
Biology	0	0	2	1	38	0	3	31	13	42	2	0	33	7	4	25	8	7	1	3	44
Chemistry	6	0	2	0	22	0	0	19	11	29	0	1	22	5	3	15	9	3	1	2	30
Computer Science	7	0	0	0	6	0	0	6	7	12	1	0	9	3	1	8	1	3	0	1	13
Concrete Industry Management	2	0	0	0	3	0	0	4	1	3	2	0	3	0	2	1	3	1	0	0	5
Engineering Technology	4	0	1	0	12	0	0	14	3	14	3	0	12	3	2	8	6	3	0	0	17
Geosciences	2	0	0	1	9	1	1	9	5	10	4	0	7	3	4	4	3	3	0	4	14
Mathematical Sciences	11	0	3	0	29	0	0	26	17	34	8	1	27	7	9	17	11	6	1	8	43
Physics and Astronomy	0	0	1	0	13	0	1	11	4	13	2	0	8	1	6	6	2	2	2	3	15
TOTAL	33	0	10	2	160	1	5	141	70	177	28	6	140	33	38	92	56	32	6	25	211
Behavioral and Health Sciences																					
Criminal Justice Administration	0	0	1	0	9	0	0	9	1	10	0	0	5	3	2	3	2	3	0	2	10
Health and Human Performance	3	0	1	1	31	0	0	17	19	29	6	1	17	10	9	10	10	7	3	6	36
Human Sciences	1	0	0	1	16	0	0	1	17	11	7	0	10	3	5	7	3	3	0	5	18
Nursing	0	0	1	0	20	0	2	2	21	11	12	1	6	7	10	5	3	11	0	4	23
Psychology	2	1	2	0	38	1	0	27	17	41	3	0	34	2	8	22	10	4	0	8	44
Social Work	0	0	2	0	9	0	0	4	7	9	2	0	7	2	2	4	4	1	1	1	11
TOTAL	6	1	7	2	123	1	2	60	82	111	30	2	79	27	36	51	32	29	4	26	142
Business																					
Accounting	0	0	1	0	21	0	1	7	16	18	5	0	11	8	4	5	7	7	1	3	23
Business Comm and Entrepreneurship	0	0	2	0	12	0	0	7	7	13	1	0	11	2	1	8	4	1	0	1	14
Computer Information Systems	4	0	1	0	12	0	1	12	6	17	1	0	15	1	2	5	10	1	0	2	18
Economics and Finance	2	0	3	1	18	0	0	21	3	24	0	0	19	5	0	11	8	5	0	0	24
Management and Marketing	4	0	3	0	30	0	0	22	15	34	3	0	30	3	4	16	13	4	2	2	37
TOTAL	10	0	10	1	93	0	2	69	47	106	10	0	86	19	11	45	42	18	3	8	116
Education																					
Elementary and Special Education	1	0	1	1	19	0	1	7	16	22	1	0	13	9	1	5	8	9	0	1	23
Womack Educational Leadership	0	0	4	1	20	1	1	12	15	24	3	0	18	6	3	14	4	6	0	3	27
TOTAL	1	0	5	2	39	1	2	19	31	46	4	0	31	15	4	19	12	15	0	4	50
Liberal Arts																					
Art	1	0	3	0	17	0	4	8	17	5	20	0	10	7	8	3	7	7	0	8	25
English	1	0	3	1	72	2	1	41	39	56	24	2	44	3	33	32	12	3	0	33	80
Foreign Languages and Literatures	3	0	1	4	17	1	0	9	17	20	6	1	19	2	5	8	10	3	0	5	26
History	1	0	5	2	32	0	6	26	20	44	2	0	24	8	14	17	9	8	1	11	46
Music	2	0	4	1	23	0	3	23	10	23	9	1	23	6	4	18	7	4	0	4	33
Philosophy	0	0	1	0	7	0	1	6	3	9	0	0	7	2	0	4	3	2	0	0	9
Political Science	2	0	2	1	11	0	0	14	3	15	2	0	13	2	2	9	4	2	0	2	17
Sociology and Anthropology	1	0	1	0	17	0	0	12	7	18	1	0	16	1	2	11	6	1	0	1	19
Speech and Theatre	2	0	3	0	33	0	4	15	27	18	24	0	14	8	20	8	6	8	0	20	42
TOTAL	13	0	23	9	229	3	19	154	143	208	88	4	170	39	88	110	64	38	1	84	297
Mass Communication																					
Electronic Media Communication	0	0	1	1	16	1	1	14	6	6	13	1	11	7	2	8	3	7	0	2	20
Journalism	3	0	1	0	16	0	0	12	8	14	4	2	14	5	1	8	7	4	0	1	20
Recording Industry	0	0	3	1	24	0	1	21	8	11	17	1	18	10	1	13	6	9	0	1	29
TOTAL	3	0	5	2	56	1	2	47	22	31	34	4	43	22	4	29	16	20	0	4	69
University Studies	0	0	5	1	20	0	0	7	19	14	9	3	14	2	10	5	8	3	0	10	26
University Honors College	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	1	0	0	1
Walker Library	1	0	2	0	21	0	0	6	18	3	21	0	15	9	0	3	10	11	0	0	24
UNIVERSITY TOTAL	67	1	67	19	741	7	33	504	432	697	224	19	578	166	192	354	240	167	14	161	936

Ethnic Origin

O Asian
I American Indian
B Black of African American
H Hispanic
W White
T Two or More Races
X Not Specified

Gender

M Male
F Female

Degree

D Doctorate
M Masters
O Other degrees
includes Ed.S.

Tenure

TE Tenured
TT Non-Tenured on Track
NE Not Eligible for Tenure

Rank

Prof. Professor
Assoc. Associate Professor
Asst. Assistant Professor
Inst. Instructor
Lect. Lecturer

Excludes Military Science, post retirement and postdoctoral faculty; faculty on full reassignment, leave of absence, or sick leave.

*Not Eligible for Tenure (NE) includes temporary appointments along with clinical track, coordinator track, and research track appointments.



Search

- Topics**
Population, Economy
- Geography**
Maps, Products
- Library**
Infographics, Publications
- Data**
Tools, Developers
- Surveys/Programs**
Respond, Survey Data
- Newsroom**
News, Blogs
- About Us**
Our Research

State & County QuickFacts

Thank you for your feedback! The new delivers the following improvements: Search by zip code, improved table display, browse more data feature, download data, and more.

Tennessee

People QuickFacts	Tennessee	USA
Population, 2014 estimate	6,549,352	318,857,056
Population, 2010 (April 1) estimates base	6,346,275	308,758,105
Population, percent change - April 1, 2010 to July 1, 2014	3.2%	3.3%
Population, 2010	6,346,105	308,745,538
Persons under 5 years, percent, 2014	6.1%	6.2%
Persons under 18 years, percent, 2014	22.8%	23.1%
Persons 65 years and over, percent, 2014	15.1%	14.5%
Female persons, percent, 2014	51.3%	50.8%
White alone, percent, 2014 (a)	78.9%	77.4%
Black or African American alone, percent, 2014 (a)	17.1%	13.2%
American Indian and Alaska Native alone, percent, 2014 (a)	0.4%	1.2%
Asian alone, percent, 2014 (a)	1.7%	5.4%
Native Hawaiian and Other Pacific Islander alone, percent, 2014 (a)	0.1%	0.2%
Two or More Races, percent, 2014	1.7%	2.5%
Hispanic or Latino, percent, 2014 (b)	5.0%	17.4%
White alone, not Hispanic or Latino, percent, 2014	74.6%	62.1%
Living in same house 1 year & over, percent, 2009-2013	84.6%	84.9%
Foreign born persons, percent, 2009-2013	4.6%	12.9%
Language other than English spoken at home, pct age 5+, 2009-2013	6.6%	20.7%
High school graduate or higher, percent of persons age 25+, 2009-2013	84.4%	86.0%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	23.8%	28.8%
Veterans, 2009-2013	484,901	21,263,779
Mean travel time to work (minutes), workers age 16+, 2009-2013	24.3	25.5
Housing units, 2014	2,869,323	133,957,180
Homeownership rate, 2009-2013	67.8%	64.9%
Housing units in multi-unit structures, percent, 2009-2013	18.3%	26.0%
Median value of owner-occupied housing units, 2009-2013	\$139,200	\$176,700
Households, 2009-2013	2,475,195	115,610,216
Persons per household, 2009-2013	2.52	2.63
Per capita money income in past 12 months (2013 dollars), 2009-2013	\$24,409	\$28,155
Median household income, 2009-2013	\$44,298	\$53,046
Persons below poverty level, percent, 2009-2013	17.6%	15.4%
Business QuickFacts	Tennessee	USA
Private nonfarm establishments, 2013	130,819 ¹	7,488,353
Private nonfarm employment, 2013	2,394,068 ¹	118,266,253
Private nonfarm employment, percent change, 2012-2013	2.1% ¹	2.0%
Nonemployer establishments, 2013	470,330	23,005,620
Total number of firms, 2007	545,348	27,092,908
Black-owned firms, percent, 2007	8.4%	7.1%
American Indian- and Alaska Native-owned firms, percent, 2007	0.5%	0.9%
Asian-owned firms, percent, 2007	2.0%	5.7%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	0.1%	0.1%
Hispanic-owned firms, percent, 2007	1.6%	8.3%
Women-owned firms, percent, 2007	25.9%	28.8%
Manufacturers shipments, 2007 (\$1000)	140,447,760	5,319,456,312
Merchant wholesaler sales, 2007 (\$1000)	80,116,528	4,174,286,516
Retail sales, 2007 (\$1000)	77,547,291	3,917,663,456
Retail sales per capita, 2007	\$12,563	\$12,990
Accommodation and food services sales, 2007 (\$1000)	10,626,759	613,795,732
Building permits, 2014	27,632	1,046,363
Geography QuickFacts	Tennessee	USA
Land area in square miles, 2010	41,234.90	3,531,905.43
Persons per square mile, 2010	153.9	87.4
FIPS Code	47	

1: Includes data not distributed by county.

(a) Includes persons reporting only one race.
(b) Hispanics may be of any race, so also are included in applicable race categories.

D: Suppressed to avoid disclosure of confidential information
F: Fewer than 25 firms
FN: Footnote on this item for this area in place of data

NA: Not available
S: Suppressed; does not meet publication standards
X: Not applicable
Z: Value greater than zero but less than half unit of measure shown

Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits
Last Revised: Wednesday, 14-Oct-2015 10:53:57 EDT

- ABOUT US
- FIND DATA
- BUSINESS & INDUSTRY
- PEOPLE & HOUSEHOLDS
- SPECIAL TOPICS
- NEWSROOM