

In our July 2020 [letter](#), the School of Foreign Service Academic Council outlined steps the University should take to embody anti-racism as a core value in its admissions. We submit a formal petition with the support of the student body (signatories below) to make concerted efforts towards more equitable admissions practices.

1. We call for the removal of standardised test requirements from the admissions process, including the SAT, SAT Subject Tests, and the ACT, which heavily disadvantage and discriminate against non-white students and perpetuates systemic inequities.
  - a. Standardised tests like the SAT, the ACT, and the SAT Subject Tests have a history of racial bias and perpetuating inequality. They largely reflect socioeconomic statuses and the ability to hire tutors, spend time studying, attend preparatory programs, and other pre-exam factors more accessible to wealthy white students. They place an undue burden on students of colour and disproportionately hinder their applications.
  - b. A [long history](#) of research and [investigation clearly](#) demonstrates the various [issues](#) standardised tests cause and worsen. In fact, recent [research](#) has demonstrated that SAT/ACT scores are not the best predictors of college performance and correlate more strongly with demographics than intelligence.
  - c. We commend the Admissions Office for making this year test optional for the class of 2025 due to COVID-19. However, this change should be made permanent. This year has demonstrated that an admissions process that does not require standardised tests can still select excellent and worthy applicants for admission.
  - d. Many Jesuit universities already have enacted test-optional processes, including the College of the Holy Cross, Creighton University, Fairfield University, John Carroll University, Le Moyne College, Loyola University Maryland, Loyola University New Orleans, Marquette University, Regis University, Rockhurst University, Saint Joseph's University, Saint Louis University, Saint Peter's University, Santa Clara University, Seattle University, Spring Hill College, the University of Scranton, the University of San Francisco, and Xavier University. Over a thousand other institutions of higher education have similarly adopted such policies.
2. We call for the removal of legacy prioritization from the admissions process, as this reinforces existing biases against students of colour, low-income students, and first-generation students, among others while reproducing inequities based on socioeconomic status and race.
  - a. A student [petition](#) gathered the signatures of over 100 members of the faculty and staff and over 500 students and alumni. In it, the authors articulate the compelling argument against legacy prioritisation, which gives an unwarranted advantage to individuals from privileged backgrounds. As a practice originally devised to block the admission of Jewish and Catholic men into predominantly Protestant spaces, it has since evolved into a tool, unwitting or

otherwise, to prioritise privileged wealthy and white applicants over immigrants, applicants of colour, and low-income, first-generation students. Legacy prioritisation, as an unwanted byproduct, prioritises the former at the expense of the latter. It is a fundamentally racist and unfounded practice that fails to abide by our most fundamental Jesuit values.

- b. Almost all of our partner Jesuit higher education institutions do not mention legacy prioritisation in their application materials and many do not consider it in their processes. Many public universities already do not consider legacy status, nor do high-ranking universities like MIT, Oxford, CalTech, and Cambridge.
  - c. In January, Johns Hopkins University [announced](#) it had discontinued legacy prioritization more than a decade ago. Since then, Johns Hopkins has seen both a decrease in legacy admissions and an increase in Pell Grant eligible students.
  - d. The Center for American Progress has [found](#) that there is no correlation between alumni donorship and legacy prioritization in admissions.
3. We call for an expansion of recruitment efforts to more equitably target different regions of the United States and countries around the world, as the admissions process often unduly emphasises recruitment efforts in the Northeast and California.
  - a. A disproportionate number of applicants and students come from a small number of states like New York, New Jersey, and California, in a manner not fully explained by geographic density and state population sizes. The admissions office, for example, devotes a roughly commensurate amount of resources towards New Jersey alone, including a dedicated admissions officer, as it does towards entire swaths of the United States and other countries.
  - b. Areas like the South, the central states, and many regions of the globe have substantially less access to alumni, admissions staff, SFS and Georgetown representatives, and other resources that encourage students to apply and allow them to learn more about the University.
  - c. Increasing regional outreach will help drive more diverse recruitment efforts and applicants, and help make the admissions process more equitable and less dependent on geographic location for access to resources, aid, and advice. Existing SFS students from the South, Midwest, and urban locations can facilitate recruiting efforts in their home communities.
  - d. Given the importance of international students to our community, recruitment efforts should also, to the greatest extent possible, actively pursue students abroad to further enrich the diversity of our community and contribute critically to it.
4. We call for an expansion of efforts to reach students of colour throughout the country, especially in underrepresented states and communities, to encourage more diverse applicants to the SFS, by actively recruiting students of colour, providing mandatory bias training to faculty, staff, and students involved in admissions, and identifying alumni and students of colour to represent the SFS and serve as sources of information for potential students.
5. We call for a transition of the admissions application onto the Common Application. At present, the individual Georgetown application portal discourages high school students, especially those who are

unfamiliar with the application process, from applying to Georgetown. The Common Application makes applications more accessible to students by providing a singular space and format for applications while allowing universities to request specific information from applicants.

- a. The majority of Georgetown's peers and competitors are on the Common Application, including but not limited to: all eight Ivy League Schools, Stanford, Duke, and Northwestern.
- b. Maintaining a separate, less sophisticated, application portal makes it particularly difficult for first-generation and low-income students without specific knowledge of Georgetown's process to apply to Georgetown and the School of Foreign Service.

Student Signatures:	Faculty and Staff Signatures:
<ol style="list-style-type: none"> <li>1. London Diller, 2021</li> <li>2. Siddharth Muchhal, 2021</li> <li>3. Felipe Lobo Koerich, 2021</li> <li>4. Alana Hendy, 2021</li> <li>5. Satya Adabala, 2022</li> <li>6. Amber Broder, 2022</li> <li>7. Becky Choi, 2022</li> <li>8. Chae Park, 2022</li> <li>9. Alanna Pearson, 2022</li> <li>10. Iman Blackwell, 2023</li> <li>11. Elizabeth Lee, 2023</li> <li>12. Hannah Laibinis, 2023</li> <li>13. Adrian Ali-Caccamo, 2024</li> <li>14. Rachel Klein, 2024</li> <li>15. Brandon Wu, 2024</li> <li>16. Shevani Tewari, 2024</li> <li>17. Lauren D'Amico, 2024</li> <li>18. Hana Amdeta, 2023</li> <li>19. Justin Rich, 2022</li> <li>20. Ria Pradhan, 2023</li> <li>21. Caleb Yip, 2021</li> <li>22. Maydha Dhanuka, 2021</li> <li>23. Renato Llontop Calosi, 2024</li> <li>24. Varsha Menon, 2021</li> </ol>	<ol style="list-style-type: none"> <li>1. Kathleen R. McNamara, Professor, Government &amp; SFS</li> <li>2. Fida Adely, Associate Professor SFS</li> <li>3. Ananya Chakravarti, Associate Professor, History</li> <li>4. Dagomar Degroot, Associate Professor, History</li> <li>5. Mustafa Aksakal, Associate Professor, SFS &amp; History</li> <li>6. Amy Leonard, Associate Professor, Department of History</li> <li>7. Judith Tucker, Professor, Department of History</li> <li>8. Gregory Afinogenov, Assistant Professor, Department of History</li> <li>9. Meredith McKittrick, Associate Professor, SFS &amp; Department of History</li> <li>10. John Tutino, Professor, SFS and History</li> <li>11. Mike Amezcua, Assistant Professor, Department of History</li> <li>12. John McNeill, SFS and History</li> <li>13. Katherine Benton-Cohen, History</li> <li>14. Scott Taylor, Professor &amp; Vice Dean, SFS</li> <li>15. Sarah McNamer, Professor, Department of</li> </ol>

25. Andres R. Alfonso, 2024	English
26. Arushi Mehta, 2024	16. Patrick R. O'Malley, Professor, Department of English
27. Michael Skora, 2023	17. Kathryn D. Temple, Professor, Department of English
28. Masaraat Asif, 2023	18. Jennifer Natalya Fink, Professor, Department of English and Director, Disability Studies
29. Graham Hillmann, 2024	19. Michelle C. Wang, Associate Professor, Department of Art and Art History
30. Casey Wetherbee, 2021	20. Pamela Fox, Professor, Department of English
31. Isabella Weissman, 2021	21. Caetlin Benson-Allott, Provost's Distinguished Associate Professor, Department of English
32. Aditi Sridhar, 2024	22. Marwa Daoudy, Associate Professor, Center for Contemporary Arab Studies, SFS
33. Manahal Fazal, 2024	23. Amani Morrison, Assistant Professor, Department of English
34. Kavya Shah, 2024	24. Nathan K. Hensley, Associate Professor, Department of English
35. Ben Richmond, 2021	25. Ricardo Ortiz, Chair and Associate Professor, Department of English
36. Adam Shaham, 2022	26. Shiloh Krupar, Provost's Distinguished Associate Professor, SFS, Culture and Politics Program
37. Freddy Ludtke, 2021	27. Elliott Colla, Associate Professor, Department of Arabic and Islamic Studies
38. Dominic Gordon, 2024	28. Erick D. Langer, Professor, SFS & History
39. Henry Westerman, 2021	29. Theodora Danylevich, Adjunct Professor, Women's and Gender Studies, Disability Studies, Medical Humanities, Writing
40. Suria Gopal Crabtree, 2023	30. Amanda Phillips, Department of English
41. Alec Weiker, 2024	31. Joy Young, Department of English
42. Sydney Gilbert, 2023	32. Felicitas Opwis, Associate Professor, Department of Arabic and Islamic Studies
43. Joy Kang, 2024	33. Ellen Gorman, Lecturer, Department of English
44. James McGee, 2023	
45. Tyler Heggans, 2021	
46. Angelique Besnard, 2022	
47. Annie Taber, 2023	
48. Max Zhang, 2023	
49. Gillian Meyers, 2023	
50. Alexandria Leon 2023	
51. Libby McCoy, 2023	
52. Anna Kaganova. 2023	
53. Raphy Hupez, 2021	
54. Megha Kondapally	
55. Tina Yin, 2022	
56. Áine Crinion, 2022	
57. Nicolo Ferretti, 2021	
58. Grace Affleck, 2023	
59. Deborah Wey, 2024	
60. Rachel Kirichu, 2022	
61. Kate Barranco, 2023	
62. Matthew Smith '2022	

63. Matthew Failor, 2023	34. David Gewanter, Professor, English Dept.
64. Brooke Tanner, 2023	35. Emily Mendenhall, Provost's Distinguished Associate Professor, SFS, STIA
65. John Meiter, 2023	36. Arjun Shankar, Assistant Professor, SFS, CULP
66. Annaelle Lafontant, 2023	37. Howard R. Spendelow, Associate Professor, Department of History
67. Cassady Cundari, 2023	38. Niles Tomlinson, Department of English
68. Eric Clarke, 2023	39. Jeffrey Anderson, Professor in SFS/Government
69. Eric Bazail-Eimil, 2023	40. Mark Giordano, Professor, SFS
70. Eri Hayakawa, 2024	41. Ben Buchanan, Assistant Teaching Professor, SFS
71. Eva Sofia Esposito, 2024	42. Rochelle Davis, Associate Professor, SFS/Arab Studies
72. Al Castillo, 2022	43. Rebecca Patterson, Professor of the Practice, SFS
73. Carlos Asorey, 2021	44. C��il��n Parsons, Associate Professor, Department of English
74. Jonathon Marek, 2021	45. C. Christine Fair, Professor, SFS.
75. Christina Ruder, 2023	46. Diana Kim, Assistant Professor, SFS/Asian Studies
76. Olivia Johnson, 2024	47. Lahra Smith, Associate Professor, SFS/African Studies & Dept of Government
77. Neval Mulaomerovic, 2024	48. Anna Maria Mayda, Professor, SFS and Economics Department
78. Michael Skora, 2023	49. Abraham Newman, Professor, SFS and the Government Department
79. Arushi Mehta, 2024	50. James Millward, Professor, SFS and History Department
80. Thomas Connelly, 2021	51. Yuhki Tajima, Associate Professor, SFS/Asian Studies
81. Manushi Tanna, 2024	52. Katharine Donato, Professor, SFS, ISIM
82. Kate Toole, 2022	53. Marko Klasnja, Assistant Professor, SFS and Government Department
83. Michael Moonjely, 2021	54. Denise Brennan, Professor and Chair, Department of Anthropology
84. Sophia Copeland, 2024	55. Katrin Sieg, Professor and Director, BMW
85. Brennan George, 2023	
86. Briseyda Neri, 2022	
87. Samah Yagoub, 2023	
88. Mikey Young, 2023	
89. Alexandra Kim-Lee, 2024	
90. Gabriel Panuco-Mercado, 2023	
91. Jialan Deal, 2024	
92. Nirvana Khan, 2024	
93. Alex Morales, 2024	
94. Connor Coyle, 2024	
95. Mark Wilcox, 2021	
96. Josh Klein, 2022	
97. Anya Wahal, 2023	
98. Rita Alan, 2024	
99. Isadora Karathanos, 2024	
100. Deven Malone, 2022	

101. Grant Burroughs, 2022 102. Jacob Bernard, 2023 103. Katie Cooper, 2024 104. Ashley Vincenzo, 2024 105. Tristin Sam, 2023 106. Margaret Fouberg, 2022 107. Sarah Craig, 2023 108. Isabella Turilli, 2022 109. Andrea Ho, 2024 110. Jessica Duhon, 2022 111. Colton El-Habr, 2024 112. Michael Skora, 2023 113. Byeong Yun James Kim, 2021 114. Luka Pauwelyn, 2021 115. Lucas Nieman, 2024 116. Leo John Arnett, 2022 117. Isabelle Greenberg, 2024	Center for German and European Studies
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