Presidential Task Force for Addressing Black Students' Concerns

May 15, 2015

Executive Summary

The Task Force for Addressing Black Students' Concerns was charged on February 17, 2015, by the Office of the President to address the climate at the University of Miami. Late in the Fall 2014 semester, racial, inflammatory comments appeared on GPS location-based social media describing the student demonstrations in response to what has become known as the "BlackLivesMatter" peaceful protests. Comments recorded indicated that at some level there may be challenges to our unique university climate and a general lack of understanding about the benefits of a diverse community. Several undergraduate leaders initiated conversations with university administration, expressed their concerns, and requested an immediate response. President Shalala (in coordination with Dr. Thomas LeBlanc, Provost, and Dr. Patricia Whitely, Vice President for Student Affairs) created the Task Force charged with evaluating and assessing programs, resources, and the climate for Black students, faculty, and staff on campus. Although the Task Force activities are expressly focused on one community, the insights gained will emphasize what has been shown repeatedly with empirical research: that the inclusion of diverse perspectives and life experiences are essential to the basic tenets of an academic institution, which are to produce knowledge, develop cutting-edge solutions to a variety of intellectual and social problems, and prepare globally fluent individuals who can successfully achieve in an increasingly multicultural world.

The committee reviewed recent statistics with respect to representation of black students and faculty. The Task Force team conducted interviews with various offices including student enrollment, faculty affairs, student affairs, and campus security. The Task Force created and conducted a survey to understand the nature of the climate among all students. The Task Force team also reviewed best practices and procedures documents, where available, from the various offices, schools, and colleges. The committee investigated the current processes, procedures, and information technology support in this area to create an *as-is* workflow of the current state-of-the-practice.

The Task Force team worked diligently to synthesize all information into a set of actionable recommendations that should be addressed in AY16. The committee also generated a set of longer-term recommendations to share with future university leadership. While the high-level recommendations are summarized below, specific rationale and actions are discussed later in the report.

Mid-term Recommendations:

- Supporting our ambition as the premiere elite research institution that also leads the nation in campus diversity, including our Black student population, the University should focus on admitting and matriculating the largest percentage of Black students among our peer institutions (increasing from 8% currently to the 10% that leads the nation among our aspirational peers).

- Considering the benefits to climate, support our ambition to lead the nation in faculty diversity with respect to Black faculty by focusing on recruitment and retention practices. The Task Force recommends that the University develop a multi-year hiring strategy and retention plan that

recruits and retains faculty at a level where undergraduate students of all races and cultural backgrounds have the ability to engage with a Black faculty member during their four-year matriculation.

- Create an adequate organizational structure and corresponding facilities to enable an ongoing, on-campus environment for Black scholars (students, faculty, and staff) to meet and exchange ideas.

- Promote diversity programming (spanning all facets) within the academic units. The University should ensure that Deans monitor and report on diversity programming at a level consistent with the diversity of the underlying student body.

- Incorporate cultural humility and diversity training into the experience of all students, faculty, staff, and UMPD.

Actionable Recommendations (AY16):

- The University should create and commission an ongoing, university-wide, Diversity or Race Relations Council that reports to the Provost's office. The committee should have diverse representation from students, faculty, and relevant university offices (in collaboration with Ombudspersons, Faculty Senate Committee on Women and Minorities, Office of Workplace Equity and Performance). The Council should implement and annually monitor the Task Force's recommendations to ensure its success.

- To allow Multicultural Student Affairs (MSA) to play a more visible and substantial role in enhancing culture, MSA should have a direct (and more prominent) reporting structure—with an explicit focus on the advancement of the breadth of minority students *through a diversity lens*. MSA's budget should be increased to reflect this more directed and substantial role.

- Provide resources for a planning committee (Fall 2015) that develops specific tactical actions (perhaps a series of pilots) to occur in AY16 that enhance recruitment and yield programs with additional (high return-on-investments) initiatives.

The Task Force anticipates that the recommendations, in net effect, will elevate the importance of an inclusive environment here at the University of Miami. By focusing on climate in this way, the Task Force anticipates that students, faculty, or staff who might be knowingly or unknowingly inclined to engage in racial bias will be met with a system that counters such behavior. The recommendations will assist the University in becoming an institution even further distinguished by its attention to diversity.   Several recommendations ask for additional administrative units that will institutionalize the functions of monitoring and enhance the culture of the community on an ongoing basis.

The Task Force team consists of the following members:

Task Force Members (Chair: Vice Provost & Dean M. Brian Blake):

Ivann Anderson (Student Leader)
Matthew Barnes (Orientation & Commuter Student Involvement)
Amy Bowen (Human Resources)
Renee Dickens Callan (Multicultural Student Affairs)
Lisi Carreno (Human Resources)
Mischael Cetoute (Student Leader)
Charlton Copeland (Professor, Law)
Zanita Fenton (Faculty Senate, Professor, Law)
Rebecca Garcia (Student Leader)
Dr. Ricardo Hall (Dean of Students)
Braylond Howard (Student Leader)
Dr. David Ikard (Professor, English)
Dr. Laura Kohn-Wood (Professor, Education/Faculty Master)
Hülya Miclisse-Polat (Student Leader)
Dr. Michelle Maldonado (Professor, Religious Studies/Faculty Master)
Brian Malcolm (Student Leader)
Dr. Tywan Martin (Professor, Sports Management)
Ashley McBride (Student Leader)
Ellen McPhillip (Assistant Dean, Business School)
Dr. Bob Moore (Professor, Education, Faculty Master, Academic Ombudsman, & Office of the Provost (OAE))
Dr. Andrew Porter (Professor, Public Health)
Lawrence Rolle (Student Leader)
Dr. Stephen Symes (Miller School of Medicine, Professor)
Te'Quan Taylor (Student Leader)
Guerdiana Thelomar (Student Leader)
Dr. Monica Webb Hooper (Professor, Psychology/Faculty Associate Master)
David Wyman (Athletics and Academics)

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Task Force Charge and Committee

The overarching purpose of this Task Force was to evaluate and assess programs, resources, and the climate for Black students, faculty, and staff on campus. The Task Force was asked to convene prior to March 1, 2015, and produce a final report with recommendations by May 15, 2015. The report should contain actionable recommendations that the Office of the President might initiate prior to the change of leadership at the University. The Task Force to Address Black Students' Concerns was specifically charged to

- Assess the current climate for black students and recommend areas of improvement;
- Learn about our current practices regarding Black student enrollment, retention, and financial assistance and make recommendations for improvement;
- Explore the current resources for programming on diversity and inclusion and make suggestions for improvement;
- Recommend areas for enhancement regarding sensitivity/inclusivity training for faculty, staff, administration, and University of Miami Police Department (UMPD); and
- Explore and discuss our current efforts in the recruitment of faculty and staff.

The Task Force met initially on February 27, 2015. Given the aggressive timeline for the Task Force, the group was separated into five sub-teams with each addressing one of the five areas of charge. Each sub-team was empowered to conduct its own meetings with individuals relevant to their specific area. Each sub-team crafted tentative recommendations that would be discussed in the larger group meeting. *Sub-teams were expressly led by student leaders.* The separation of the Task Force into sub-teams is shown in Table 1. The larger group requested an initial set of information that was provided by the chair of the Task Force on March 29, 2015. The list of information is captured in Table 2. The Task Force team had six additional meetings as a large group, but sub-teams met more frequently at the discretion of the sub-team leads. The chair drafted the report and the recommendations based on discussions in each of the seven meetings while enhancing the document based on comments and concerns throughout the process. In the final two meetings (May 4 and May 12), a set of recommendations were crafted from previous drafts and, as a group, a final set of recommendations was devised. Most recommendations had a strong consensus from the group. When more detail was required for the entire group to be comfortable with a particular recommendation, the Task Force heavily weighed the sentiments of the student leaders. The report was finalized through discussions between the Task Force Chair and sub-team leaders (i.e., student leads).

Table 1. Sub-Team Groups.

Team 1: Assess the current climate for Black students and recommend areas for improvement.	Team 2: Learn about our current practices regarding Black student enrollment, retention, and financial assistance and make recommendations for improvement.	Team 3: Explore the current resources for programming on diversity and inclusion and make suggestions for improvement.
Chair: Ashley McBride	**Chair: Mischael Cetoute**	**Chair: Braylond Howard**
Michelle Maldonado Andrew Porter Laura Kohn-Wood Guerdiana Thelomar Renee Dickens Callan Hülya Miclisse-Polat	Ellen McPhillip Ricardo Hall Ivann Anderson Te'Quan Taylor Braylond Howard David Ikard	Matthew Barnes Renee Dickens Callan Bob Moore Te'Quan Taylor Lisi Carreno Participating students: Gabrielle Hand Christa Anderson
Team 4: Recommend areas for enhancement regarding sensitivity/inclusivity training for faculty, staff, administration and UMPD.	**Team 5: Explore and discuss our current efforts in the recruitment of faculty and staff.**	
Chair: Rebecca Garcia	**Chair: Ivann Anderson**	**(Intentionally blank)**
Tywan Martin David Wyman Tamara Morris Stephen Symes Amy Bowen Zanita Fenton	Monica Webb Hooper Charlton Copeland Brian Blake Lawrence Rolle Mischael Cetoute Brian Malcolm	

Table 2. Information Requested by the Task Force Team.

Quantitative Information:	Qualitative Information:
1. Enrollment of African-American Students by Program 2. Black Faculty by School and by Program 3. Black Faculty Application vs. Hires 4. Change in Student Demographics over time 5. Graduation Rate of Black Students by Program 6. Black student enrollment information (application vs. acceptance) 7. Enrollments in Africana Studies 8. List of Black Faculty/Administrators 9. Funding with respect to departments that support diversity (i.e., Office of Academic Enhancement, Multicultural Student Affairs, Africana Studies) 10. Data related to Black student financial need as it relates to recruitment and retention	1. Diversity Training throughout campus (who gets it) 2. Diversity Programming throughout campus and funding 3. Funding with respect to departments that support diversity 4. Diversity Recruitment Policies and Procedures

The Community for Black Students and Faculty

The University of Miami is perhaps the most diverse institution in the upper-echelon of research institutions in the country. This section is devoted to describing the current community and processes directed toward sustaining and enhancing diversity.

Overview

The University of Miami, a vibrant and diverse academic community, is a private, not-for-profit research university located on a beautiful campus in Coral Gables founded, relatively recently, in 1925. With over 13,000 full- and part-time faculty and staff, the University of Miami is the largest private research university in the southeastern United States and the only major private university in the state of Florida. The university currently comprises over 16,000 students (approximately 10,600 undergraduates and 5,700 graduate students) and more than 2,500 full-time faculty. The university's 12 colleges and schools, along with the Division of Continuing and International Education, offer 112 bachelor's programs, 97 master's programs, and 59 doctoral programs.

The University of Miami, by many measures, represents one of the great success stories of American private higher education. Over the past 15 years, the University of Miami has climbed the US News & World Report's prestigious "Best Colleges" rankings, ascending from 66th to 38th — currently, at 48th. Like its hometown, the University of Miami is an international, multilingual community and proud of its highly diverse student body. Latinos comprise approximately 26 percent of the student population, African-Americans represent 8 percent, and Asians are about 12 percent. The university has over 1,700 international students from more than 110 countries around the world, has built strong links to Europe, Asia, the Middle East, and Latin America, and offers a rich collection of international programs and affiliations.

Representation of Black Students

The University of Miami has long been recognized for its leadership in diversity including, but not limited to, the population of Black students[1]. Over the past four years, the number of Black undergraduate students has grown 9% at the same time the overall undergraduate student population has grown 11% (shown in Appendix A/Fact Book (Fall 2014) p. 54). This represents a 2% growth overall. Black graduate students have maintained at 4% as the overall graduate population has equivalently increased 4%. Over the past decade, the number of Black students enrolled at the university has fluctuated between 8 and 10%. This representation, while not always the highest among peer and aspirational institutions, compares favorably, on the surface, in the category of elite research-oriented universities (Appendix B). At 8%, the University of Miami was 3rd among a list of 30 aspirational peer schools, notably third behind Duke and Vanderbilt and tied with Emory University in Atlanta, GA).

The percentage of Black students also varies depending on the School/College (as shown in Appendix A/Fact Book (Fall 2014) p. 57). While, with respect to an 8% overall average, Education and Human Development (at 14%) and Nursing and Health Studies (at 16%) exceed the average, Architecture (at 6%), Business (at 5%), Frost School of Music (at 6%), Miller School of Medicine (at 7%), and Rosenstiel School (at 2%) all fall below the overall average. As previously mentioned, the Graduate School (at 4%) also falls below the overall average. It should be stated that the Task Force understands that some disciplines are traditionally less represented by Black students whereas lower percentages for a particular discipline is not an isolated phenomenon at the University of Miami.

The University of Miami is also committed to Division I sports. The Task Force was interested in understanding the integration of athletes within the Black student population. As of Fall 2014, of the roughly 1,237 Black students, 144 were recognized as athletes as represented in Table 1.

Table 1. Black Student Athletes by Type.

Athlete Status			
	Female	**Male**	**Grand Total**
Crew novice	2		2
Scholarship	28	73	101
Walk-on	27	13	40
Worker	1		1
Total	**58**	**86**	**144**

There are several signature student groups and university programs that represent the Black student population as listed below.

Africana Studies. The Program in Africana Studies (AAS) provides opportunities for students to learn about the experiences of people of African descent in North and South America, the Caribbean, and continental Africa. Courses are presently offered leading to a major or minor in Africana Studies. Currently, as of 2015,

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[1] For the purpose of this document Black students are represented by the body of students who self-identify as Black or African-American.

there are seven majors in the program. All students are encouraged to pursue these courses, even if they are not majors or minors, in order to achieve a balanced education in keeping with the stated goals of the University of Miami. Africana Studies focuses on helping students research, acquire, and disseminate information about the historical and social experiences of Africans and people of African descent on all sides of the Atlantic basin, but with special emphasis on the United States. The program facilitates students' understanding of the multi-cultural, multi-ethnic, globalized society of our time. The program also helps students think critically about the global black experience and prepare them for graduate work and professional careers.

Multicultural Student Affairs (MSA). The Office of Multicultural Student Affairs provides services and resources that support the academic mission of the institution. The office provides a supportive environment where individual growth and cultural expression is encouraged and academic excellence expected. The mission of the Office of Multicultural Student Affairs (MSA) is to provide leadership and advocacy for underrepresented and ethnically diverse students at the University of Miami. The office provides direction in developing programs and services that enhance the retention and successful matriculation of students, while supporting their personal and academic development. In addition, MSA supports the university in its ongoing efforts to maintain a multicultural campus community, which supports, values, and celebrates its diversity.

National Pan-Hellenic Council. The University of Miami has a healthy Black Greek community considering of Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Sigma Gamma Rho, and Zeta Phi Beta, all represented in the council. The National Pan-Hellenic Council has a purpose "to assist members and chapters in achieving their educational, social and cultural objectives. To maintain a high quality fraternity and sorority life style and inter-Greek organizational relationship. To serve as a forum to consider the mutual interest(s) of member organizations. To serve as a standard setting and implementing body for affiliate organizations in the areas of rushing and intake. To encourage member organizations to concern themselves with programs designed to help meet the need of the University and surrounding communities. To make legislative recommendations to member organizations and to act as the catalyst for those organizations on matters of interest to the University. To report to the University any disciplinary incidents involving member organizations. To form guidelines pertaining to its internal affairs. To compile a monthly calendar. To seek member organization compliance with the National Pan-Hellenic and the University of Miami rules and regulations."

Affinity-Based Organizations that Support Black Students (African Students Union; Bahamian Students Association; Black Female Development Circle, Inc.; Brothers Overcoming Negativity and Destruction (BOND); Caribbean Students Association; Future Black Communications Professionals; Hammond Butler Inspirational Choir; Minority Women in Medicine; Minority Association of Pre-Health Students; Multicultural Nursing Student Association; National Association of Black Accountants; National Society of Black Engineers; Organization for Jamaican Unity; Planet Kreyol- Haitian Student Organization; Pre-Law Division of Black Law Students Association; United Black Students (UBS); Yellow Rose Society). There are an array of organizations with geographical, disciplinary, and personal affinities in which Black students can participate. These organizations provide an additional community for Black students to express their unique cultures.

Woodson-Williams-Marshall Association (WWMA). The WWMA was started in 1973 by a small group of dedicated Black administrators and faculty concerned with issues faced by Black students and employees at the University of Miami. WWMA is named in honor of three outstanding contributors to the African-American experience: Carter G. Woodson, the father of Black History Month; Daniel H. Williams, the Black pioneer in the field of heart surgery; and Thurgood Marshall, the first African-American appointed to the United States Supreme Court. The organization's efforts include the development of strategies for the recruitment and retention of Black faculty and administrators. Members of WWMA also serve as resources for Black students at the University of Miami. WWMA sponsors several events throughout the year to promote academic excellence among students. Each spring semester WWMA sponsors academic scholarships that are awarded to students who have completed at least 60 credits and are entering their senior year at UM. Candidates must have a minimum GPA of 3.0, some demonstrated leadership abilities, and participation in extracurricular activities at the University. Qualified candidates are selected by the scholarship committee, and recipients are announced at the annual scholarship event.

Recruitment Practices and Outcomes for Black Students

There are a number of programs sponsored by the University of Miami that focus on the recruitment of Black students. Most recruitment efforts are overseen by the University's Office of Enrollment Management.

President's 100 (P100) – This is a signature program for Enrollment Management where undergraduate students perform a range of ambassadorial tasks for prospective applicants and newly admitted students. Twenty-one (21) of the 1400 P100s are Black. Approximately, 50 students (including the P100 students) are involved in hosting visitation weekends, scholarship interviews, and events for prospective freshmen.

Hammond Scholarships and other Financial Incentives - The Hammond Scholarship supports Black and underrepresented students. The program includes a full tuition scholarship program with consideration for Foote Fellow Honors program. In Fall 2013 and Fall 2014, 76% and 78%, respectively, of the awards were awarded to Black students. The Hammond Scholars also receive special academic mentoring programming. The Office of Undergraduate Admissions has historically provided a few travel scholarships for students, but is in the process of developing a plan to cover half of the airfare for students attending Harambee. Also, the Inner City Miami-Dade (7 schools) and Broward (4 schools) scholarship initiative targets the top five students at each school who are guaranteed admission and a minimum $24,000 scholarship. There are several ongoing fundraising/advancement efforts for additional scholarships for Black students.

Visitation Events - The Harambee campus visitation program focuses on Black and underrepresented students and is the only overnight program for admitted freshmen. In Fall 2013 and Fall 2014, 99% of the students who attended the program were Black. Members of the National Pan-Hellenic Council in addition to other Black student organizations engage the prospective students during their visit.

Admissions and Outreach - Admission officers are required to include highly diverse schools in their fall and spring recruitment schedules. A special connection has been developed with Miami Northwestern High School where the Office of Undergraduate Admissions hosts a dinner each fall inviting currently enrolled UM students (Miami Northwestern alums) and current Miami Northwestern juniors and seniors

interested in applying. Similarly, the Office of Undergraduate Admissions has developed a relationship with the Chicago Scholars, an organization that works with students from Chicago who are primarily first-generation college students and may come from low socio-economic backgrounds. Chicago Scholars provide mentoring and college admission counseling among other opportunities. The Office of Undergraduate Admissions representatives attend several programs throughout the year to recruit students through this organization. The Office of Undergraduate Admissions has also developed targeted recruitment programs via the Greenlight Project and A Better Chance, which targets high achieving underrepresented students.

For Fall 2014, the University of Miami had an overall acceptance rate of about 41.3%, although the acceptance rate for Black students was 27%. Matriculation for accepted students tracked closely to the overall average yield of all students. The Office of Enrollment Management discussed the lower acceptance rate in terms of admissions requirements and ensuring student success. The Black student first-year Fall-to-Fall retention rate has increased from 86.30% in Fall 2009 to 92.80% in Fall 2013. The Black student retention rate was higher in Fall 2013 than the overall retention rate of 92.68%. For the six-year graduation rate, the Black student 2008 cohort was 78.8% which was slightly lower than the overall rate of 81%. The five-year historical retention rates and graduation rates are shown in Table 2 and Table 3, respectively.

Table 2. Fall-to-Fall Retention Rate for Black Students and the Overall Population.

Cohort	Black Student Cohorts	Retention Rate (%)	Total Population Retention Rate	Retention Rate	Difference (+/-)
2009	153	86.30%	1905	89.70%	-3.40%
2010	136	90.40%	2106	90.90%	-0.50%
2011	135	89.60%	2139	91.40%	-1.80%
2012	186	87.10%	1987	91.30%	-4.20%
2013	181	92.80%	2114	92.68%	0.12%

Table 3. Black Student 6-year Graduation Rate.

Cohort	Black Student Grad Rate (%)	Total Population Graduation Rate (%)	Difference (+/-) (%)
2004	77.3	80.2	-2.9
2005	72.1	77.9	-5.8
2006	75.3	80.5	-5.2
2007	68.9	81.7	-12.8
2008	78.8	81	-2.2

An Investigation of the Student Climate: Results from the Task Force Survey

The Task Force devised, distributed, and reviewed the results from a student climate survey issued to all University of Miami students. The survey, included in Appendix D, contains over 800 responses from students across the campus. The Task Force discussed the results and incorporated the comments into their recommendations. As a basis for our recommendations, the Task Force set out to gauge the campus climate, particularly for black students, in terms of cultural competence and inclusivity. After nine days, the survey received more than 1,300 responses that shed some light on how students felt about these objectives and their experiences at UM. In order to focus our efforts on improving the campus climate for black students, we delineated the data in terms of respondents' race, which provided further basis for some of the recommendations. Appendix D has the full report and then the further delineated report by race. Questions 12, 19, 20, 21, 22 and 29 were particularly significant because they showed a disparity in white and black students' responses.

- *Question 12: I have felt that a professor has made assumptions about me because of my race/ethnicity.*
  On this question, 41% of black respondents responded yes, while 11% of white respondents responded yes, that they felt a professor has made assumptions about them because of their race/ethnicity.

- *Question 19: The administration of the University of Miami is responsive to reports of discrimination and harassment.*
  44% of black respondents either slightly or strongly disagreed with this statement, while only 19% of white students felt the same.

- *Question 20: I have witnessed racial/ethnic discrimination on campus within the last 12 months.*
  69% of black respondents agreed with this statement, compared with 31% of white respondents.

- *Question 21: I have experienced racial/ethnic discrimination on campus within the last 12 months.*
  49% of Black students responded that they have, while only 10% of white students felt the same.

- *Question 22: I feel that racial/ethnic inclusivity has been a priority of the administration at UM.*
  58% of Black respondents disagreed with this statement, while 24% of white students disagreed.

- *Question 29: How would you rate the overall racial/ethnic climate at UM?*
  42% of Black respondents rate the climate as very or somewhat welcoming, compared with 79% of white respondents who felt the same way.

While any instance of racism, cultural insensitivity, or discrimination against any individual is unacceptable, these highlighted questions show that of the students surveyed, Black students' responses reveal a measurably different experience at UM than that of other students. This survey provided more rationale for the Task Force's recommendations, particularly concerning cultural sensitivity training for UM faculty, staff and administration; a system of reporting racial discrimination or harassment; and more opportunities to discuss race and ethnicity in the classroom.

Representation of Black Faculty

The University of Miami has some of the best faculty in the nation and is overall a relatively diverse group. Black faculty represent 4% of the total faculty population (Appendix C/ Fact Book (Fall 2014) p. 20). This percentage of Black faculty is unfortunately comparable to other elite research institutions. Considering the University of Miami's average of 4%, Education (at 14%) and Nursing (at 12%) are notably above the average. Architecture (at 3%), Business (at 3%), Communication (at 1%), Engineering (at 3%), Frost Music (at 2%), Miller Medicine (at 3%), and Rosenstiel (at 1%) all are below the overall Black faculty average.

The number of Black faculty decreased by 10% between 2010 and 2012, but between 2012 and 2014, the number of faculty rebounded by 8%. This represents a 2% decrease in the last five years. This information is represented in (Appendix C/ Fact Book (Fall 2014) p. 24).

Faculty Recruitment and Climate

Programs for recruiting and retaining Black faculty vary from school to school. Many programs at the Dean's level are encouraged by the various Dean's office administration. Since this Task Force is concentrating on central efforts, the express concern here is to identify programs that span the entire campus. There are a number of centralized activities overseen by the Provost's office in the Office of the Vice Provost for Academic Affairs and the Office of the Vice Provost for Faculty Affairs.

Bridge funding/Incentives in Capital Hiring. The Provost's office has offered incentives for strategic hiring initiatives across the University's schools and colleges. The strategic hiring focuses on both diversity and research in academic areas of greatest need. These incentives include bridge funding (funding for a faculty's salary from hire for pre-determined period (i.e., until tenure, reappointment, or the department's next faculty attrition)) and extended numbers of faculty lines for larger hiring initiatives that include specific areas of diversity. The University has also sponsored cluster hires which allow the development of a proposal for hiring a larger group of faculty in areas traditionally represented by diverse faculty.

Active participation in Southern Regional Education Board's (SREB) Compact for Faculty Diversity. The SREB holds an annual conference (The Compact for Faculty Diversity) which includes over 400 minority Ph.D. students seeking faculty positions. Each year, Faculty Affairs and Academic Affairs send faculty and staff to represent the University. In recent years, the offices developed a booklet of faculty positions for

that year and scheduled special meetings with specific participants relevant to the open positions. Typically these meetings include luncheon meetings where a more personal connection is made with the potential candidate. Over the years, this has created long-standing relationships with the best candidates for the University.

Interaction in Interviews and after Hiring. The Office of the Vice Provost for Academic Affairs (OVPAA) has worked with each of the Deans of the schools and colleges to be involved with every interview for Black faculty over the past three years. OVPAA has also provided funds for WWMA to meet with faculty during special luncheons where all Black faculty are invited. Furthermore, WWMA organizes a reception for new Black faculty upon their hire.

Postdoctoral (Pre-hire) Fellowships. The Office of the Provost through OVPAA has provided co-sharing for postdoctoral fellows to come to campus who have a very strong possibility to be hired within that same department in a two-year timeframe. Over the past three years, two Black postdoctoral fellows have been offered funding in Arts and Sciences and Engineering with one placement.

Task Forces. The Provost Office has funded several Task Forces that investigate and provide recommendations about the climate for faculty with a focus on faculty diversity. The Office of the Vice Provost for Academic Affairs (in 2012) convened a task force to investigate the workflow for faculty recruitment and hiring. That task force has provided recommendations that are helping to develop the selection and enhancement of our application systems. A task force was completed in 2014 that investigated the need for a program to help all faculty develop their administrative leadership competencies. This task force led to the LeadershipU Academy which includes 3 of 15 members from the Black faculty community. An upcoming task force on Adjuncts and Lecturers will assess the environment for these types of professors whereas some of our most visible Black faculty (for students) are highly represented.

SEEDS- *A Seed for Success* (Institutionalized NSF ADVANCE Grant - SEEDS (Scientists and Engineers Expanding Diversity and Success)) The Office of the Vice Provost for Academic Affairs and historically the College of Arts and Sciences have overseen university-wide efforts to address the climate for minority faculty. The SEED program provides distinguished lecturers to visit the campus who provide special advice and attention to underrepresented minorities and women. The SEEDS program also sponsors a *YouChoose* award and seed funding where faculty in the community can develop programs to enhance the climate for women and underrepresented minorities. The SEEDS program has overseen several studies and provided recommendations with respect to the climate for women and underrepresented minorities in STEM fields.

Other Diversity Programming for Black Students

Many programs with appeal especially to Black students originate from Africana Studies, Multicultural Student Affairs, and the Office of Academic Enhancement (OAE). The Office of Academic Enhancement seeks to promote a diverse academic experience for all undergraduate students at the University of Miami by providing academic opportunities outside of the traditional classroom, which serve to develop a campus-wide culture of learning that greatly enhances student success. Special Interest Housing is centered in the University's residential colleges to

furnish academic experiences and resources directly in the students' living environment. The University's Honors Program and Prestigious Awards and Fellowships serve to enhance the academic careers of highly talented undergraduate students. In these programs, significant focus is placed on providing services and programs to groups that have been historically underrepresented in higher education. The OAE's Programs of Academic Excellence and the Office of Multicultural Student Affairs provide additional academic, career, and cultural resources to first-generation, low-income, and underrepresented students to ensure the University is navigated successfully by all students. The Ronald A. Hammond Scholarship Program was established to honor the legacy of the university's first director of minority affairs. The full-tuition scholarship recognizes outstanding high school seniors from across the country who have demonstrated academic excellence, a commitment to their personal goals, and students who aspire to continue their academic pursuits through graduate education. These students receive one-to-one advising from the Office of Academic Enhancement scholarship advisors. Africana Studies also provides high-level lectures and panels that highlight critical diversity concerns.

Recommendations and Rationale

Considering the review and discussion of the collected information, the results of the Task Force-initiated survey, the information from informal interviews with University offices, and the sentiments of the Task Force members, several mid-term and immediately actionable recommendations were devised. Mid-term recommendations should be addressed within the next four years. Actionable recommendations should be operationalized in the next immediate academic year (AY16).

Mid-Term Recommendations (2-4 years)

The committee has devised a set of mid-term recommendations that the university should strategically implement. The University leadership should

- **Support our ambition to lead the Nation in campus diversity with respect to Black students by focusing on admitting and matriculating the largest percentage of Black students among our peer institutions (currently 10% leads the Nation among our aspirational peers).**

A feature of the University of Miami as well as our primary core value is "Diversity". The university should continue to sustain its leadership in diversity *in practice*. **We recommend that the Office of Admissions examine its current processes and align the acceptance rate for Black applicants (currently at 26.5%) to a level comparable with the university's average (currently at 41.3%).** Strategies might include the investigation and implementation of more explicit recruitment practices of high-achieving Black students with
    - An inner-city scholarship offered to the top five students at local Miami-Dade and Broward county high schools. The new criteria should be less tied to numerical ranking and instead focus on the top five students that come from underrepresented populations at the University;
    - Specified financial aid packages for the Summer Scholars Program where students from low-income background are provided the cost of the program;
    - Broader marketing and an additional investment in the Hammond Program that would increase the number of scholarships from the current level to an amount that supports the increase of Black students to 10%; and
    - An overall assessment (starting with a benchmark set for AY2015 and major reviews every three years) that will lead to the systematic increase in need-based financial aid for Black students at a

level that supports our ambition to lead the Nation among the elite, research-intensive universities.

- **Considering the benefits to climate, support our ambition to lead the nation in faculty diversity with respect to Black faculty by focusing on recruitment and retention practices.**

Black faculty currently make up 4% of all faculty at the University. Although this is not atypical at our peer/aspirational institutions, the University of Miami has greater ambitions than the norm. We recommend that the University develop a multi-year hiring strategy that recruits and places faculty at a level where students of all races and cultural backgrounds have the ability to engage with a Black faculty during their four-year matriculation. Specific actions might include the following:
  - o An assessment and enhancement of how our job ads encourage applications from minority faculty.
  - o An explicit faculty mentoring program with oversight at the Provost's level. This mentoring program should include multiple mentors that support the important dimensions that support new faculty. We recommend pairing diverse faculty with faculty of similar backgrounds.
  - o Enhancement of current recruitment efforts, in accordance with federal mandates, that includes explicit programs (with external visibility) for the recruitment of Black faculty broadly but particularly in significantly underrepresented disciplines. Efforts should
    - o Increase in resources and stronger advocacy for the current pipeline program (postdoctoral fellows-to-hire);
    - o Expose additional target-of-opportunity dollars and support cluster hires around disciplinary areas historically well-represented by faculty from underrepresented minority groups; and
    - o Encourage and support faculty hires in departments significantly lacking representation and make accountable departments/deans in these areas.
  - o An explicit program (perhaps networking activities) to help faculty acclimate to the Miami area.

- **Promote diversity programming at the schools and colleges level. The University should require Deans to monitor and report on diversity programming at a level consistent with the diversity of the underlying student body. The Deans should monitor through interaction with their decanal staff and department/program leaders.**

  - o As a part of their annual evaluations, academic deans should be evaluated for the programs they provide in their schools and colleges that promote diversity. As a start, the level of effort should be, at a minimum, comparable to the representation of students. Although, this Task Force's focus is on Black students, this consideration should also include other underrepresented groups.
  - o Explicitly appoint an administrative leader within the relevant academic units to oversee and report annually on programs for the benefit of black and underrepresented minority students.
  - o Deans should support diversity as a part of academic pursuits. The Task Force recommends that additional student and faculty seed grants be provided to allow for the revision of courses and other academic programs to more meaningfully incorporate diversity (e.g., extending existing efforts such as the SEEDs YouChoose awards and Office of Civic and Community Engagement awards).

- **Create an adequate organizational structure and corresponding facilities to enable an ongoing, on-campus environment for Black scholars (students, faculty, and staff) to meet and exchange ideas.** The nature of this environment can be explored by the Race Relations committee (in a later recommendation), but initial ideas might include

o The provision of additional functions and infrastructure for Multicultural Student Affairs to assume a more substantial role in ongoing diversity programming;
o The provision of administrative support and additional resources that would facilitate more programming and interactions between WWMA and the Black Student Community;
o Additional resources to OAE to provide programming that supports the increase in the Hammond Scholars in addition to the increase of Black students overall;
o The creation of an executive-level office (such as a Vice President or dedicated Vice Provost) to focus on diversity concerns. This officer should be positioned to have strategic authority in enrollments, faculty/administrator hiring, tenure and promotion, funding for hires, and co-curricular programming; and
o The increase of resources for black student retention, particularly though the Cane Success Center.

- **Incorporate cultural humility and diversity training into the experience of all students, faculty, staff, and UMPD.**

Given the sustained racial comments seen in social media and also as a part of the Task Force survey, there are those in the community who feel empowered to express insensitive views. To continually reinforce an environment that promotes openness, the Task Force suggests that explicit, proactive activities be put in place that educate the entire community about the value of diversity. Some suggestions include
o Exposing all students within their curriculum to the value of diversity and inclusion (e.g., modules in UMX or the creation of a diversity (intersectionality) cognate);
o Creating an initial meaningful orientation and ongoing training (accountability for refresher training) for faculty, staff, and UMPD about the value of diversity and inclusivity;
o Considering the difficulty of subject, developing accessible communication to all members of the community to meaningfully articulate the meaning of diversity and inclusivity (interactive modules, moderated sessions that enact of sensitive situations, or SEEDs interactive studio sessions to the larger community with new diversity scenarios);
o Creating meaningful training for students and faculty on how to react in situations where they perceive bias (i.e., who to approach, how to communicate their concerns, how to interact with UMPD, the availability of anonymous reporting such as CaneWatch, etc.);
o Enhance current practices to react to specific unfavorable situations and create new functions that connect to previously mentioned training activities; and
o Enhance the physical aesthetics throughout campus to be more inclusive such as signage, videos, and marketing material.

Actionable Recommendations for AY16
The Task Force has identified specific near-term initiatives and activities that should be supported as early as the 2016 academic year (AY16). These actions can be instituted currently by the President of the University.

- **Create and commission an ongoing, university-wide, Race Relations Council that reports to the Provost's office. The committee should have diverse representation from students, faculty, and relevant university offices (in collaboration with Ombudspersons, Faculty Senate Committee on Women and Minorities, Office of Workplace Equity and Performance). <u>The Council should implement and ensure the Task Force recommendations and monitor its success annually</u>.** The Council should be provided with resources to carry out the following:

- Implement focus groups to understand the needs of students of varying race, cultures, backgrounds.
- Establish specific metrics for the campus to monitor progress (e.g., reduction in racial incidents, drop-out rates, diverse enrollments, hiring diverse faculty numbers, and others).
- Meet monthly with appropriate administrative support.
- Develop annually a signature community-building event to enhance the climate for diversity for the student and faculty community. Such an event should provide for critical discussion of the interplay between people of a variety of racial backgrounds and cultures.
- Develop routine reports (perhaps annually) that describe the status of race relations on an ongoing basis.
- The committee should have resources to facilitate organizations that implement programs for diversity.
- The Race Relation Council should be actively engaged in the reactive mechanisms (i.e., CaneWatch, UMPD reports, etc.) when unfavorable situations arise.
- The Council should evaluate the operations of MSA to determine its role in culture shaping. The Task Force asks that the Council reevaluate the relationship between OAE and MSA as an organizational structure that is effective for overall outcomes.

- **To allow MSA to play a more visible and substantial role in enhancing culture, MSA should have a direct (and more prominent) reporting structure—with an explicit focus that concentrates on the advancement and overall experience of minority students *through a diversity lens*. MSA's budget should be increased to reflect this more directed and substantial role.** To operationalize this
  - Resources should be provided to MSA to elevate the office to represent its enhanced mission (e.g., additional student assistants for new programming, awards ceremony, additional branding on campus, additional co-sponsoring with student organizations, and additional panels and lecture series.); and
  - MSA location should be prominent and more centrally located to represent the importance of multicultural students and activities.

- **Provide resources for a planning committee (early Fall 2015) that develops specific tactical actions (perhaps a series of pilots) to occur in AY16 that enhance recruitment and yield programs with additional initiatives.** Actions, at a minimum, should be to provide the following:
  - Resources to allow 20 additional recruitment events at the most promising inner-city schools where interested UM students, staff, and faculty can travel to participate.
  - Resources to allow the planning committee to significantly enhance programming around the Harambee weekend or creating advanced programs to support higher yield of Black students.
  - Resources to support up to 25 prospective Black students to travel to yield events.
  - With priority, the recruitment and hiring of admissions staff that specialize in the demographics of the populations we seek. The Office should benchmark staff representation with other institutions and incorporate the appropriate staff.

Conclusion

The Task Force identified key areas for improving the overall climate of diversity at the University of Miami. The recommendations include the increase in representation of Black students and faculty. Other recommendations require that the entire community be more meaningfully trained to foster an environment open to students, faculty, and staff of all backgrounds. Moreover, the Task Force calls for organizational changes that will highlight the importance of inclusivity and climate. Many of the recommendations were crafted in a manner that will sustain attention to these important issues in perpetuity.

Appendices

Appendix A: Relevant Fact Book Tables of Student Enrollments

RACIAL AND ETHNIC DISTRIBUTION OF ENTERING FRESHMEN
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	1,137	1,097	995	1,066	1,007	-11%
Hispanic or Latino	464	421	375	360	422	-9%
Black	137	135	188	181	172	26%
Asian/Pacific Islander	210	275	274	275	299	42%
American Indian	3	3	1	2	1	-67%
2 or More Races	56	71	58	62	68	21%
Unknown	125	170	121	194	107	-14%
TOTAL	**2,132**	**2,172**	**2,012**	**2,140**	**2,076**	**-3%**

ADJUSTED PERCENTAGE BY ETHNICITY					
Race/Ethnic	2010	2011	2012	2013	2014
White	57%	55%	53%	55%	51%
Hispanic or Latino	23%	21%	20%	18%	21%
Black	7%	7%	10%	9%	9%
Asian/Pacific Islander	10%	14%	14%	14%	15%
American Indian	0%	0%	0%	0%	0%
2 or More Races	3%	4%	3%	3%	3%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Beginning in Fall 2010, new race/ethnic categories were used, reflecting a change that allowed students to indicate more than one race/ethnic category. Prior-year percentages were adjusted to be as comparable as possible. Students (including international students) have been categorized by their self-reported race/ethnicity. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: Enrollment Management System/CaneLink (beginning in 2013)

RACIAL AND ETHNIC DISTRIBUTION OF ALL UNDERGRADUATES
Fall Semester, 2014

HEADCOUNTS

College/School	White	Hispanic or Latino*	Black	Asian/ Pacific Is.	American Indian	2 or More Races**	Unknown	Total
Architecture	104	66	13	29	0	5	20	237
Arts and Sciences	1,826	1,065	382	597	10	128	273	4,281
Business	1,121	451	103	339	1	54	162	2,231
Communication	488	289	72	73	0	27	64	1,013
Education & Human Development	244	121	63	37	1	20	35	521
Frost School of Music	262	94	19	24	0	21	27	447
Engineering	485	306	86	123	2	33	115	1,150
Nursing & Health Studies	204	145	68	31	0	14	35	497
Rosenstiel School	257	39	11	16	0	14	38	375
Cont Std/Joint Pgms	103	184	39	8	1	8	178	521
TOTAL	**5,094**	**2,760**	**856**	**1,277**	**15**	**324**	**947**	**11,273**

ADJUSTED PERCENTAGE BY ETHNICITY

College/School	White	Hispanic or Latino*	Black	Asian/ Pacific Is.	American Indian	2 or More Races**	Total
Architecture	48%	30%	6%	13%	0%	2%	100%
Arts and Sciences	46%	27%	10%	15%	0%	3%	100%
Business	54%	22%	5%	16%	0%	3%	100%
Communication	51%	30%	8%	8%	0%	3%	100%
Education & Human Development	50%	25%	13%	8%	0%	4%	100%
Frost School of Music	62%	22%	5%	6%	0%	5%	100%
Engineering	47%	30%	8%	12%	0%	3%	100%
Nursing & Health Studies	44%	31%	15%	7%	0%	3%	100%
Rosenstiel School	76%	12%	3%	5%	0%	4%	100%
Cont Std/Joint Pgms	30%	54%	11%	2%	0%	2%	100%
TOTAL	**49%**	**27%**	**8%**	**12%**	**0%**	**3%**	**100%**

Note: Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.

Source: CaneLink

RACIAL AND ETHNIC DISTRIBUTION OF ALL UNDERGRADUATES
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	**2010**	**2011**	**2012**	**2013**	**2014**	**4-Year Change**
White	4,746	4,814	4,835	5,185	5,094	7%
Hispanic or Latino	2,739	2,747	2,731	2,749	2,760	1%
Black	772	743	741	845	856	11%
Asian/Pacific Islander	900	1,073	1,169	1,257	1,277	42%
American Indian	28	24	17	17	15	-46%
2 or More Races	149	203	249	311	324	117%
Unknown	1,034	905	848	1,016	947	-8%
TOTAL	**10,368**	**10,509**	**10,590**	**11,380**	**11,273**	**9%**

ADJUSTED PERCENTAGE BY ETHNICITY					
Race/Ethnic	**2010**	**2011**	**2012**	**2013**	**2014**
White	51%	50%	50%	50%	49%
Hispanic or Latino	29%	29%	28%	27%	27%
Black	8%	8%	8%	8%	8%
Asian/Pacific Islander	10%	11%	12%	12%	12%
American Indian	0%	0%	0%	0%	0%
2 or More Races	2%	2%	3%	3%	3%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Beginning in Fall 2010, new race/ethnic categories were used, reflecting a change that allowed students to indicate more than one race/ethnic category. Prior-year percentages were adjusted to be as comparable as possible. Students (including international students) have been categorized by their self-reported race/ethnicity. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: Enrollment Management System/CaneLink (beginning in 2013)

RACIAL AND ETHNIC DISTRIBUTION OF GRADUATE STUDENTS
Fall Semester, 2014

HEADCOUNTS

College/School	White	Hispanic or Latino*	Black	Asian/ Pacific Is.	American Indian	2 or More Races**	Unknown	Total
Architecture	22	9	3	27	0	2	16	79
Arts and Sciences	242	154	33	124	0	11	63	627
Business	169	287	46	136	0	11	57	706
Communication	41	48	19	52	0	1	5	166
Education & Human Development	132	95	50	21	1	11	13	323
Engineering	76	61	9	73	0	9	23	251
Frost School of Music	142	46	18	36	0	4	20	266
Law	536	304	83	41	6	21	157	1,148
Medicine - Clinical	411	85	39	166	1	21	78	801
Medicine - Graduate	222	88	36	75	0	8	134	563
Nursing & Health Studies	64	88	38	14	0	4	17	225
Rosenstiel School	201	35	3	38	0	9	14	300
Cont Std/Grad Sch/Joint Pgms	13	9	3	2	0	0	19	46
TOTAL	**2,271**	**1,309**	**380**	**805**	**8**	**112**	**616**	**5,501**

ADJUSTED PERCENTAGE BY ETHNICITY

College/School	White	Hispanic or Latino*	Black	Asian/ Pacific Is.	American Indian	2 or More Races**	Total
Architecture	35%	14%	5%	43%	0%	3%	100%
Arts and Sciences	43%	27%	6%	22%	0%	2%	100%
Business	26%	44%	7%	21%	0%	2%	100%
Communication	25%	30%	12%	32%	0%	1%	100%
Education & Human Development	43%	31%	16%	7%	0%	4%	100%
Engineering	33%	27%	4%	32%	0%	4%	100%
Frost School of Music	58%	19%	7%	15%	0%	2%	100%
Law	54%	31%	8%	4%	1%	2%	100%
Medicine - Clinical	57%	12%	5%	23%	0%	3%	100%
Medicine - Graduate	52%	21%	8%	17%	0%	2%	100%
Nursing & Health Studies	31%	42%	18%	7%	0%	2%	100%
Rosenstiel School	70%	12%	1%	13%	0%	3%	100%
Cont Std/Grad Sch/Joint Pgms	48%	33%	11%	7%	0%	0%	100%
TOTAL	**46%**	**27%**	**8%**	**16%**	**0%**	**2%**	**100%**

Note: Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.

Source: CaneLink

RACIAL AND ETHNIC DISTRIBUTION OF ALL GRADUATE STUDENTS
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	2,610	2,691	2,616	2,520	2,271	-13%
Hispanic or Latino	1,056	1,214	1,286	1,198	1,309	24%
Black	367	375	356	375	380	4%
Asian/Pacific Islander	651	708	748	808	805	24%
American Indian	10	13	14	12	8	-20%
2 or More Races	48	69	93	100	112	133%
Unknown	547	489	469	542	616	13%
TOTAL	**5,289**	**5,559**	**5,582**	**5,555**	**5,501**	**4%**

ADJUSTED PERCENTAGE BY ETHNICITY					
Race/Ethnic	2010	2011	2012	2013	2014
White	55%	53%	51%	50%	46%
Hispanic or Latino	22%	24%	25%	24%	27%
Black	8%	7%	7%	7%	8%
Asian/Pacific Islander	14%	14%	15%	16%	16%
American Indian	0%	0%	0%	0%	0%
2 or More Races	1%	1%	2%	2%	2%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Beginning in Fall 2010, new race/ethnic categories were used, reflecting a change that allowed students to indicate more than one race/ethnic category. Prior-year percentages were adjusted to be as comparable as possible. Students (including international students) have been categorized by their self-reported race/ethnicity. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: Enrollment Management System/CaneLink (beginning in 2013)

RACIAL AND ETHNIC DISTRIBUTION OF ALL STUDENTS
Fall Semester, 2014

HEADCOUNTS

College/School	White	Hispanic or Latino*	Black	Asian/ Pacific Is.	American Indian	2 or More Races**	Unknown	Total
Architecture	126	75	16	56	0	7	36	316
Arts and Sciences	2,068	1,219	415	721	10	139	336	4,908
Business	1,290	738	149	475	1	65	219	2,937
Communication	529	337	91	125	0	28	69	1,179
Education & Human Development	376	216	113	58	2	31	48	844
Engineering	561	367	95	196	2	42	138	1,401
Frost School of Music	404	140	37	60	0	25	47	713
Law	536	304	83	41	6	21	157	1,148
Miller School of Medicine	633	173	75	241	1	29	212	1,364
Nursing & Health Studies	268	233	106	45	0	18	52	722
Rosenstiel School	458	74	14	54	0	23	52	675
Cont Std/Grad Sch/Joint Pgms	116	193	42	10	1	8	197	567
TOTAL	**7,365**	**4,069**	**1,236**	**2,082**	**23**	**436**	**1,563**	**16,774**

ADJUSTED PERCENTAGE BY ETHNICITY

College/School	White	Hispanic or Latino*	Black	Asian/ Pacific Is.	American Indian	2 or More Races**	Total
Architecture	45%	27%	6%	20%	0%	3%	100%
Arts and Sciences	45%	27%	9%	16%	0%	3%	100%
Business	47%	27%	5%	17%	0%	2%	100%
Communication	48%	30%	8%	11%	0%	3%	100%
Education & Human Development	47%	27%	14%	7%	0%	4%	100%
Engineering	44%	29%	8%	16%	0%	3%	100%
Frost School of Music	61%	21%	6%	9%	0%	4%	100%
Law	54%	31%	8%	4%	1%	2%	100%
Miller School of Medicine	55%	15%	7%	21%	0%	3%	100%
Nursing & Health Studies	40%	35%	16%	7%	0%	3%	100%
Rosenstiel School	74%	12%	2%	9%	0%	4%	100%
Cont Std/Grad Sch/Joint Pgms	31%	52%	11%	3%	0%	2%	100%
TOTAL	**48%**	**27%**	**8%**	**14%**	**0%**	**3%**	**100%**

Note: Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.
Source: CaneLink

RACIAL AND ETHNIC DISTRIBUTION OF ALL STUDENTS
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	7,356	7,505	7,451	7,705	7,365	0%
Hispanic or Latino	3,795	3,961	4,017	3,947	4,069	7%
Black	1,139	1,118	1,097	1,220	1,236	9%
Asian/Pacific Islander	1,551	1,781	1,917	2,065	2,082	34%
American Indian	38	37	31	29	23	-39%
2 or More Races	197	272	342	411	436	121%
Unknown	1,581	1,394	1,317	1,558	1,563	-1%
TOTAL	**15,657**	**16,068**	**16,172**	**16,935**	**16,774**	**7%**

ADJUSTED PERCENTAGE BY ETHNICITY					
Race/Ethnic	2010	2011	2012	2013	2014
White	52%	51%	50%	50%	48%
Hispanic or Latino	27%	27%	27%	26%	27%
Black	8%	8%	7%	8%	8%
Asian/Pacific Islander	11%	12%	13%	13%	14%
American Indian	0%	0%	0%	0%	0%
2 or More Races	1%	2%	2%	3%	3%
Unknown	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Beginning in Fall 2010, new race/ethnic categories were used, reflecting a change that allowed students to indicate more than one race/ethnic category. Prior-year percentages were adjusted to be as comparable as possible. Students (including international students) have been categorized by their self-reported race/ethnicity. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: Enrollment Management System/CaneLink (beginning in 2013)

RACIAL AND ETHNIC DISTRIBUTION OF ALL U.S. STUDENTS
Fall Semester, 2014

HEADCOUNTS

Class	White	Hispanic or Latino	Black	Asian/ Pacific Is.	American Indian	2 or More Races	Unknown	Int'l	Total
				U.S. Citizen / Permanent Resident					
Freshman	1,057	414	204	149	5	72	84	472	2,457
Sophomore	1,161	498	197	133	1	67	152	389	2,598
Junior	1,055	570	195	153	4	80	153	356	2,566
Senior	1,380	864	213	206	4	87	181	361	3,296
Total DUG	**4,653**	**2,346**	**809**	**641**	**14**	**306**	**570**	**1,578**	**10,917**
NDUG	70	70	15	4	1	6	40	150	356
Total UG	**4,723**	**2,416**	**824**	**645**	**15**	**312**	**610**	**1,728**	**11,273**
Graduate School	1,171	755	237	137	1	62	239	950	3,552
M.D./J.D./LL.M.	927	370	119	198	7	39	210	79	1,949
Total Graduate	**2,098**	**1,125**	**356**	**335**	**8**	**101**	**449**	**1,029**	**5,501**
TOTAL	**6,821**	**3,541**	**1,180**	**980**	**23**	**413**	**1,059**	**2,757**	**16,774**

ADJUSTED PERCENTAGE OF ALL U.S. STUDENTS BY ETHNICITY

Class	White	Hispanic or Latino	Black	Asian/ Pacific Is.	American Indian	2 or More Races	Total
Freshman	56%	22%	11%	8%	0%	4%	100%
Sophomore	56%	24%	10%	6%	0%	3%	100%
Junior	51%	28%	9%	7%	0%	4%	100%
Senior	50%	31%	8%	7%	0%	3%	100%
Total DUG	**53%**	**27%**	**9%**	**7%**	**0%**	**3%**	**100%**
NDUG	42%	42%	9%	2%	1%	4%	100%
Total UG	**53%**	**27%**	**9%**	**7%**	**0%**	**3%**	**100%**
Graduate School	50%	32%	10%	6%	0%	3%	100%
M.D./J.D./LL.M.	56%	22%	7%	12%	0%	2%	100%
Total Graduate	**52%**	**28%**	**9%**	**8%**	**0%**	**3%**	**100%**
TOTAL	**53%**	**27%**	**9%**	**8%**	**0%**	**3%**	**100%**

Note: Students have been categorized by their self-reported race/ethnicity (they were able to indicate more than one
   race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.
Source: CaneLink

Appendix B: Percentages of First-Time Black or African American Students Among Peer Institutions (Fall 2013, IPEDs Data Center, Provided by Enrollment Mgmt)

Institution Name	First-time UG Degree-Seeking Students				
	Black or African American <u>men</u> (All students Undergraduate Degree/ certificate-seeking <u>First-time</u>)	Black or African American <u>women</u> (All students Undergraduate Degree/ certificate-seeking <u>First-time</u>)	Black or African American <u>total</u> (All students Undergraduate Degree/ certificate-seeking <u>First-time</u>)	Grand total (All students Undergraduate Degree/ certificate-seeking <u>First-time</u>)	<u>IN ORDER OF:</u> Percentage of Black or African American Undergraduate Degree/ certificate-seeking <u>First-time</u>
Duke University	64	99	163	1730	9%
Vanderbilt University	63	76	139	1613	9%
University of Miami	73	107	180	2151	8%
Emory University	39	115	154	1853	8%
Princeton University	49	56	105	1284	8%
Brown University	56	61	117	1542	8%
Columbia University in the City of New York	45	66	111	1509	7%
University of Pennsylvania	85	92	177	2410	7%
Harvard University	61	55	116	1658	7%
Cornell University	96	129	225	3223	7%
Yale University	49	45	94	1358	7%
Brandeis University	21	36	57	833	7%
Georgetown University	43	62	105	1594	7%
Dartmouth College	35	38	73	1109	7%
Northwestern University	47	75	122	2040	6%
University of Chicago	40	44	84	1426	6%
Stanford University	48	49	97	1674	6%
Johns Hopkins University	30	49	79	1390	6%
Rice University	20	34	54	976	6%
Case Western Reserve University	30	36	66	1252	5%
Carnegie Mellon University	47	28	75	1442	5%
University of Rochester	35	36	71	1472	5%
Washington University in St Louis	30	47	77	1608	5%
Massachusetts Institute of Technology	37	15	52	1115	5%
New York University	72	161	233	5207	4%
University of Notre Dame	47	42	89	2070	4%
University of Southern California	56	64	120	2922	4%
Boston College	42	44	86	2309	4%
Boston University	40	84	124	3807	3%
California Institute of Technology	3	1	4	248	2%

Appendix C: Relevant Fact Book Excerpts for Faculty Representation

ALL FACULTY (FULL-TIME PLUS PART-TIME) BY RACE/ETHNIC CATEGORY
Fall Semester, 2014

HEADCOUNTS

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Unknown/ Missing	Total
Architecture	27	25	2	0	2	0	0	0	56
Arts & Sciences	372	85	41	0	23	1	4	0	526
Business	100	32	24	0	5	0	0	1	162
Communication	73	19	7	0	1	0	4	0	104
Education	49	25	4	0	10	0	2	1	91
Engineering	39	12	30	0	2	0	2	0	85
Frost Music	95	13	3	0	3	2	0	0	116
Law	142	29	1	0	9	0	2	1	184
Medicine/Medical Affairs	826	375	204	1	48	1	9	6	1,470
Nursing	34	27	0	0	6	0	0	1	68
Rosenstiel	76	10	7	0	1	0	1	1	96
Continuing Studies	52	8	4	0	5	0	1	0	70
Library & Others	22	5	1	0	2	0	0	0	30
TOTAL	**1,907**	**665**	**328**	**1**	**117**	**4**	**25**	**11**	**3,058**

PERCENTAGES

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Total
Architecture	48%	45%	4%	0%	4%	0%	0%	100%
Arts & Sciences	71%	16%	8%	0%	4%	0%	1%	100%
Business	62%	20%	15%	0%	3%	0%	0%	100%
Communication	70%	18%	7%	0%	1%	0%	4%	100%
Education	54%	28%	4%	0%	11%	0%	2%	100%
Engineering	46%	14%	35%	0%	2%	0%	2%	100%
Frost Music	82%	11%	3%	0%	3%	2%	0%	100%
Law	78%	16%	1%	0%	5%	0%	1%	100%
Medicine/Medical Affairs	56%	26%	14%	0%	3%	0%	1%	100%
Nursing	51%	40%	0%	0%	9%	0%	0%	100%
Rosenstiel	80%	11%	7%	0%	1%	0%	1%	100%
Continuing Studies	74%	11%	6%	0%	7%	0%	1%	100%
Library & Others	73%	17%	3%	0%	7%	0%	0%	100%
TOTAL	**63%**	**22%**	**11%**	**0%**	**4%**	**0%**	**1%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.

Source: HRS Database, as of September 30, 2014

FULL-TIME FACULTY BY RACE/ETHNIC CATEGORY
Fall Semester, 2014

HEADCOUNTS

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Unknown/ Missing	Total
Architecture	15	14	2	0	1	0	0	0	32
Arts & Sciences	319	69	38	0	19	1	3	0	449
Business	91	27	23	0	4	0	0	1	146
Communication	51	9	7	0	1	0	0	0	68
Education	32	12	4	0	8	0	2	0	58
Engineering	30	9	28	0	2	0	2	0	71
Frost Music	72	8	3	0	2	2	0	0	87
Law	74	17	1	0	6	0	2	1	101
Medicine/Medical Affairs	787	360	197	1	46	1	9	6	1,407
Nursing	23	13	0	0	5	0	0	1	42
Rosenstiel	66	9	6	0	1	0	1	1	84
Continuing Studies	14	1	1	0	0	0	0	0	16
Library & Others	22	5	1	0	2	0	0	0	30
TOTAL	**1,596**	**553**	**311**	**1**	**97**	**4**	**19**	**10**	**2,591**

PERCENTAGES

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Total
Architecture	47%	44%	6%	0%	3%	0%	0%	100%
Arts & Sciences	71%	15%	8%	0%	4%	0%	1%	100%
Business	63%	19%	16%	0%	3%	0%	0%	100%
Communication	75%	13%	10%	0%	1%	0%	0%	100%
Education	55%	21%	7%	0%	14%	0%	3%	100%
Engineering	42%	13%	39%	0%	3%	0%	3%	100%
Frost Music	83%	9%	3%	0%	2%	2%	0%	100%
Law	74%	17%	1%	0%	6%	0%	2%	100%
Medicine/Medical Affairs	56%	26%	14%	0%	3%	0%	1%	100%
Nursing	56%	32%	0%	0%	12%	0%	0%	100%
Rosenstiel	80%	11%	7%	0%	1%	0%	1%	100%
Continuing Studies	88%	6%	6%	0%	0%	0%	0%	100%
Library & Others	73%	17%	3%	0%	7%	0%	0%	100%
TOTAL	**62%**	**21%**	**12%**	**0%**	**4%**	**0%**	**1%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.

Source: HRS Database, as of September 30, 2014

FULL-TIME TENURED/TENURE-TRACK FACULTY BY RACE/ETHNIC CATEGORY
Fall Semester, 2014

HEADCOUNTS

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Unknown/ Missing	Total
Architecture	12	5	1	0	1	0	0	0	19
Arts & Sciences	222	34	28	0	13	1	0	0	298
Business	54	13	19	0	1	0	0	0	87
Communication	31	4	7	0	0	0	0	0	42
Education	18	7	3	0	6	0	0	0	34
Engineering	23	2	26	0	1	0	1	0	53
Frost Music	38	5	2	0	2	2	0	0	49
Law	37	5	1	0	4	0	1	1	49
Medicine/Medical Affairs	295	47	59	1	2	1	2	1	408
Nursing	5	4	0	0	0	0	0	1	10
Rosenstiel	58	5	5	0	0	0	0	1	69
Library & Others	2	0	0	0	0	0	0	0	2
TOTAL	**795**	**131**	**151**	**1**	**30**	**4**	**4**	**4**	**1,120**

PERCENTAGES

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Total
Architecture	63%	26%	5%	0%	5%	0%	0%	100%
Arts & Sciences	74%	11%	9%	0%	4%	0%	0%	100%
Business	62%	15%	22%	0%	1%	0%	0%	100%
Communication	74%	10%	17%	0%	0%	0%	0%	100%
Education	53%	21%	9%	0%	18%	0%	0%	100%
Engineering	43%	4%	49%	0%	2%	0%	2%	100%
Frost Music	78%	10%	4%	0%	4%	4%	0%	100%
Law	77%	10%	2%	0%	8%	0%	2%	100%
Medicine/Medical Affairs	72%	12%	14%	0%	0%	0%	0%	100%
Nursing	56%	44%	0%	0%	0%	0%	0%	100%
Rosenstiel	85%	7%	7%	0%	0%	0%	0%	100%
Library & Others	100%	0%	0%	0%	0%	0%	0%	100%
TOTAL	**71%**	**12%**	**14%**	**0%**	**3%**	**0%**	**0%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: HRS Database, as of September 30, 2014

FULL PROFESSORS BY RACE/ETHNIC CATEGORY
Fall Semester, 2014

HEADCOUNTS

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Unknown/ Missing	Total
Architecture	5	2	0	0	0	0	0	0	7
Arts & Sciences	113	17	9	0	5	0	0	0	144
Business	18	4	8	0	0	0	0	0	30
Communication	14	0	2	0	0	0	0	0	16
Education	6	3	0	0	1	0	0	0	10
Engineering	9	1	11	0	0	0	0	0	21
Frost Music	15	2	0	0	0	1	0	0	18
Law	31	3	1	0	4	0	0	1	40
Medicine/Medical Affairs	217	33	30	0	2	1	2	1	286
Nursing	3	2	0	0	0	0	0	0	5
Rosenstiel	43	3	2	0	0	0	0	1	49
Library & Others	1	0	0	0	0	0	0	0	1
TOTAL	**475**	**70**	**63**	**0**	**12**	**2**	**2**	**3**	**627**

PERCENTAGES

College/School/Division	White	Hispanic	Asian	Pacific Islander	Black	American Indian or Alaska Native	2 or More Races	Total
Architecture	71%	29%	0%	0%	0%	0%	0%	100%
Arts & Sciences	78%	12%	6%	0%	3%	0%	0%	100%
Business	60%	13%	27%	0%	0%	0%	0%	100%
Communication	88%	0%	13%	0%	0%	0%	0%	100%
Education	60%	30%	0%	0%	10%	0%	0%	100%
Engineering	43%	5%	52%	0%	0%	0%	0%	100%
Frost Music	83%	11%	0%	0%	0%	6%	0%	100%
Law	79%	8%	3%	0%	10%	0%	0%	100%
Medicine/Medical Affairs	76%	12%	11%	0%	1%	0%	1%	100%
Nursing	60%	40%	0%	0%	0%	0%	0%	100%
Rosenstiel	90%	6%	4%	0%	0%	0%	0%	100%
Library & Others	76%	11%	10%	0%	2%	0%	0%	100%
TOTAL	**76%**	**11%**	**10%**	**0%**	**2%**	**0%**	**0%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.

Source: HRS Database, as of September 30, 2014

ALL FACULTY (FULL-TIME PLUS PART-TIME) BY RACE/ETHNIC CATEGORY
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	1,943	1,967	1,920	1,876	1,907	-2%
Hispanic	616	639	641	657	665	8%
Asian	337	344	338	331	328	-3%
Pacific Islander	5	1	1	1	1	-80%
Black	126	122	113	131	117	-7%
American Indian or Alaska Native	4	4	6	4	4	0%
2 or More Races	12	18	18	22	25	108%
Unknown/Missing	4	9	14	12	11	175%
TOTAL	**3,047**	**3,104**	**3,051**	**3,034**	**3,058**	**0%**

PERCENTAGES					
Race/Ethnic	2010	2011	2012	2013	2014
White	64%	64%	63%	62%	63%
Hispanic	20%	21%	21%	22%	22%
Asian	11%	11%	11%	11%	11%
Pacific Islander	0%	0%	0%	0%	0%
Black	4%	4%	4%	4%	4%
American Indian or Alaska Native	0%	0%	0%	0%	0%
2 or More Races	0%	1%	1%	1%	1%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: HRS Database, as of September 30 for each year

FULL-TIME FACULTY BY RACE/ETHNIC CATEGORY
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	1,632	1,661	1,638	1,597	1,596	-2%
Hispanic	506	528	518	540	553	9%
Asian	318	327	320	312	311	-2%
Pacific Islander	5	1	1	1	1	-80%
Black	99	95	89	95	97	-2%
American Indian or Alaska Native	4	4	6	4	4	0%
2 or More Races	10	14	17	19	19	90%
Unknown/Missing	3	7	13	11	10	233%
TOTAL	**2,577**	**2,637**	**2,602**	**2,579**	**2,591**	**1%**

PERCENTAGES					
Race/Ethnic	2010	2011	2012	2013	2014
White	63%	63%	63%	62%	62%
Hispanic	20%	20%	20%	21%	21%
Asian	12%	12%	12%	12%	12%
Pacific Islander	0%	0%	0%	0%	0%
Black	4%	4%	3%	4%	4%
American Indian or Alaska Native	0%	0%	0%	0%	0%
2 or More Races	0%	1%	1%	1%	1%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: HRS Database, as of September 30 for each year

FULL-TIME TENURED/TENURE-TRACK FACULTY BY RACE/ETHNIC CATEGORY
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	860	853	834	803	795	-8%
Hispanic	135	140	133	133	131	-3%
Asian	148	148	150	144	151	2%
Pacific Islander	0	1	1	1	1	na
Black	30	28	30	31	30	0%
American Indian or Alaska Native	3	4	4	4	4	33%
2 or More Races	2	3	3	4	4	100%
Unknown/Missing	2	3	4	3	4	100%
TOTAL	**1,180**	**1,180**	**1,159**	**1,123**	**1,120**	**-5%**

PERCENTAGES					
Race/Ethnic	2010	2011	2012	2013	2014
White	73%	72%	72%	72%	71%
Hispanic	11%	12%	12%	12%	12%
Asian	13%	13%	13%	13%	14%
Pacific Islander	0%	0%	0%	0%	0%
Black	3%	2%	3%	3%	3%
American Indian or Alaska Native	0%	0%	0%	0%	0%
2 or More Races	0%	0%	0%	0%	0%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.

Source: HRS Database, as of September 30 for each year

FULL PROFESSORS BY RACE/ETHNIC CATEGORY
Five-Year Trends, Fall Semesters

HEADCOUNTS						
Race/Ethnic	2010	2011	2012	2013	2014	4-Year Change
White	496	502	490	473	475	-4%
Hispanic	70	71	68	72	70	0%
Asian	58	58	62	61	63	9%
Black	9	9	9	10	12	33%
American Indian or Alaska Native	1	2	2	2	2	100%
2 or More Races	1	2	2	2	2	100%
Unknown/Missing	2	3	3	3	3	50%
TOTAL	**637**	**647**	**636**	**623**	**627**	**-2%**

PERCENTAGES					
Race/Ethnic	2010	2011	2012	2013	2014
White	78%	78%	77%	76%	76%
Hispanic	11%	11%	11%	12%	11%
Asian	9%	9%	10%	10%	10%
Black	1%	1%	1%	2%	2%
American Indian or Alaska Native	0%	0%	0%	0%	0%
2 or More Races	0%	0%	0%	0%	0%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Deans and other administrators with faculty appointments are included. Percentages have been adjusted to exclude unknown race/ethnicity.
Source: HRS Database, as of September 30 for each year

Appendix D: Student Climate Survey*

My Report

Last Modified: 05/13/2015
Completion Status: Completed

1. 1. Race/ethnicity: With which category do you most identify?

#	Answer	Bar	Response	%
1	Asian/Pacific Islander		107	8%
2	Black/African American		296	22%
3	Latino/Hispanic		226	17%
4	Middle Eastern		16	1%
5	Indigenous/Native American		3	0%
6	White/Angelo		586	44%
7	Multiracial		65	5%
8	If other, please describe your race/ethnicity		36	3%
	Total		1,335	

Statistic	Value
Min Value	1
Max Value	8
Mean	4.28
Variance	4.33
Standard Deviation	2.08
Total Responses	1,335

2. 2. Are you an International Student

#	Answer	Bar	Response	%
1	Yes		135	10%
2	No		1,200	90%
	Total		1,335	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.90
Variance	0.09
Standard Deviation	0.30
Total Responses	1,335

3. 3. Year

#	Answer	Bar	Response	%
1	Freshman		290	22%
2	Sophomore		341	26%
3	Junior		364	27%
4	Senior		328	25%
5	Graduate		13	1%
	Total		1,336	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.58
Variance	1.23
Standard Deviation	1.11
Total Responses	1,336

4. 4. Which term best describes your sexual identity?

#	Answer	Bar	Response	%
1	Asexual		39	3%
2	Bisexual		63	5%
3	Gay/Lesbian		41	3%
4	Genderqueer		5	0%
5	Heterosexual		1,119	84%
6	Pansexual		16	1%
7	Queer		7	1%
8	Questioning		8	1%
9	Other		10	1%
10	I prefer not to answer		25	2%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	10
Mean	4.84
Variance	1.67
Standard Deviation	1.29
Total Responses	1,333

5. 5. Gender

#	Answer	Bar	Response	%
1	Male		583	44%
2	Female		745	56%
3	Transgender		6	0%
	Total		1,334	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.57
Variance	0.25
Standard Deviation	0.50
Total Responses	1,334

6. 6. School

#	Answer	Bar	Response	%
1	School of Architecture		21	2%
2	College of Arts and Sciences		567	43%
3	School of Business Administration		229	17%
4	School of Communication		122	9%
5	School of Education and Human Development		68	5%
6	College of Engineering		159	12%
7	School of Law		1	0%
8	Rosenstiel School of Marine and Atmospheric Science		58	4%
9	Miller School of Medicine		2	0%
10	Frost School of Music		45	3%
11	School of Nursing and Health Studies		59	4%
12	The Graduate School		2	0%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	12
Mean	3.93
Variance	6.76
Standard Deviation	2.60
Total Responses	1,333

7. 7. Religious Affiliation

#	Answer	Bar	Response	%
1	Agnostic/Atheist		240	18%
2	Buddhist		30	2%
3	Christian-Protestant		256	19%
4	Christian-Catholic		345	26%
5	Hindu		22	2%
6	Jewish		116	9%
7	Muslim		24	2%
8	Unaffiliated		210	16%
9	Other		90	7%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	9
Mean	4.44
Variance	6.45
Standard Deviation	2.54
Total Responses	1,333

8. 8. I have had a Black professor while I was a student at the University of Miami

#	Answer	Bar	Response	%
1	Yes		650	49%
2	No		683	51%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.51
Variance	0.25
Standard Deviation	0.50
Total Responses	1,333

9. 9. I have witnessed a classroom interaction related to race/ethnicity that made me uncomfortable within the last 12 months

#	Answer	Bar	Response	%
1	Strongly agree		139	10%
2	Somewhat agree		241	18%
3	Somewhat disagree		234	18%
4	Strongly disagree		720	54%
	Total		1,334	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.15
Variance	1.12
Standard Deviation	1.06
Total Responses	1,334

10. 10. I have been in a class where race/ethnicity was substantively discussed

#	Answer	Bar	Response	%
1	Yes		691	52%
2	No		641	48%
	Total		1,332	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.48
Variance	0.25
Standard Deviation	0.50
Total Responses	1,332

11.
11. I have been the only student of my race/ethnicity in a class

#	Answer	Bar	Response	%
1	Yes		418	31%
2	No		915	69%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.69
Variance	0.22
Standard Deviation	0.46
Total Responses	1,333

12. 12. I have felt that a professor has made assumptions about me because of my race/ethnicity

#	Answer	Bar	Response	%
1	Yes		270	20%
2	No		1,062	80%
	Total		1,332	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.80
Variance	0.16
Standard Deviation	0.40
Total Responses	1,332

13. 13. I have heard a racist comment in the classroom that was not addressed by the professor

#	Answer	Bar	Response	%
1	Yes		249	19%
2	No		1,084	81%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.81
Variance	0.15
Standard Deviation	0.39
Total Responses	1,333

15. 15. In the past year, I have attended an event/program on campus related to race/ethnicity

#	Answer	Bar	Response	%
1	Yes		709	53%
2	No		624	47%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.47
Variance	0.25
Standard Deviation	0.50
Total Responses	1,333

16. 16. In the past year, I have attended an event/program related to a race /ethnicity that is not my own

#	Answer	Bar	Response	%
1	Yes		657	49%
2	No		676	51%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.51
Variance	0.25
Standard Deviation	0.50
Total Responses	1,333

17. 17. In the past year, I have attended a program sponsored or co-sponsored
by Multicultural Student Affairs

#	Answer	Bar	Response	%
1	Yes		637	48%
2	No		696	52%
	Total		1,333	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.52
Variance	0.25
Standard Deviation	0.50
Total Responses	1,333

18.

18. I have become more open-minded about diversity related issues since starting college

#	Answer	Bar	Response	%
1	Strongly agree		609	46%
2	Somewhat agree		509	38%
3	Somewhat disagree		119	9%
4	Strongly disagree		94	7%
	Total		1,331	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.77
Variance	0.78
Standard Deviation	0.88
Total Responses	1,331

19. 19. The administration of the University of Miami is responsive to reports of discrimination and harassment

#	Answer	Bar	Response	%
1	Strongly agree		302	23%
2	Somewhat agree		647	49%
3	Somewhat disagree		294	22%
4	Strongly disagree		75	6%
	Total		1,318	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.11
Variance	0.67
Standard Deviation	0.82
Total Responses	1,318

20.
20. I have witnessed racial/ethnic discrimination on campus within the last 12 months

#	Answer	Bar	Response	%
1	Strongly agree		296	22%
2	Somewhat agree		278	21%
3	Somewhat disagree		330	25%
4	Strongly disagree		427	32%
	Total		1,331	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.67
Variance	1.31
Standard Deviation	1.14
Total Responses	1,331

21. 21. I have experienced racial/ethnic discrimination on campus within the last 12 months

#	Answer	Bar	Response	%
1	Strongly agree		145	11%
2	Somewhat agree		172	13%
3	Somewhat disagree		301	23%
4	Strongly disagree		713	54%
	Total		1,331	

Statistic	Value
Min Value	1
Max Value	4
Mean	3.19
Variance	1.07
Standard Deviation	1.03
Total Responses	1,331

22. 22. I feel that racial/ethnic inclusivity has been a priority of the administration at UM

#	Answer	Bar	Response	%
1	Strongly agree		290	22%
2	Somewhat agree		549	41%
3	Somewhat disagree		338	25%
4	Strongly disagree		149	11%
	Total		1,326	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.26
Variance	0.86
Standard Deviation	0.93
Total Responses	1,326

23. 23. I am tired of hearing about diversity at the University of Miami

#	Answer	Bar	Response	%
1	Strongly agree		294	22%
2	Somewhat agree		314	24%
3	Somewhat disagree		317	24%
4	Strongly disagree		404	30%
	Total		1,329	
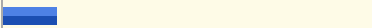
Statistic	Value
Min Value	1
Max Value	4
Mean	2.63
Variance	1.29
Standard Deviation	1.13
Total Responses	1,329

24. 24. I have experienced racial/ethnic tension with my UM roommates/suitemates

#	Answer	Bar	Response	%
1	Yes. If yes, please provide more information if you are comfortable doing so		122	9%
2	No		1,194	91%
	Total		1,316	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.91
Variance	0.08
Standard Deviation	0.29
Total Responses	1,316

25. 25. I have witnessed racial/ethnic discrimination within the Residential College

#	Answer	Bar	Response	%
1	Yes		194	15%
2	No		1,136	85%
	Total		1,330	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.85
Variance	0.12
Standard Deviation	0.35
Total Responses	1,330

26. 26. I have felt marginalized because of my race/ethnicity on my dorm floor

#	Answer	Bar	Response	%
1	Yes		111	8%
2	No		1,218	92%
	Total		1,329	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.92
Variance	0.08
Standard Deviation	0.28
Total Responses	1,329

27. 27. I feel that UM offers sufficient needs-based aid for minority racial/ethnic groups.

#	Answer	Bar	Response	%
1	Strongly agree		405	31%
2	Somewhat agree		543	41%
3	Somewhat disagree		234	18%
4	Strongly disagree		130	10%
	Total		1,312	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.07
Variance	0.88
Standard Deviation	0.94
Total Responses	1,312

28.   28. I have struggled at UM due to financial issues

#	Answer	Bar	Response	%
1	Strongly agree		325	24%
2	Somewhat agree		313	24%
3	Somewhat disagree		287	22%
4	Strongly disagree		402	30%
	Total		1,327	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.58
Variance	1.34
Standard Deviation	1.16
Total Responses	1,327

29. 29. How would you rate the overall racial/ethnic climate at UM:

#	Answer	Bar	Response	%
1	Very welcoming		503	38%
2	Somewhat welcoming		387	29%
3	Neutral		285	21%
4	Somewhat hostile		137	10%
5	Very hostile		16	1%
	Total		1,328	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.08
Variance	1.11
Standard Deviation	1.05
Total Responses	1,328

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
8. I have had a Black professor while I was a student at the University of Miami	Yes	53	180	102	10	1	279	35	14	674
		46.5%	59.2%	44.7%	62.5%	33.3%	45.7%	49.3%	38.9%	48.7%
	No	61	124	126	6	2	332	36	22	709
		53.5%	40.8%	55.3%	37.5%	66.7%	54.3%	50.7%	61.1%	51.3%
Total		114	304	228	16	3	611	71	36	1383
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
9. I have witnessed a classroom interaction related to race/ethnicity that made me uncomfortable…	Strongly agree	17	71	12	2	0	27	8	4	141
		14.9%	23.4%	5.3%	12.5%	0.0%	4.4%	11.3%	11.1%	10.2%
	Somewhat agree	12	98	40	4	0	74	12	11	251
		10.5%	32.2%	17.5%	25.0%	0.0%	12.1%	16.9%	30.6%	18.1%
	Somewhat disagree	22	56	36	2	0	114	13	1	244
		19.3%	18.4%	15.8%	12.5%	0.0%	18.6%	18.3%	2.8%	17.6%
	Strongly disagree	63	79	140	8	3	397	38	20	748
		55.3%	26.0%	61.4%	50.0%	100.0%	64.9%	53.5%	55.6%	54.0%
Total		114	304	228	16	3	612	71	36	1384
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
10. I have been in a class where race/ethnicity was substantively discussed	Yes	54	164	110	6	2	320	35	20	711
		47.4%	54.1%	48.7%	37.5%	66.7%	52.3%	49.3%	55.6%	51.5%
	No	60	139	116	10	1	292	36	16	670
		52.6%	45.9%	51.3%	62.5%	33.3%	47.7%	50.7%	44.4%	48.5%
Total		114	303	226	16	3	612	71	36	1381
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
11. I have been the only student of my race/ethnicity in a class	Yes	65	248	35	7	2	21	35	17	430
		57.0%	81.6%	15.4%	43.8%	66.7%	3.4%	49.3%	47.2%	31.1%
	No	49	56	192	9	1	591	36	19	953
		43.0%	18.4%	84.6%	56.3%	33.3%	96.6%	50.7%	52.8%	68.9%
Total		114	304	227	16	3	612	71	36	1383
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
12. I have felt that a professor has made assumptions about me because of my race/ethnicity	Yes	32	126	27	2	0	73	15	8	283
		28.1%	41.6%	11.9%	12.5%	0.0%	11.9%	21.1%	22.2%	20.5%
	No	82	177	200	14	3	539	56	28	1099
		71.9%	58.4%	88.1%	87.5%	100.0%	88.1%	78.9%	77.8%	79.5%
Total		114	303	227	16	3	612	71	36	1382
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
13. I have heard a racist comment in the classroom that was not addressed by the professor	Yes	29	95	32	3	0	69	16	11	255
		25.4%	31.3%	14.0%	18.8%	0.0%	11.3%	22.5%	30.6%	18.4%
	No	85	209	196	13	3	542	55	25	1128
		74.6%	68.8%	86.0%	81.3%	100.0%	88.7%	77.5%	69.4%	81.6%
Total		114	304	228	16	3	611	71	36	1383
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
15. In the past year, I have attended an event/program on campus related to race/ethnicity	Yes	61	243	98	7	2	252	39	19	721
		54.5%	80.7%	43.4%	43.8%	66.7%	41.6%	55.7%	52.8%	52.6%
	No	51	58	128	9	1	354	31	17	649
		45.5%	19.3%	56.6%	56.3%	33.3%	58.4%	44.3%	47.2%	47.4%
Total		112	301	226	16	3	606	70	36	1370
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
16. In the past year, I have attended an event/program related to a race /ethnicity that is not…	Yes	61	199	92	6	2	265	34	15	674
		54.5%	66.3%	40.7%	37.5%	66.7%	43.7%	47.9%	41.7%	49.2%
	No	51	101	134	10	1	341	37	21	696
		45.5%	33.7%	59.3%	62.5%	33.3%	56.3%	52.1%	58.3%	50.8%
Total		112	300	226	16	3	606	71	36	1370
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
17. In the past year, I have attended a program sponsored or co-sponsored by Multicultural Studen...	Yes	53	235	84	7	1	219	33	19	651
		47.3%	78.1%	37.2%	43.8%	33.3%	36.3%	46.5%	52.8%	47.6%
	No	59	66	142	9	2	384	38	17	717
		52.7%	21.9%	62.8%	56.3%	66.7%	63.7%	53.5%	47.2%	52.4%
Total		112	301	226	16	3	603	71	36	1368
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
18. I have become more open-minded about diversity related issues since starting college	Strongly agree	50	152	117	8	2	244	25	14	612
		46.3%	52.1%	52.5%	50.0%	66.7%	41.6%	37.3%	38.9%	45.9%
	Somewhat agree	39	109	76	6	1	235	29	13	508
		36.1%	37.3%	34.1%	37.5%	33.3%	40.0%	43.3%	36.1%	38.1%
	Somewhat disagree	14	19	15	2	0	60	5	3	118
		13.0%	6.5%	6.7%	12.5%	0.0%	10.2%	7.5%	8.3%	8.9%
	Strongly disagree	5	12	15	0	0	48	8	6	94
		4.6%	4.1%	6.7%	0.0%	0.0%	8.2%	11.9%	16.7%	7.1%
Total		108	292	223	16	3	587	67	36	1332
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
19. The administration of the University of Miami is responsive to reports of discrimination and...	Strongly agree	26	31	57	4	2	164	10	7	301
		24.1%	10.7%	25.9%	25.0%	66.7%	28.3%	14.9%	20.0%	22.8%
	Somewhat agree	53	131	104	8	1	302	37	16	652
		49.1%	45.0%	47.3%	50.0%	33.3%	52.1%	55.2%	45.7%	49.4%
	Somewhat disagree	22	102	50	3	0	90	18	7	292
		20.4%	35.1%	22.7%	18.8%	0.0%	15.5%	26.9%	20.0%	22.1%
	Strongly disagree	7	27	9	1	0	24	2	5	75
		6.5%	9.3%	4.1%	6.3%	0.0%	4.1%	3.0%	14.3%	5.7%
Total		108	291	220	16	3	580	67	35	1320
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
20. I have witnessed racial/ethnic discrimination on campus within the last 12 months	Strongly agree	25	138	31	3	0	69	18	13	297
		23.1%	47.3%	13.9%	18.8%	0.0%	11.8%	26.9%	36.1%	22.3%
	Somewhat agree	28	67	39	2	0	121	19	4	280
		25.9%	22.9%	17.5%	12.5%	0.0%	20.6%	28.4%	11.1%	21.0%
	Somewhat disagree	26	48	58	4	2	171	17	2	328
		24.1%	16.4%	26.0%	25.0%	66.7%	29.1%	25.4%	5.6%	24.6%
	Strongly disagree	29	39	95	7	1	226	13	17	427
		26.9%	13.4%	42.6%	43.8%	33.3%	38.5%	19.4%	47.2%	32.1%
Total		108	292	223	16	3	587	67	36	1332
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
21. I have experienced racial/ethnic discrimination on campus within the last 12 months	Strongly agree	13	83	15	1	0	20	8	4	144
		12.0%	28.3%	6.7%	6.3%	0.0%	3.4%	11.9%	11.4%	10.8%
	Somewhat agree	25	62	22	2	0	42	16	6	175
		23.1%	21.2%	9.9%	12.5%	0.0%	7.2%	23.9%	17.1%	13.1%
	Somewhat disagree	28	77	54	5	0	113	17	6	300
		25.9%	26.3%	24.2%	31.3%	0.0%	19.3%	25.4%	17.1%	22.5%
	Strongly disagree	42	71	132	8	3	412	26	19	713
		38.9%	24.2%	59.2%	50.0%	100.0%	70.2%	38.8%	54.3%	53.5%
Total		108	293	223	16	3	587	67	35	1332
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
22. I feel that racial/ethnic inclusivity has been a priority of the administration at UM	Strongly agree	20	35	57	2	0	167	6	6	293
		18.5%	12.0%	25.8%	12.5%	0.0%	28.5%	9.0%	16.7%	22.1%
	Somewhat agree	42	84	88	9	3	274	29	17	546
		38.9%	28.8%	39.8%	56.3%	100.0%	46.8%	43.3%	47.2%	41.1%
	Somewhat disagree	32	110	55	4	0	111	19	7	338
		29.6%	37.7%	24.9%	25.0%	0.0%	19.0%	28.4%	19.4%	25.5%
	Strongly disagree	14	63	21	1	0	33	13	6	151
		13.0%	21.6%	9.5%	6.3%	0.0%	5.6%	19.4%	16.7%	11.4%
Total		108	292	221	16	3	585	67	36	1328
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
23. I am tired of hearing about diversity at the University of Miami	Strongly agree	22	46	49	4	2	145	12	12	292
		20.6%	15.7%	22.0%	25.0%	66.7%	24.7%	17.9%	34.3%	22.0%
	Somewhat agree	34	56	44	3	0	157	15	5	314
		31.8%	19.1%	19.7%	18.8%	0.0%	26.8%	22.4%	14.3%	23.6%
	Somewhat disagree	22	72	55	2	0	142	16	7	316
		20.6%	24.6%	24.7%	12.5%	0.0%	24.2%	23.9%	20.0%	23.8%
	Strongly disagree	29	119	75	7	1	142	24	11	408
		27.1%	40.6%	33.6%	43.8%	33.3%	24.2%	35.8%	31.4%	30.7%
Total		107	293	223	16	3	586	67	35	1330
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
24. I have experienced racial/ethnic tension with my UM roommates/suitemates	Yes. If yes, please provide more information if you are comfortable doing so	12	44	12	1	0	37	8	8	122
		11.4%	15.3%	5.5%	6.3%	0.0%	6.4%	12.3%	22.9%	9.3%
	No	93	244	205	15	3	542	57	27	1186
		88.6%	84.7%	94.5%	93.8%	100.0%	93.6%	87.7%	77.1%	90.7%
Total		105	288	217	16	3	579	65	35	1308
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
25. I have witnessed racial/ethnic discrimination within the Residential College	Yes	20	69	18	2	0	63	14	7	193
		18.7%	23.6%	8.2%	12.5%	0.0%	10.8%	21.5%	20.0%	14.6%
	No	87	223	202	14	3	521	51	28	1129
		81.3%	76.4%	91.8%	87.5%	100.0%	89.2%	78.5%	80.0%	85.4%
Total		107	292	220	16	3	584	65	35	1322
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
26. I have felt marginalized because of my race/ethnicity on my dorm floor	Yes	15	58	8	1	0	17	10	2	111
		14.0%	19.9%	3.6%	6.3%	0.0%	2.9%	15.4%	5.7%	8.4%
	No	92	234	212	15	3	566	55	33	1210
		86.0%	80.1%	96.4%	93.8%	100.0%	97.1%	84.6%	94.3%	91.6%
Total		107	292	220	16	3	583	65	35	1321
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
27. I feel that UM offers sufficient needs-based aid for minority racial/ethnic groups.	Strongly agree	18	54	46	6	1	249	18	8	400
		16.8%	18.7%	21.4%	37.5%	33.3%	43.5%	27.7%	24.2%	30.7%
	Somewhat agree	52	107	84	6	1	246	29	17	542
		48.6%	37.0%	39.1%	37.5%	33.3%	42.9%	44.6%	51.5%	41.7%
	Somewhat disagree	25	72	56	3	1	58	13	3	231
		23.4%	24.9%	26.0%	18.8%	33.3%	10.1%	20.0%	9.1%	17.8%
	Strongly disagree	12	56	29	1	0	20	5	5	128
		11.2%	19.4%	13.5%	6.3%	0.0%	3.5%	7.7%	15.2%	9.8%
Total		107	289	215	16	3	573	65	33	1301
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
28. I have struggled at UM due to financial issues	Strongly agree	15	107	63	1	1	114	16	7	324
		14.0%	36.8%	28.9%	6.3%	33.3%	19.6%	24.6%	20.0%	24.6%
	Somewhat agree	38	63	56	2	1	124	19	6	309
		35.5%	21.6%	25.7%	12.5%	33.3%	21.3%	29.2%	17.1%	23.5%
	Somewhat disagree	26	45	36	4	0	143	21	9	284
		24.3%	15.5%	16.5%	25.0%	0.0%	24.6%	32.3%	25.7%	21.6%
	Strongly disagree	28	76	63	9	1	200	9	13	399
		26.2%	26.1%	28.9%	56.3%	33.3%	34.4%	13.8%	37.1%	30.3%
Total		107	291	218	16	3	581	65	35	1316
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

		Asian/Pacific Islander	Black/African American	Latino/Hispanic	Middle Eastern	Indigenous/Native American	White/Angelo	Multiracial	If other, please describe your race/ethnicity	Total
29. How would you rate the overall racial/ethnic climate at UM:	Very welcoming	28	42	99	8	1	287	20	14	499
		26.2%	14.4%	45.0%	53.3%	33.3%	49.4%	30.8%	40.0%	37.9%
	Somewhat welcoming	43	83	61	4	1	175	15	3	385
		40.2%	28.5%	27.7%	26.7%	33.3%	30.1%	23.1%	8.6%	29.2%
	Neutral	27	93	40	3	1	79	25	13	281
		25.2%	32.0%	18.2%	20.0%	33.3%	13.6%	38.5%	37.1%	21.3%
	Somewhat hostile	7	70	18	0	0	31	5	5	136
		6.5%	24.1%	8.2%	0.0%	0.0%	5.3%	7.7%	14.3%	10.3%
	Very hostile	2	3	2	0	0	9	0	0	16
		1.9%	1.0%	0.9%	0.0%	0.0%	1.5%	0.0%	0.0%	1.2%
Total		107	291	220	15	3	581	65	35	1317
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%